



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline: **Spanish II**

February- june

Topic and Essential Question

Topic: La familia

- ❖ How do we talk about who is in our family?
- ❖ How do we express who something belongs to?
- ❖ How do we describe Special celebrations and the preparations for them?
- ❖ How does the verb “tener” get used in Spanish?
- ❖ How do we describe people’s physical appearance in Spanish?
- ❖ What are the differences between ser and estar?

Topic: La ropa

- ❖ How does culture influence the way we dress?
- ❖ How is clothing part of our folklore?
- ❖ How can we tell price?
- ❖ How does clothing facilitate self-expression?
- ❖ How does our location affect the way we dress?

Topic: Los pasatiempos

- ❖ How do we talk about where we go to do different activities?
- ❖ How does question formation in Spanish differ from English?
- ❖ What does the form of a Spanish question tell us about how to answer it?
- ❖ How do we talk about playing sports?
- ❖ How do we talk about events that will happen in the future?
- ❖ How do we talk about actions that happened in the past?

Topic: la casa

- ❖ How do we analyze the difference between a house and home?
- ❖ How are the structures of buildings different in Spanish speaking countries?
- ❖ What is the role of the plazas in Spanish speaking countries?

Unit/Topics

La familia, la ropa, los pasatiempos, la casa

SWBAT/Objectives

Students will be able to:

- ❖ Describe family members and friends
- ❖ Tell what someone’s age is
- ❖ Say what other people like and do not like to do

- ❖ Explain how surnames are formed in Spanish-speaking countries
- ❖ To describe the color, fit and price of clothes.
- ❖ Ask about and buy clothes
- ❖ Tell where and when you bought clothes and how much you paid for them
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- ❖ Ask about and buy clothes
- ❖ Tell where and when you bought clothes and how much you paid for them
- ❖ Talk about location in the community
- ❖ Discuss leisure activities
- ❖ Talk about where you go and with whom
- ❖ Learn how to ask questions
- ❖ Understand cultural perspective on leisure activities
- ❖ Tell where they live
- ❖ Describe their home
- ❖ Name household chores
- ❖ Compare and contrast the use of outdoor space in a home in Spain and in the United States

Vocabulary/Key Terms

Students will be able to answer the following questions:

- ❖ Como se llama tu madre?
- ❖ Cuantos hermanos tienes?
- ❖ Eres hijo unico?
- ❖ Como es tu madre?
- ❖ Es rubia?
- ❖ Quien es tu primo favorito?
- ❖ Es tu primo guapo?
- ❖ Que ropa te pones en el invierno?
- ❖ Te gustan esos zapatos?
- ❖ Como te quedan los pantalones?
- ❖ De que es tu vestido?
- ❖ Cuanto cuestan esos tenis?
- ❖ Cuando lo comprate?
- ❖ Que desea comprar?
- ❖ Que necesitas?
- ❖ Necesitas unos zapatos nuevos?
- ❖ Te gusta hacer ejercicio?
- ❖ Cual es tu deporte favorito?
- ❖ A donde vas los fines de semana?
- ❖ Cuando vas al parque?
- ❖ Con quien vas?
- ❖ Cuando vas a la playa?
- ❖ Vas a la piscina en el invierno?
- ❖ Quieres ir al parque el sabado?
- ❖ Puedes ir conmigo al hospital?
- ❖ A que hora vas al cine?
- ❖ Que haces cuando estas en la playa?
- ❖ Adonde vas de vacaciones?

- ❖ Que piensas hacer?
- ❖ Que quieres hacer despues de la clase?
- ❖ Que te gustaria hacer en el verano?
- ❖ Quien limpia tu casa?
- ❖ Te gusta limpiar el bano?
- ❖ Cual es tu quehacer favorito?
- ❖ Como es tu casa?
- ❖ Es tu casa grande?
- ❖ Cuantos dormitorios hay en tu casa?
- ❖ Prefieres limpiar o cocinar?
- ❖ Donde vives?
- ❖ Que edificios hay cerca / lejos de tu casa
- ❖ Como es tu casa?

Assessments:

Listening:

- ❖ Students will be playing the yes o no celebrity game. A student will get a celebrity which the will not see and then try to guess which celebrity they are. The person will make up yes o not questions and then their classmates will have to reply. Classmates will have to listen carefully so they can reply to their answer.
- ❖ Pair work
- ❖ we will review the numbers by playing bingo.
- ❖ Listening Activities –teacher driven and pair work.
- ❖ Listening quiz on the seasons of the year.
- ❖ Quizzes about the house.- teacher question students.

Writing:

- ❖ Students will have to draw an alien creature or monster as homework. The next day, as students to describe the creature to the class and the rest of them will draw it. Award a price for the student that draws the most similar picture.
- ❖ Guided Practice Questions answer by the students.
- ❖ Teacher-created worksheet completed by the students.
- ❖ Project about the house
- ❖ Teacher driven exercises
- ❖ Students make up questions
- ❖ Students describe their dream house

Speaking:

- ❖ Students will be playing the yes o no celebrity game. A student will get a celebrity which the will not see and then try to guess which celebrity they are. The person will make up yes o not questions and then their classmates will have to reply. The person that has to guess the celebrity will have to make questions to figure out who the celebrity is.
- ❖ Play the price is right
- ❖ Oral activities- pair work.

Reading:

- ❖ La familia reading
- ❖ The malls in Latin America
- ❖ Un verano en Argentina
- ❖ Las plazas en España

Culture:

- ❖ Los apellidos
- ❖ Los amigos y la familia
- ❖ La madrina/ el padrino

- ❖ Traditional clothing from different parts of the world.: students have to create a traditional outfit to represent the United States.
- ❖ Los paseos
- ❖ Las vacaciones en Sur América
- ❖ Las haciendas
- ❖ Las estancias

Common Core Standards:

L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.

W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL 9-10.1E

Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiated Instruction:

ELLs:

Students will be able to make linguistic connections between Spanish and their home language and English. Skill expectations are the same recognizing that i Students will also write reflective essays in their journals on linguistic and cultural connections. Individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.

SWDs:

Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.

High-Achievers:

Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.

Resources/Books

Powerpoints, variety of text books including but not limited to Santillana, En sus marcas, Spanish for Mastery, Descubre

Projects:

Mi familia.

Describe a tu familia o Imagínate que tienes 60 años y ya tienes formada una hermosa familia.¿Cómo es tu familia? Crea un árbol genealógico con tu futura familia. ¿Cuántos miembros tiene? ¿Cómo son cada uno? ¿Qué les gusta hacer? ¿Qué le gusta comer? Etc. Sigue la siguiente lista para completar tu proyecto.

1. Crea tu árbol genealógico y escribe la relación de cada uno de tus familiares (siete parientes mínimo)

2. Trae una foto o dibuja a tus parientes
3. Describe que actividades les gusta hacer a cada uno y que no les gusta hacer
4. Describe que comen y que no comen, explica porque
5. En tres oraciones o más describe su personalidad
6. En cuatro oraciones o más describe como son físicamente. (ejemplo: tiene el pelo negro)

La ropa

Imagine that you are a fashion designer and you have been hired to create a catalog for a very important Spanish store. Your task is to create an outfit for every season of the year. Your Project must contain the following things:

1. Four outfits. One per each season
2. There must be four items of clothing per outfit.
3. Each item must be labeled in Spanish.
4. Each outfit must be described in complete sentences.
5. Talk about color and price for each item.

In Spanish write a letter to a pen pal describing what you did last vacation and what you will be doing next year. Your answer should be written entirely in Spanish and should contain a minimum of 100 words. To satisfy the purpose of the task you must make sure to organize your response and to include a beginning, middle, and ending. The sentence structure and/or expressions used should be connected logically and should demonstrate a wide range of vocabulary with minimal repetition.

You might wish to include:

- when you took the vacation
- the season of the year • length of the vacation • with whom you spent your time
- places that you visited
- activities you will be doing during your next vacation

La casa de tus sueños

En pareja, diseña la casa de tus sueños. Describe cada cuarto que esta posee en especial tu habitación. Tu proyecto debe contener lo siguiente:

1. veinte oraciones o más que describan tu hogar.
2. Debes de usar tener, ser, estar para describir cada cuarto que contiene.
3. Adjetivos que describan tu casa. (Cómoda, grande, bonita, blanca, etc)
4. Cada cuarto debe de tener una foto o dibujo mostrando de cómo tu lugar luciría.
5. Para completar tu presentación, debes de usar Prezi o Powerpoint.
6. La presentación oral debe de ser de dos a cuatro minutos.