Spanish II Curriculum Guide

World Languages and Cultures

LCPS
2013-2014
## Spanish Level II – SY 2013 – 2014

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Unit 1: Repaso de Gramática</th>
<th>Recommended pacing: 2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AP THEME: Grammar review to help reinforce all AP Themes and Subthemes</td>
<td>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</td>
</tr>
</tbody>
</table>

**Virginia State Foreign Language Standards of Learning for Level:**

- S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- S 1.2 Students understand and interpret written and spoken language on a variety of topics.
- S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
- S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

### COMMUNICATION

- **Interpersonal**
- **Interpretive**
- **Presentational**

### CULTURES/ CONNECTIONS

#### INTERPERSONAL MODE:
Maintain a discussion related to basic grammar learned in level I. Discuss and/or debate: level I topics for review. Topics can include but are not limited to restaurant, places in the community, family, celebrations, etc.

#### INTERPRETIVE MODE:
- Demonstrates comprehension of content from authentic audio, visual and text related to subjects presented from the previous level.

#### PRESENTATIONAL MODE:
- Produce oral and written reports on information about Spanish-speaking countries or previously mentioned topics.

### COMPARISONS/ COMMUNITIES

#### ESSENTIAL KNOWLEDGE (Facts & Skills)

### INTERPERSONAL MODE:
• Explore Spanish-speaking cultures and relationships in other countries.

### INTERPRETIVE MODE:
• Demonstrates comprehension of content from authentic audio, visual and text related to subjects presented from the previous level.

### PRESENTATIONAL MODE:
• Produce oral and written reports on information about Spanish-speaking countries or previously mentioned topics.

### CULTURES:

#### COMPARISONS:
• Compare and contrast customs between the United States and Spanish-speaking countries.

#### ESSENTIAL KNOWLEDGE (Facts & Skills):

- Talk about: Aforementioned topics
- Vocabulary:
- Review level I vocabulary.

#### Grammar:
- Present tense verbs (regular verbs, -ar, -er, -ir)
- Verbs tener, hacer, querer, jugar, dormir, preferir, etc.
- Stem-changing verbs
- Present progressive correct word order of nouns and adjectives
- Definite articles (el, la, los, las) and indefinite articles (un, una, unos, unas)
- Interrogative words (por qué, cuándo, dónde, etc.)
- Transition words (después, cuando, luego, etc.)
<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Unit 1</th>
<th>USEFUL VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Interrogative Words</td>
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<tr>
<td></td>
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<td>¿Por qué?</td>
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<td></td>
<td></td>
<td>¿Cuándo?</td>
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<tr>
<td></td>
<td></td>
<td>¿Dónde?</td>
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<td></td>
<td></td>
<td>¿Cuánto?</td>
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<td></td>
<td></td>
<td>¿Qué?</td>
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<td></td>
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<td>¿Cómo?</td>
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<td>ayer</td>
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<td>antes</td>
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<td>durante</td>
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<td>ahora</td>
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<td>con</td>
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<td>para</td>
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<td>por</td>
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</tbody>
</table>
## Quarter 1

**Unit 2A: Tu Dia Escolar, Classroom Items, Activities, and Rules**  
**AP THEME:** Contemporary Life, Science and Technology  
**AP SUBTHEME:** Education, Social Impact of Technology in the Classroom

### Recommended pacing: 3 weeks

Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.

### Virginia State Foreign Language Standards of Learning for Level II:

- **S 1.1** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- **S 1.2** Students understand and interpret written and spoken language on a variety of topics.
- **S 1.3** Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
- **S 4.2** Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

### COMMUNICATION

<table>
<thead>
<tr>
<th>-Interpersonal</th>
<th>-Interpretive</th>
<th>-Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERPERSONAL MODE:</strong> Maintain a discussion related to: What you do in school. Discuss and/or debate: Classroom rules, and impact of technology in the classroom Express and explain: Ideas using affirmative and negative words. Express opinions and react to: School rules and customs in other countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CULTURES/ CONNECTIONS:</strong> • Explore attitudes when reacting to: Student-teacher relationships in a school setting. <strong>CONNECTIONS:</strong> • Make connections between: Grading systems in different Spanish-speaking countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERPRETIVE MODE:</strong> • Demonstrates comprehension of content from authentic audio visual texts relating to: School activities, subjects, rules, classroom items and good study habits.</td>
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</tr>
<tr>
<td><strong>PRESENTATIONAL MODE:</strong> • Produce oral and written reports on: Present information about school activities, subjects, a favorite class, and rules.</td>
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</tbody>
</table>

### CULTURES/ CONNECTIONS

- **CULTUREs:** • Compare and contrast: Rules and customs in other countries with those of your own school.

### COMPARISONS/ COMMUNITIES

- **COMPARISONS:** • Compare and contrast: Rules and customs in other countries with those of your own school.

### ESSENTIAL KNOWLEDGE (Facts & Skills)

- **Talk about:** classroom objects  
  School activities  
  classroom rules  
  impact of technology in the classroom  
  Express affirmative and negative ideas  
  Vocabulary  
  school activities  
  school rules  
  classroom objects  

- **Grammar:**  
  the verbs *tener, hacer, poner, traer*  
  the phrases ‘*tener que*, ‘*(no) se prohíbe*,’ and ‘*hay que*’ followed by an infinitive  
  stem-changing verbs  
  affirmative and negative words
<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Unit 2A</th>
<th>USEFUL VOCABULARY</th>
<th>Classroom Rules</th>
<th>School Objects</th>
<th>Negative and Affirmative words</th>
<th>Classroom Technology</th>
<th>Other Useful Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you do in class</strong></td>
<td><strong>Classroom Rules</strong></td>
<td><strong>School Objects</strong></td>
<td><strong>Negative and Affirmative words</strong></td>
<td><strong>Classroom Technology</strong></td>
<td><strong>Other Useful Words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aprender de memoria</td>
<td>(no) se permite</td>
<td>el armario</td>
<td>a veces</td>
<td>el control remoto</td>
<td>¿Qué más…?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contestar</td>
<td>a tiempo</td>
<td>el asiento</td>
<td>algo</td>
<td>el laboratorio de computación</td>
<td>acabar de + infinitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dar un discurso</td>
<td>empezar</td>
<td>el bolígrafo/la pluma</td>
<td>alguien</td>
<td>el ratón</td>
<td>almorzar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discutir</td>
<td>entender</td>
<td>el borrador</td>
<td>algún/alguna (s)</td>
<td>el teclado</td>
<td>conocer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el informe/ el ensayo</td>
<td>entregar</td>
<td>el carnet de identidad</td>
<td>nadie</td>
<td>el teléfono celular</td>
<td>el material/los materiales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>la tarea</td>
<td>la regla/las reglas de la clase</td>
<td>el cuaderno</td>
<td>ningún/ninguno-a (s)</td>
<td>la computadora</td>
<td>el uniforme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el proyecto</td>
<td>llegar tarde</td>
<td>el lápiz</td>
<td>nunca</td>
<td>la impresora</td>
<td>es necesario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enseñar</td>
<td>llegar temprano</td>
<td>el sacapuntas</td>
<td>siempre</td>
<td>la pantalla</td>
<td>examinar</td>
<td></td>
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<tr>
<td>explicar</td>
<td>prestar atención</td>
<td>la carpeta</td>
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<tr>
<td>hacer una pregunta</td>
<td>repasar</td>
<td>la cinta adhesiva</td>
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<td></td>
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<tr>
<td>pedir ayuda</td>
<td>repetir</td>
<td>la grapadora</td>
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<tr>
<td>preguntar</td>
<td>respetar</td>
<td>la hoja de papel</td>
<td></td>
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<tr>
<td>sacar una mala nota</td>
<td>se prohíbe</td>
<td>la mochila</td>
<td></td>
<td></td>
<td>para + infinitive</td>
<td></td>
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</tr>
<tr>
<td>sacar una buena nota</td>
<td>tener que</td>
<td>las tijeras</td>
<td></td>
<td></td>
<td>sobre…</td>
<td></td>
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<tr>
<td>calificaciones</td>
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</tbody>
</table>

**RECYCLED/ONGOING TOPICS/STRUCTURES**

General review: present tense verbs; stem-changing verbs in the present; go-go verbs, ser and estar, prepositions of location (al lado de, delante de, detrás de, etc); adjectives to describe the classes (aburrida, difícil, divertida, fácil, interesante, práctica, etc.); and words such as, primer piso, segundo piso, y sótano.

New Grammar: expressions ‘tener que + infinitive’, ‘hay que+ infinitive’, and ‘(no)se prohíbe+ infinitive’; affirmative and negative words;

**RESOURCES/ACTIVITIES**

*Realidades II* (Chapter 1A), Realidades I (Chapter 6B), visual photos/PowerPoint’s of schools/students in Spanish-speaking countries, newspaper articles on education systems, practice workbook parts I & II, audio and video CDs.

**ASSESSMENTS/RUBRICS**

*NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.*

<table>
<thead>
<tr>
<th>Suggested Interpretive Task</th>
<th>Suggested Interpersonal Task</th>
<th>Suggested Presentational Task</th>
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<tbody>
<tr>
<td>View and describe classroom pictures</td>
<td>Students describe to each other their daily class schedule including the location of the classroom, the time, and what is done in the class</td>
<td>Create a visual schedule to present</td>
</tr>
<tr>
<td>Listening exercises</td>
<td>Create a graph/chart of differences between school here and in Spanish-speaking countries</td>
<td></td>
</tr>
<tr>
<td>Reading Exercises</td>
<td>Create a visual chart of your ideal school with favorite rules</td>
<td></td>
</tr>
</tbody>
</table>
Quarter 1  
Unit 2B: Tu Dia Escolar, Extracurricular Activities  
**AP THEME:** Contemporary Life  
**AP SUBTHEME:** Education, Leisure, and Sports  

**Recommended pacing:** 3 weeks  
*Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.*  

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<th>COMPARISONS/ COMMUNITIES</th>
<th>ESSENTIAL KNOWLEDGE (Facts &amp; Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Interpersonal</td>
<td>-Interpretive</td>
<td>-Presentational</td>
<td></td>
</tr>
</tbody>
</table>

**INTERPERSONAL MODE:**  
Maintain a discussion related to: What you do after school.  
Express and explain:  
- comparisons between people, things, or activities  
- knowing a person vs. knowing a skill or information  

- Express opinions and react to: how long has an activity been going on  

**INTERPRETIVE MODE:**  
- Demonstrates comprehension of content from authentic audio visual texts relating to: School activities, subjects, rules, classroom items and good study habits.  

**PRESENTATIONAL MODE:**  
- Produce oral and written reports on: favorite activities and pastimes

**CULTURES:**  
- Explore attitudes when reacting to: perspectives on extracurricular activities

**CONNECTIONS:**  
- Make connections between: Use of social media (e.g., facebook model) to create projects

**COMPARISONS:**  
- Compare and contrast:  
  - the different activities and sports of the US and Spanish speaking countries  
  - people and things

**ESSENTIAL KNOWLEDGE (Facts & Skills):**  
- Talk about extracurricular activities  
- places  
- what people know (facts) or what they know how to do (skills)  
- how long something has been going on

- Vocabulary  
  - extracurricular activities  
  - pastimes

- Grammar  
  - making comparisons using *tan...como, and tanto(a/s)...como*  
  - verbs *saber, conocer, and ir*  
  - expression ‘hace + time’

- Understand cultural perspectives on extracurricular activities.
### USEFUL VOCABULARY

<table>
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<tr>
<th>Extracurricular Activities</th>
<th>Athletic Activities</th>
<th>Music and Drama</th>
<th>Actions</th>
<th>Internet Activities</th>
<th>Other Useful Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>el ajedrez</td>
<td>el animador/la animadora</td>
<td>el bailarín/el bailarina</td>
<td>asistir a</td>
<td>crear una página de red</td>
<td>¿cuánto tiempo hace que...?</td>
</tr>
<tr>
<td>el club/los clubes</td>
<td>el entrenador</td>
<td>el coro</td>
<td>conocer</td>
<td>estar en línea</td>
<td>el interés</td>
</tr>
<tr>
<td>el equipo</td>
<td>el hockey</td>
<td>el ensayo</td>
<td>entrenar</td>
<td>hacer una búsqueda</td>
<td>entre</td>
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<tr>
<td>el fotógrafo/la fotografía</td>
<td>hacer gimnasia</td>
<td>el/la cantante</td>
<td>ganar</td>
<td>navegar en la red</td>
<td>hace + time + que...</td>
</tr>
<tr>
<td>el/la miembro</td>
<td>jugar a los bolos</td>
<td>el músico/el músico</td>
<td>grabar</td>
<td>oprimir (aqui)</td>
<td>la oportunidad/las oportunidades</td>
</tr>
<tr>
<td>el pasatiempo</td>
<td>la natación</td>
<td>ensayar</td>
<td>participar (en)</td>
<td>redes sociales</td>
<td>me interesa</td>
</tr>
<tr>
<td>la reunión/las reuniones</td>
<td>las artes marciales</td>
<td>la orquesta</td>
<td>perder</td>
<td>enviar un correo electrónico</td>
<td>tan + adj + como</td>
</tr>
<tr>
<td>la fotografía</td>
<td>el jugador/el jugador</td>
<td>la banda</td>
<td>saber</td>
<td></td>
<td>tantos (as) + noun + como</td>
</tr>
<tr>
<td>la práctica</td>
<td>la canción/las canciones</td>
<td>sacar fotos</td>
<td></td>
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<tr>
<td>las actividades extracurriculares</td>
<td>la voz/las voces</td>
<td>ser miembro de...</td>
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<td></td>
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<tr>
<td>los jóvenes</td>
<td>tomar lecciones</td>
<td>volver (o-ue)</td>
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</tbody>
</table>

### RECYCLED/ONGOING TOPICS/STRUCTURES

General review: locations such as, el gimnasio, el cine, la sala/el salon de clases, la biblioteca, el laboratorio, la oficina, etc.; the verb *ir*

New Grammar: Verbs *saber* and *conocer*; Making comparisons (*más/menos...que, mejor/peor...que, menor/mayor...que, tan/tanto...como*); superlatives (*el más/ menos...de*); time expressions (using hace + time + que);

### RESOURCES/ACTIVITIES

*Realidades II* (Chapter 1B), visual photos/PowerPoint’s of schools/students doing sports, Spanish television news/sports reports (audio and visual), practice workbook parts I & II, audio and video CDs.

### ASSESSMENTS/RUBRICS

**NOTE:** Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.

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<tbody>
<tr>
<td>Create a chart/graph to demonstrate the popularity of different sports</td>
<td>Write a letter/e-mail describing your activities</td>
<td>Create a brochure of your school activities</td>
</tr>
<tr>
<td>Create a web page to showcase your school activities</td>
<td>Create posters showing favorite hobbies</td>
<td>Give a speech to ‘incoming’ students to describe what is available</td>
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<tr>
<td>Quarter 2</td>
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<tr>
<td>Unit 3A: Un Evento Especial, Daily Routines and Getting Ready for a Special Event</td>
<td></td>
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<tr>
<td>AP THEME: Families and Communities</td>
<td></td>
<td></td>
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<tr>
<td>AP SUBTHEME: Customs and Ceremonies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended pacing: 2 weeks</strong></td>
<td></td>
<td></td>
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<td>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</td>
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**Virginia State Foreign Language Standards of Learning for Level:**

S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
S 1.2 Students understand and interpret written and spoken language on a variety of topics.
S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

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<th>COMPARISONS/ COMMUNITIES</th>
<th>ESSENTIAL KNOWLEDGE (Facts &amp; Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERPERSONAL MODE:</strong> Maintain a discussion related to: Daily routines and preparing for a special event</td>
<td></td>
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<tr>
<td>Talk about: Daily routines</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Getting ready for a special event</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>INTERPRETIVE MODE:</strong> Demonstrates comprehension of content from reading, watching and listening material relating to: daily routines and getting ready for a special events</td>
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</tr>
<tr>
<td><strong>PRESENTATIONAL MODE:</strong> • Produce an oral report on: How to prepare for a special event</td>
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<tr>
<td>Compare a special event in the US with those in a Spanish-speaking country</td>
<td></td>
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<tr>
<td><strong>COMPARISONS:</strong> Compare and contrast: different activities/events of the US and Spanish speaking countries</td>
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<tr>
<td>Describe: getting ready for a special event</td>
<td></td>
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<tr>
<td>Talk about daily routines</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Vocabulary daily routines personal daily routine items body parts events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar reflexive verbs verbs <em>ser</em> and <em>estar</em> possessive adjectives (long form)</td>
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<td></td>
</tr>
</tbody>
</table>
## USEFUL VOCABULARY

### Getting Ready
- despertarse (e-ie)
- levantarse
- prepararse
- arreglarse (el pelo)
- bañarse
- ducharse
- secarse
- lavarse (la cara)
- cepillarse (los dientes/el pelo)
- peinarse
- mirarse
- ponerse
- vestirse (e-i)
- pintarse (el pelo/las uñas)
- cortarse (el pelo/las uñas)
- acostarse (o-ue)
- pedir prestado (a) a

### Things You Need
- el champú
- el jabón
- el cepillo
- el gel
- el desodorante
- la pasta dental
- el agua de colonia
- el maquillaje
- el cepillo
- la ducha
- las joyas (de oro/de plata)
- el cinturón
- el posteado (a) a

### Body Parts
- el cuerpo
- la cabeza
- el pelo
- la cara
- los ojos
- la nariz
- la boca
- los labios
- los dientes
- la oreja
- el peine
- el pelo
- las cejas
- las pestañas
- el dedo
- las piernas/la espalda
- las cejas
- las pestañas

### Special Events
- el aniversario
- el bautismo
- el baile (formal)
- el concurso
- el desodorante
- el champú
- el cepillo
- el jabón
- el baño
- la cara
- los ojos
- la nariz
- la boca
- los labios
- los dientes
- la oreja
- el brazo
- la mano
- el pie
- la pierna/la rodilla
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Quarter 2  
Unit 3B: Un Evento Especial, Clothing and Fashion  
AP THEME: Beauty and Aesthetics, Families and Communities  
AP SUBTHEME: Ideals of Beauty, Holidays and Celebrations  
Recommended pacing: 2 weeks  
Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.

Virginia State Foreign Language Standards of Learning for Level:

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<td></td>
</tr>
<tr>
<td>S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.</td>
<td></td>
</tr>
<tr>
<td>S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION**  
- Interpersonal  
  - Interpretive  
  - Presentational  

| INTERPERSONAL MODE:  
Maintain a discussion related to: Clothing and fashion  
Ask for assistance in a shopping situation  
Express opinions and react to:  
  - clothing preferences  
  - fashion  
  - fit | CULTURES/ CONNECTIONS  
CULTURES:  
Investigate fashion styles and costs in Spanish-speaking countries.  
Discuss different Spanish-speaking fashion designers.  
CONNECTIONS:  
Make connections between fashion styles in Spanish-speaking countries and the U.S.  
Make connections between historical contexts and current attitudes towards fashion. | COMPARISONS/ COMMUNITIES  
COMPARISONS:  
• Compare and contrast: traditional clothing from Spanish speaking countries to the U.S.  
Talk about:  
  - clothing and where to wear it  
  - fashion and materials  
  - sizing  
Vocabulary:  
  - clothing  
  - shopping  
  - numbers  
  - body parts  
Grammar:  
  - stem-changing verbs  
  - pensar, querer, and preferir  
  - demonstrative adjectives  
  - verb ‘quedar’ to express fit | ESSENTIAL KNOWLEDGE  
(Facts & Skills)  
|
### USEFUL VOCABULARY

#### About Clothing
- **el abrigo**
- **el suéter**
- **el traje**
- **el traje de baño**
- **el vestido**
- **la blusa**
- **la camisa**
- **la camiseta**
- **la chaqueta**
- **la falda**
- **la gorra**
- **la sudadera**
- **las botas**
- **los calcetines**
- **los jeans**
- **los pantalones**
- **los zapatos**

#### Types of Fabrics
- ¿De qué está hecho (a)?
- está hecho (a) de…
- algodón
- cuero
- lana
- seda
- tejido
- tela sintética
- de sólo un color
- de un sólo color
- de puntitos
- floreado (a)
- extra grande
- a rayas, a rayas

#### Describing Clothing
- accesible
- el estilo
- la talla
- el número
- estar de moda
- nuevo (a)
- viejo (a)
- pastel
- Patrones:
- grandes
- extra grandes

#### About Specific Items
- ese/esa
- esos/esas
- estos/estas
- unos/unas
- los/las dos
- los dos

#### Other Useful Words and Phrases
- ¿Cómo me/te queda(n)?
- me/te queda(n) bien/mal
- apretado (a)
- exagerado (a)
- me parece que…
- me gusta

### RECYCLED/ONGOING TOPICS/STRUCTURES
- General review: stem changing verbs *pensar, querer, preferir*; indefinite articles, body parts; adjective/noun agreement
- New grammar: Demonstrative adjectives; verb *quedar* to express fit.

### RESOURCES/ACTIVITIES
- *Realidades* I (Chapter 7A), *Realidades II* (Chapter 2 A), *Selecciones*, Spanish television (audio and visual), newspaper advertisements, authentic clothing items for comparisons, photos/slideshow of clothing, fashion magazines, practice workbook parts I & II, audio and video CDs.

### ASSESSMENTS/RUBRICS
- **NOTE:** Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.

<table>
<thead>
<tr>
<th>Suggested Interpretive Task</th>
<th>Suggested Interpersonal Task</th>
<th>Suggested Presentational Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a clothing item or a fashion according to seasons/weather and/or body parts</td>
<td>Give a speech on fashion design</td>
<td></td>
</tr>
</tbody>
</table>
| Quarter 2 | **UNIT 4: De Compras, Shopping and Prices**  
**AP THEME:** Contemporary Life, Global Challenges  
**AP SUBTHEME:** Advertising and Marketing, Economic Issues | **Recommended pacing:** 4 weeks  
Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Virginia State Foreign Language Standards of Learning for Level:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions  
S 1.2 Students understand and interpret written and spoken language on a variety of topics  
S 3.1 Students reinforce and further their knowledge of other disciplines  
S 5.1 Students use Spanish both within and beyond the school setting |  
**COMMUNICATION**  
- Interpersonal  
- Interpretive  
- Presentational |
| **INTERPERSONAL MODE:**  
- Maintain a discussion related to shopping for clothing, gifts, and accessories in the preterite tense.  
- Discuss and/or debate a variety of stores.  
- Express opinions and react to store advertisements  
  clothing materials  
  gifts and accessories  
  pricing  
- Discuss the importance of specialty shops in Spanish-speaking countries.  
- Cross Curricular: Reinforce mathematics skills.  
- Reinforce knowledge of geography.  
- Make connections between historical contexts and current attitudes towards fashion and shopping.  
- Make connections between clothing prices in Spanish-speaking countries and the U.S. | **CULTURES/ CONNECTIONS**  
**CULTURES:**  
- Discuss the importance of specialty shops in Spanish-speaking countries.  
- Cross Curricular: Reinforce mathematics skills.  
- Reinforce knowledge of geography.  
- Make connections between historical contexts and current attitudes towards fashion and shopping.  
- Make connections between clothing prices in Spanish-speaking countries and the U.S.  
- Explore local stores that sell products from Spanish-speaking countries in your own community.  
- Identify local Spanish speaking communities and cultural events.  
**COMPARISONS/ COMMUNITIES**  
**COMPARISONS:**  
- Compare and contrast specialty shops.  
- Compare and contrast traditional currencies from Spanish speaking countries to the U.S.  
**COMMUNITIES:**  
- Explore local stores that sell products from Spanish-speaking countries in your own community.  
- Identify local Spanish speaking communities and cultural events.  
**ESSENTIAL KNOWLEDGE**  
(Facts & Skills)  
Describe Events in the Past  
Talk about:  
- Shopping and clothing  
- Gifts and accessories  
- Type of stores  
- Prices  
- Events in the past tense  
**Vocabulary:**  
- Shopping  
- Gift and accessories  
- Places to shop  
- Prices/Numbers  
**Grammar:**  
- Preterite tense for regular verbs, and –car/-gar/-zar endings  
- Direct object pronouns  
- Demonstrative adjectives  
- Using adjectives as nouns  
- Understand cultural perspectives on gift-giving and shopping in Spanish-speaking countries. |
## USEFUL VOCABULARY

<table>
<thead>
<tr>
<th>Quarter 2 Unit 4</th>
<th>Shopping Places</th>
<th>Gifts and Accessories</th>
<th>Prices/Numbers</th>
<th>Sales and Purchases</th>
<th>Verbs Related to Shopping</th>
<th>Other Useful Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>el almacén</td>
<td>el bolsa / la bolsa</td>
<td>¿Cuánto cuesta(n)…?</td>
<td>¿En qué puedo servirle?</td>
<td>comprar</td>
<td>¿Cuándo?</td>
</tr>
<tr>
<td></td>
<td>el centro comercial</td>
<td>el llavero</td>
<td>costar (o-ue)</td>
<td>la caja</td>
<td>buscar</td>
<td>ayer</td>
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<td></td>
<td>el mercado</td>
<td>el monedero</td>
<td>el dólar</td>
<td>la caja registradora</td>
<td>encontrar (o-ue)</td>
<td>antaayer / antier</td>
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<tr>
<td></td>
<td>la joyería</td>
<td>la billetera</td>
<td>el euro</td>
<td>el/la dependiente</td>
<td>anunciar</td>
<td>anoche</td>
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<tr>
<td></td>
<td>la librería</td>
<td>la cartera</td>
<td>el peso</td>
<td>el cajero / la cajera</td>
<td>entrar</td>
<td>la semana pasada</td>
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<td></td>
<td>la zapatería</td>
<td>el portafolio</td>
<td>las monedas</td>
<td>el cajero automático</td>
<td>gastar</td>
<td>el año pasado</td>
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<td></td>
<td>la tienda</td>
<td>el regalo</td>
<td>los billetes</td>
<td>el cheque (personal)</td>
<td>mirar</td>
<td>el pasado</td>
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<td></td>
<td>la tienda de descuentos</td>
<td>el anillo</td>
<td>el precio</td>
<td>el cheque de viajero</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td></td>
<td>la tienda de electrodomésticos</td>
<td>la pulsera</td>
<td>cien</td>
<td>el cupón de regalo</td>
<td>probarse</td>
<td>inmediatamente</td>
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<td>la tienda de ropa</td>
<td>el reloj</td>
<td>doscientos (as)</td>
<td>en efectivo</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<tr>
<td></td>
<td>las tiendas de especialidades (pescadería, panadería, frutería)</td>
<td>el reloj de pulsera</td>
<td>trescientos (as)</td>
<td>la tarjeta de crédito</td>
<td>vender</td>
<td>cerrado (a)</td>
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<td></td>
<td>las tiendas departamentales</td>
<td>los aretes</td>
<td>cuatrocientos (as)</td>
<td>en descuento</td>
<td>vender</td>
<td>la entrada</td>
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<td>la Red</td>
<td>el collar</td>
<td>quinientos (as)</td>
<td>el descuento</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td>¿Dónde?</td>
<td>la cadena</td>
<td>seiscientos (as)</td>
<td>la ganga</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td>el perfume</td>
<td>setecientos (as)</td>
<td>la liquidación</td>
<td>el marcado</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td>los anteojos / las gafas de sol</td>
<td>ochocientos (as)</td>
<td>la oferta</td>
<td>¡Uf!</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td>el disco compacto</td>
<td>novecientos (as)</td>
<td>alto (a)</td>
<td>perdón</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td></td>
<td>un videojuego</td>
<td>cientos</td>
<td>bajo (a)</td>
<td>¡Vamos!</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td>el software / el programa de computadora</td>
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<td>bajo (a)</td>
<td>en realidad</td>
<td>pagar (por)</td>
<td>recientemente</td>
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<td>el teléfono celular</td>
<td>caro (a)</td>
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<td>pagar (por)</td>
<td>recientemente</td>
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<td>recientemente</td>
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<td>pagar (por)</td>
<td>recientemente</td>
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<td>pagar (por)</td>
<td>recientemente</td>
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<td>tan + adjetivo</td>
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<td>pagar (por)</td>
<td>recientemente</td>
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**Notes:**
- **Quarter 2 Unit 4**
- **Shopping Places**
- **Gifts and Accessories**
- **Prices/Numbers**
- **Sales and Purchases**
- **Verbs Related to Shopping**
- **Other Useful Words and Phrases**

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**Spanish Level II – SY 2013 – 2014**

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**Useful Vocabulary:**
- **Shopping Places**
- **Gifts and Accessories**
- **Prices/Numbers**
- **Sales and Purchases**
- **Verbs Related to Shopping**
- **Other Useful Words and Phrases**
**Quarter 2**  
**Unit 4**

| RECYCLED/ONGOING TOPICS/STRUCTURES | Review of: location and position words (*a la derecha de, a la izquierda de, al lado de, cerca de, delante de, detrás de, lejos de*); hace + time expressions  
New Grammar: Regular preterite tense, including “-car”, “-gar”, and “-zar” verbs; direct object pronouns; demonstrative adjectives; and using adjectives as nouns. |
|---|---|

**RESOURCES/ ACTIVITIES**  
*Realidades I* (Chapter 7B), *Realidades II* (2B), newspaper articles/advertisements, authentic clothing items for purchasing, store advertisements, radio or television advertisements.  

**ASSESSMENTS/ RUBRICS**

**NOTE:** Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.

| Suggested Interpretive Task | Suggested Interpersonal Task | Suggested Presentational Task  
Create a chart to compare and contrast places in which you buy gifts (internet, department stores, electronic stores, specialty stores).  
Listen to an advertisement on the radio for a clothing store that is going out of business, and answer true and false questions about what you hear.  
Perform a skit as a sales clerk and a customer.  
Describe back to school shopping experiences.  
Create an open-air market for different countries and have students “shop” and talk about preferences and pricing | Create a TV or radio ad for a store.  
Create a poster to illustrate and describe things you bought for your boyfriend or girlfriend.  
Write an email to a friend describing what you bought at the mall. |
Quarter 3  
Unit 5A: Experiencias, Errands & Places in the City  
**AP THEME:** Family and Communities, Contemporary Life, Personal and Public Identities  
**AP SUBTHEME:** Customs and Ceremonies, Travel, Beliefs, and Values

<table>
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<th>Recommended pacing: 2 weeks</th>
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<th>COMPARISONS/ COMMUNITIES</th>
<th>ESSENTIAL KNOWLEDGE</th>
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</thead>
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<td>-Interpersonal</td>
<td>-Interpretive</td>
<td>-Presentational</td>
<td></td>
</tr>
<tr>
<td>INTERPERSONAL MODE:</td>
<td>Shopping in open-air markets</td>
<td>COMPARISONS:</td>
<td></td>
</tr>
<tr>
<td>Maintain a discussion related to: Experiencias en la ciudad</td>
<td></td>
<td>• Compare and contrast: the different places in your community and those of Spanish speaking countries, such as plazas</td>
<td></td>
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<tr>
<td>Talk about:</td>
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<tr>
<td>Errands you did and where you did them</td>
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<tr>
<td>Community stores and services</td>
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<tr>
<td>Explain: Why you weren’t able to do certain errands or household chores</td>
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<tr>
<td>Discuss: Things you have bought and where you bought them</td>
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</tbody>
</table>

| INTERPRETIVE MODE: | |
| • Demonstrates comprehension of content from reading, watching and listening material relating to: errands in the community and household chores |

| PRESENTATIONAL MODE: | |
| • Produce an oral or written report on: | |
| A letter telling someone what chores they should do | |
| Interesting places in the city and what to do there | |

| COMPARISONS: |
| • Compare and contrast: the different places in your community and those of Spanish speaking countries, such as plazas |

<p>| ESSENTIAL KNOWLEDGE |
| (Facts &amp; Skills) |
| Talk about running errands in the community |
| where you went |
| what you bought |
| Explain why you couldn’t do a certain errand or chore |
| Vocabulary: |
| places around town |
| errands and chores |
| Grammar: |
| Direct object pronouns |
| Irregular preterite forms of ir, ser, hacer, tener, estar, poder |</p>
<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>USEFUL VOCABULARY</th>
<th>RECYCLED/ONGOING TOPICS/STRUCTURES</th>
<th>RESOURCES/ACTIVITIES</th>
<th>ASSESSMENTS/RUBRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5A</td>
<td></td>
<td>General review of household chores, and telling time. New grammar structure: Direct object pronouns, and Irregular preterite forms of <em>ir, ser, hacer, tener, estar, poder</em></td>
<td><em>Realidades</em> II (Chapter 3A), <em>Realidades</em> I (Chapter 6B), <em>Selecciones</em>, Spanish television (audio and visual), newspaper advertisements, authentic pictures of places around the community</td>
<td>Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.</td>
</tr>
<tr>
<td></td>
<td><strong>Places in the community</strong></td>
<td><strong>About Mail</strong></td>
<td><strong>Items in a Sporting-Goods Store</strong></td>
<td><strong>Pharmacy Products</strong></td>
</tr>
<tr>
<td></td>
<td>el banco</td>
<td>echar una carta</td>
<td>el equipo deportivo</td>
<td>el cepillo de dientes</td>
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<td></td>
<td>el cajero automático</td>
<td>el buzón/ los buzones</td>
<td>el palo de golf</td>
<td>el champú</td>
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<td></td>
<td>el centro</td>
<td>el correo</td>
<td>la pelota</td>
<td>el jabón</td>
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<td>el parque</td>
<td>el paquete</td>
<td>la raqueta de tenis</td>
<td>la pasta dental</td>
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<td></td>
<td>el centro comercial</td>
<td>el sello</td>
<td>los patines</td>
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<td>el cine</td>
<td>enviar (i-i)</td>
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<td></td>
<td>el consultorio</td>
<td>la carta</td>
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<td></td>
<td>el hospital</td>
<td>la tarjeta postal</td>
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<td></td>
<td>el museo</td>
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<td></td>
<td>el restaurante</td>
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<td></td>
<td>el supermercado</td>
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<td></td>
<td>la biblioteca</td>
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<td></td>
<td>la escuela</td>
<td></td>
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<td></td>
<td>la estación de servicios/ las estaciones de servicios</td>
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<td></td>
<td>la farmacia</td>
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<td>la gasolinera</td>
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<td>la iglesia</td>
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<td>la librería</td>
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<td>la piscina</td>
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<td>la playa</td>
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<td></td>
<td>la plaza</td>
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<tr>
<td></td>
<td>la tintorería</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Interpretive Task</strong></th>
<th><strong>Suggested Interpersonal Task</strong></th>
<th><strong>Suggested Presentational Task</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and understand as people tell where they went, what they did, and give excuses</td>
<td>Transform the classroom into a community with locations to go and do the errands. Have students be clerks/doctors and others be the client.</td>
<td>Create a booklet describing the rooms in your house and what chores are done there. Create a booklet describing the places around your town and what errands you do there.</td>
</tr>
</tbody>
</table>
Quarter 3  
Unit 5B: Experiencias, Traveling, Vacations, Modes of Transportation, and Nationalities  
AP THEME: Personal and Public Identities, Contemporary Life  
AP SUBTHEME: Nationalism and Patriotism, Travel  

Recommended pacing: 2 weeks  
Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.

Virginia State Foreign Language Standards of Learning for Level:

| S 1.1 | Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. |
| S 1.2 | Students understand and interpret written and spoken language on a variety of topics. |
| S 1.3 | Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. |
| S 4.1 | Students use Spanish both within and beyond the school setting. |

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>CULTURES/ CONN CIONS</th>
<th>COMPARISONS/ COMMUNITIES</th>
<th>ESSENTIAL KNOWLEDGE (Facts &amp; Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERPERSONAL MODE:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maintain a discussion related to: Experiencias durante un viaje de vacaciones</td>
<td>Talk about:</td>
<td></td>
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<tr>
<td>Talk about:</td>
<td>activities done on vacation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>local attractions visited</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>modes of transportation used</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>how the trip was</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the local people</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERPRETIVE MODE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates comprehension of content from reading, watching and listening material relating to: what someone did and where he went during his vacation</td>
<td>Talk about services available to Spanish-speakers at local tourist attractions</td>
<td>Travel</td>
<td>travel, vacations, past events</td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>PRESENTATIONAL MODE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Produce an oral or written report on:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your best trip or vacation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Vocabulary:**
- vacation places  
- activities  
- modes of transportation  
- nationalities  

**Grammar:**
- Personal ‘a’  
- Regular and irregular preterite for the verbs *aprender, salir, ver,* and *ir*
### USEFUL VOCABULARY

<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>Unit 5B</th>
<th>Places to go on Vacation</th>
<th>Things to see on Vacation</th>
<th>Things to do on Vacation</th>
<th>Ways to Travel</th>
<th>About Your Vacation</th>
<th>Other Useful Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>el estadio</td>
<td>el animal</td>
<td>(comprar) recuerdos</td>
<td>a pie</td>
<td>¿Cómo lo pasaste?</td>
<td>a tiempo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el lago</td>
<td>el árbol</td>
<td>aprender (a)</td>
<td>el aeropuerto</td>
<td>¿Qué hiciste?</td>
<td>durante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el lugar</td>
<td>el elefante</td>
<td>bucear</td>
<td>el autobús</td>
<td>¿Qué te pasó?</td>
<td>el lugar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el mar</td>
<td>el león</td>
<td>descansar</td>
<td>el avión</td>
<td>¿Te gustó?</td>
<td>empacar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el monumento</td>
<td>el mono</td>
<td>descansar</td>
<td>el barco</td>
<td>¿Viste…?</td>
<td>la exposición</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el museo</td>
<td>el oso</td>
<td>montar a caballo</td>
<td>el billete / el boleto</td>
<td>como</td>
<td>la reservación</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el país</td>
<td>el pájaro</td>
<td>pasear en bote</td>
<td>el camión</td>
<td>dime</td>
<td>pasarla bien / mal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el parque de diversiones</td>
<td>el tigre</td>
<td>tomar el sol</td>
<td>el carro/el coche</td>
<td>me divertí</td>
<td>tarde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>el parque nacional</td>
<td>la atracción/ las atracciones</td>
<td>tomar fotos</td>
<td>el helicóptero</td>
<td>el hotel</td>
<td>temprano</td>
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<tr>
<td>el río</td>
<td>la jirafa</td>
<td>visitar</td>
<td>el metro</td>
<td>el viaje</td>
<td>luego</td>
<td></td>
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<tr>
<td>el teatro</td>
<td>la serpiente/la culebra</td>
<td>visitar</td>
<td>el taxi</td>
<td>fantástico (a)</td>
<td>entonces</td>
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<tr>
<td>el zoológico</td>
<td>la tortuga</td>
<td>visitar</td>
<td>el tren</td>
<td>fue un desastre</td>
<td>antes / después</td>
<td></td>
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<tr>
<td>la ciudad</td>
<td>en taxi</td>
<td>visitar</td>
<td>la bicicleta</td>
<td>ir de vacaciones</td>
<td></td>
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<tr>
<td>la obra de teatro</td>
<td>las pirámides</td>
<td>la moto/cicleta</td>
<td>me gustó</td>
<td>por mar</td>
<td>regresar</td>
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<td></td>
<td>por tierra</td>
<td>salir</td>
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<td>por/en</td>
<td>tremendo (a)</td>
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<td>viajar</td>
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<td></td>
<td></td>
<td>visitar</td>
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</tbody>
</table>

### RECYCLED/ONGOING TOPICS/STRUCTURES

Continued use of the regular preterite, and the irregular preterite of the verbs “ir/ser”

New grammar: The personal ‘a’, the irregular preterite of the verb ver

### RESOURCES/ACTIVITIES

*Realidades* I (Chapter 8A), *Realidades II* (Chapter Para Empezar), *Realidades II* (Chapter 3A), Spanish television programs/movie on different vacation destinations, authentic brochures and pamphlets from tourist spots, travel magazines

### ASSESSMENTS/RUBRICS

**NOTE:** Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.

<table>
<thead>
<tr>
<th>Suggested Interpretive Task</th>
<th>Suggested Interpersonal Task</th>
<th>Suggested Presentational Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and understand as people tell where they went, and what they did during their vacation</td>
<td>Write a letter about a vacation you took</td>
<td>Create a travel plan, including what you need to get ready and an itinerary, and talk about how your travel actually went.</td>
</tr>
<tr>
<td>Read and analyze train/bus/plane/cruise itineraries</td>
<td>Write a letter about your dream vacation</td>
<td>Create a commercial for a vacation destination</td>
</tr>
<tr>
<td>Create a scrapbook/collage about a trip</td>
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</tbody>
</table>
Quarter 3  
Unit 6: Tú y Tu Comunidad  
AP THEME: Families and Communities, Global Challenges  
AP SUBTHEME: Citizenship, Environmental Issues

<table>
<thead>
<tr>
<th>Recommended pacing: 2 weeks</th>
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<tbody>
<tr>
<td>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</td>
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Virginia State Foreign Language Standards of Learning for Level:

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- S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
- S 4.1 Students use Spanish both within and beyond the school setting

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<th>COMPARISONS/ COMMUNITIES</th>
<th>ESSENTIAL KNOWLEDGE (Facts &amp; Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Interpersonal</td>
<td>-Interpretive -Presentational</td>
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</tbody>
</table>

**INTERPERSONAL MODE:**
Maintain a discussion related to: Giving directions to get around town  
Talk about:  
- getting to places around town  
- good driving habits  
- modes of transportation  
Give commands to other people

**INTERPRETIVE MODE:**
- Demonstrates comprehension of content from reading, watching and listening material relating to: driving directions and advice

**PRESENTATIONAL MODE:**
- Produce an oral or written report on:  
  - how to get from a starting point to a point of interest

Talk about
- getting around  
- giving directions  
- points of interest  
- good driving habits

Vocabulary:
- asking for and giving directions  
- driving advice  
- about driving

Grammar:
- Direct object pronouns me, te, nos  
- Regular and Irregular affirmative tú commands  
- Present Progressive – irregular forms
## USEFUL VOCABULARY

### About Driving
- `el camión/los camiones`
- `el carro`
- `el coche`
- `el conductor / la conductora`
- `el cruce de calles`
- `el peatón`
- `el permiso de manejar`
- `el Puente`
- `el tráfico`
- `el/la policía`
- `la avenida`
- `la carretera`
- `la cuadra`
- `la estatua`
- `la fuente`
- `la parada de (autobús, taxi, etc.)`
- `la plaza`
- `la señal de pare/ alto`
- `los pasillos`
- `poner una multa`

### To give and Receive Driving Advice
- `¿Basta!`
- `añadir / a la derecha`
- `de acuerdo`
- `déjame en paz`
- `espere`
- `estar seguro (a)`
- `estrecho (a)`
- `esto (punto cardinal)`
- `tejido`
- `típico`

### To ask for and give Directions
- `¿Cómo se va…?`
- `aproximadamente`
- `a la derecha`
- `a la izquierda`
- `bajar`
- `compartir compelido (a)`
- `cruzar / cruzar la calle`
- `derecho`
- `en medio de`
- `hasta`
- `igual`
- `igual que`
- `los pasos`
- `medir`
- `mirar`
- `obtener`
- `ordenar`
- `pedir`
- `piloto`
- `póngase a la derecha`
- `póngase a la izquierda`

### Other Useful Words
- `creer`
- `decir`
- `dormir`
- `el carro`
- `ancho (a)`
- `a la derecha`
- `a la izquierda`
- `las escaleras (mecánicas)`
- `leer`
- `oeste`
- `pedir`
- `próximo (a)`
- `seguir`
- `servir`
- `norte`
- `sud`

## RECYCLED/ONGOING TOPICS/STRUCTURES

### Continued use of the present and preterite tenses, and local modes of transportation

### New grammar: Direct object pronouns *me, te, nos*; regular and irregular affirmative *tú* commands; present progressive – irregular forms

## RESOURCES/ACTIVITIES

*Realidades II* (Chapter 3B), *Realidades I* (Chapter 8A), *Selecciones*, Spanish television (audio and visual), newspaper articles, authentic maps and road signs, workbook part 1 and 2.

## ASSESSMENTS/RUBRICS

### NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.

### Suggested Interpretive Task
- Read and listen to advice for establishing good driving habits
- Read and listen to driving directions

### Suggested Interpersonal Task
- Create a city map with labels
- Create road signs
- Write about things that might happen as you drive that would make you nervous

### Suggested Presentational Task
- Create a city map with points of interests and labels, then have the class follow your directions to the different points of interest.
Quarter 4  
Unit 7A: Celebrando el Pasado, Childhood Activities  
**AP THEME:** Families and Communities  
**AP SUBTHEME:** Childhood and Adolescence, Friendship and Love

**Recommended pacing:** 2 weeks  
*Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.*

<table>
<thead>
<tr>
<th>Virginia State Foreign Language Standards of Learning for Level:</th>
<th></th>
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<tbody>
<tr>
<td>S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
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<td>S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.</td>
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<tr>
<td>S 4.1 Students use Spanish both within and beyond the school setting</td>
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</tr>
</tbody>
</table>

**COMMUNICATION**  
- Interpersonal  
- Interpretive  
- Presentational

**CULTURES/ CONNECTIONS**

**COMPARISONS/ COMMUNITIES**

**ESSENTIAL KNOWLEDGE**  
(Facts & Skills)

<table>
<thead>
<tr>
<th>INTERPERSONAL MODE:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Maintain a discussion related to: childhood toys, pets and activities, and to or for whom something is done</td>
<td></td>
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<tr>
<td>Talk about:</td>
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</tr>
<tr>
<td>Activities that you used to do as a child</td>
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</tr>
<tr>
<td>Pets, toys and games</td>
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</tr>
<tr>
<td>Describe what you were like as a child</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPRETIVE MODE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates comprehension of content from reading, watching and listening material relating to: childhood, pets, toys, and games</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATIONAL MODE:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Produce an oral or written report on:</td>
<td></td>
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<tr>
<td>What you were like as a child and what you used to do</td>
<td></td>
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</tbody>
</table>

| Compare and contrast nursery rhymes and songs in Spanish-speaking countries to those in the US |  |

| Talk about toys playing with other children what you used to do what you were like |  |

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Toys</td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
</tr>
<tr>
<td>Childhood activities and places</td>
<td></td>
</tr>
<tr>
<td>Behaviors and characteristics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The imperfect tense of regular verbs: jugar, hacer, vivir</td>
<td></td>
</tr>
<tr>
<td>The imperfect tense of irregular verbs ir, ver, and ser</td>
<td></td>
</tr>
</tbody>
</table>
**Spanish Level II – SY 2013 – 2014**

**Quarter 4**  
**Unit 7A**

| USEFUL VOCABULARY | | | | | | |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| **Toys**          | **Animals**       | **Things you used to do** | **Places**       | **Explaining Actions** | **Personal Characteristics** |
| el columpio       | el gato           | coleccionar        | el jardín de infantes | de niño (a)           | bien educado (a) |
| el dinosaurio     | el perro          | ir de campamento   | el patio de recreo    | de pequeño (a)        | consentido (a)   |
| el juguete / los juguetes | el pez / los peces | la escuela primaria | la guardería infantil | de vez en cuando       | creativo (a)    |
| el muñeco         | la lagartija      | molestar           |                       | el vecino / la vecina | desobediente     |
| el oso de peluche | la tortuga        | pelearse           |                       | la verdad / generoso (a) |               |
| el tren eléctrico | saltar (a la cuerda) |               |                       | mentir (e-ie)         | inquieto (a)     |
| el triciclo       | tirar (la bola, la pelota, las piedras, etc.) |               |                       | obedecer (c-zc)       | juguetón / juguetona |
| la colección / las colecciones |               | ofrecer           |                       | mentiroso (a)         |                   |
| la cuerda         |                   | permitir          |                       | obediente             |                   |
| la muñeca         |                   | por lo general    |                       | prudente              |                   |
| los bloques       |                   | portarse bien/mal |                       | tímido (a)            |                   |
|                   |                   | todo el mundo     |                       | travieso (a)          |                   |

**RECYCLED/ONGOING TOPICS/STRUCTURES**

- New grammar: Imperfect tense of regular verbs (*jugar, hacer, vivir*); Imperfect vs. Perfect Preterite; Imperfect tense of irregular verbs *ir, ser, ver*

**RESOURCES/ACTIVITIES**

- *RealidadesII* (Chapter 4A), *Selecciones*, Spanish television (audio and visual), newspaper articles, newspaper advertisements, toys, pictures, home videos, storybooks

**ASSESSMENTS/RUBRICS**

- **Suggested Interpretive Task**: Interpret other students’ pictures of their childhood
- **Suggested Interpersonal Task**: Write a simple storybook (fictional or personal) to share
- **Suggested Presentational Task**: Create a home video or slideshow

**NOTE**: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.
Quarter 4  
Unit 7B: Celebrando el Pasado, Family, Food, and Holiday Celebrations  
AP THEME: Families and Communities, Personal and Public Identities, Global Challenges  
AP SUBTHEME:: Family Structures, Beliefs and Values, Nutrition and Food Safety  
Recommended pacing: 4 weeks  
Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.

Virginia State Foreign Language Standards of Learning for Level I:

S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.  
S 1.2 Students understand and interpret written and spoken language on a variety of topics.  
S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.  
S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>CULTURES/ CONNECTIONS</th>
<th>COMPARISONS/ COMMUNITIES</th>
<th>ESSENTIAL KNOWLEDGE (Facts &amp; Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Interpersonal -Interpretive -Presentational</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTERPERSONAL MODE:**  
Maintain a discussion related to family members, relatives, and holiday celebrations in the past  
Talk about:  
- Family and relatives  
- How people interact  
- Social/holiday gatherings  
- Foods served at certain events

**INTERPRETIVE MODE:**  
- Demonstrates comprehension of content from reading, watching and listening material relating to descriptions about a person from the past, holiday celebrations and family.

**PRESENTATIONAL MODE:**  
- Produce an oral or written report on or about:  
  - Holiday celebrations  
  - Social gatherings  
  - Family/friends interactions  
  - Foods served at certain events

Compare and contrast types of foods eaten at social gatherings.  
Talk about  
- Family and relatives  
- Describe people and situations in the past  
- How people interact  
- Holiday celebrations  

Vocabulary:  
- Family members  
- Holiday celebrations  

Grammar:  
- The imperfect tense: describing a situation in the past  
- Using reflexives
### USEFUL VOCABULARY

<table>
<thead>
<tr>
<th>Family</th>
<th>Talking about people</th>
<th>About Special Events</th>
<th>Food</th>
<th>Other Useful Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>el abuelo</td>
<td>la madrasta</td>
<td>contar (o-ue) (chistes)</td>
<td>¡Felicidades!</td>
<td>arroz con gandules</td>
</tr>
<tr>
<td>el bisabuelo</td>
<td>la madre</td>
<td>el / la bebé</td>
<td>alrededor de</td>
<td>arroz con leche</td>
</tr>
<tr>
<td>el cuñado</td>
<td>la madrina</td>
<td>feliz</td>
<td>casarse (con)</td>
<td>el dulce</td>
</tr>
<tr>
<td>el hermanastro</td>
<td>la nieta</td>
<td>los mayores</td>
<td>cumplir años</td>
<td>el helado</td>
</tr>
<tr>
<td>el hermano</td>
<td>la prima</td>
<td>llevarse bien/mal</td>
<td>charlar</td>
<td>el jamón</td>
</tr>
<tr>
<td>el hijastro</td>
<td>la sobrina</td>
<td>llorar</td>
<td>divertirse (e-je)</td>
<td>el lechón</td>
</tr>
<tr>
<td>el nieto</td>
<td>la suegra</td>
<td>reírse (e-i)</td>
<td>el aniversario</td>
<td>el pavo</td>
</tr>
<tr>
<td>el padrastro</td>
<td>la tía</td>
<td>reunirse</td>
<td>el carbón (for children who have been bad)</td>
<td>el pescado</td>
</tr>
<tr>
<td>el padre</td>
<td>los abuelos</td>
<td>el del día festivo</td>
<td>el pollo</td>
<td>es un sueño</td>
</tr>
<tr>
<td>el padrino</td>
<td>los hermanos</td>
<td>el desfile</td>
<td>el postre</td>
<td>frecuentemente</td>
</tr>
<tr>
<td>el primo</td>
<td>los padres</td>
<td>el día de los Reyes Magos</td>
<td>el queso</td>
<td>había</td>
</tr>
<tr>
<td>el sobrino</td>
<td>los parientes</td>
<td>Manners and Customs</td>
<td>el pesebre</td>
<td>el refresco</td>
</tr>
<tr>
<td>el suegro</td>
<td>los tíos</td>
<td>abrazar(se)</td>
<td>enorme</td>
<td>el rosca/roscón de reyes</td>
</tr>
<tr>
<td>el tío</td>
<td>besarse</td>
<td>felicitar</td>
<td>el turron</td>
<td>la servilleta</td>
</tr>
<tr>
<td>familia, la</td>
<td>dar(se) la mano</td>
<td>hacer un picnic</td>
<td>la comida</td>
<td>la silla</td>
</tr>
<tr>
<td>la abuela</td>
<td>despedirse (e-i) de</td>
<td>la boda</td>
<td>la manzana</td>
<td>la taza</td>
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<tr>
<td>la bisabuela</td>
<td>los modales</td>
<td>la costumbre</td>
<td>las bebidas</td>
<td>los regalos</td>
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<tr>
<td>la cuñada</td>
<td>saludar(se)</td>
<td>la fiesta de sorpresa</td>
<td>las tapas</td>
<td>mientras (que)</td>
</tr>
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<td>la cuñada</td>
<td>saludar(se)</td>
<td>la fiesta de sorpresa</td>
<td>las tapas</td>
<td>mientras (que)</td>
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<tr>
<td>la hermana</td>
<td>sonreír (e-i)</td>
<td>la navidad</td>
<td>las uvas</td>
<td>ofrecer</td>
</tr>
<tr>
<td>la hermana</td>
<td>sonreír (e-i)</td>
<td>la navidad</td>
<td>las uvas</td>
<td>ofrecer</td>
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<tr>
<td>la hijara</td>
<td>las fiestas patronales</td>
<td>los pastel de tres leches</td>
<td>recordar (o-ue)</td>
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<tr>
<td>las luces</td>
<td>los pasteles</td>
<td>retirar(se)</td>
<td></td>
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<tr>
<td>los fuegos artificiales</td>
<td>los polvorones</td>
<td>sentar(se)</td>
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<td>los villancicos</td>
<td>los tamales</td>
<td>servir(se)</td>
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<td>nacer</td>
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<td>Nochebuena</td>
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<td>Nochevieja</td>
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<td>regular</td>
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</tbody>
</table>

### RECYCLED/ONGOING TOPICS/STRUCTURES

- Imperfect tense, reflexives, “-ito” and “-isimo”, adjective/noun agreement (review). Present and preterite tense (review)

### RESOURCES/ACTIVITIES


### ASSESSMENTS/RUBRICS

<table>
<thead>
<tr>
<th>Suggested Interpretive Task</th>
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<th>Suggested Presentational Task</th>
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<tbody>
<tr>
<td>Dramatizations</td>
<td>WebQuest about a Hispanic holiday, present and do a mock celebration</td>
<td>Select a Hispanic celebration and present to the class</td>
</tr>
<tr>
<td></td>
<td>Celebrate as a class a special Hispanic holiday</td>
<td>Create a scrapbook/family photo album and illustrate pictures of family members celebrating a special holiday</td>
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</tbody>
</table>