

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Foreign Language--Spanish II**

<p><b><i>Mission Statement</i></b></p>	<p>Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding o and respect for other cultures. <i>(As developed during department meeting—all levels, all languages, March 10, 2006)</i></p>
<p><b><i>Course Sequence</i></b> (Grades 6-12)</p>	<p>Spanish I  Spanish II                      Spanish II Honors  Spanish III  Spanish IV  Spanish V (AP)</p>

## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	Spanish II 9-12 (1-2-3-4) Pass Spanish I with C average strongly recommended
<b>Course Description</b>	Spanish II builds upon the structures learned in Spanish I and moves into more advanced grammatical concepts. Students continue to create and communicate in Spanish at a more advanced level. Students develop comprehension skills through video series.
<b>District-approved Materials and/or Resources</b>	<ul style="list-style-type: none"><li>• ¡En Español! Dos</li><li>• Textbook—Etapa Preliminar-Unidad 3, Etapa 3</li><li>• Workbook—¡En Español! Dos</li><li>• ¡En Español! Dos Video &amp; Audio series</li><li>• Teacher Ancillaries/Assessment Program</li></ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Etapa Preliminar	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a—Comprehend illustrated stories, audiovisual programs or websites.</li> <li>• 28.A.2b—Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a—Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b—Produce language using proper pronunciation, intonation and inflection.</li> <li>• 28.C.2a—Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.D.2a—Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2c—Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.E.2—Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• The student will exchange greetings</li> <li>• The student will discuss likes and dislikes</li> <li>• The student will describe people and places</li> <li>• The student will ask for and give information</li> <li>• The student will talk about school life</li> <li>• The student will talk about the new school year</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• The student will use the verb gustar and indirect object pronouns</li> <li>• The student will use the verb preguntar</li> <li>• The student will use expressions of frequency</li> <li>• The student will use the verb venir</li> <li>• The student will use the verb decir</li> <li>• The student will use adjectives to describe</li> <li>• The student will use the verb tener</li> </ul>	

	<ul style="list-style-type: none"> <li>• The student will differentiate between ser vs. estar</li> <li>• The student will use interrogative words</li> <li>• The student will tell time</li> <li>• The student will use the regular present tense verbs</li> <li>• The student will use the verb ir</li> <li>• The student will use stem-changing verbs</li> <li>• The student will use irregular <i>yo</i> verbs</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• The students will learn about the Hispanic influence in New York &amp; New Jersey</li> <li>• The student will learn about the Latina population in the United states</li> <li>• The student will learn about the Hispanic presence in Connecticut</li> <li>• The student will learn about City Year</li> <li>• The student will learn how to recite phone numbers in Spanish-speaking countries</li> </ul>		
<b>Assessments</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Listen for directions from the teacher in Spanish</li> <li>• Pronounce Spanish (correct intonation, inflection, stress, accentuation)</li> <li>• Ask questions and request clarification</li> <li>• Identify Spanish/English cognates</li> <li>• Complete workbook activities for Etapa Preliminar</li> <li>• Do student pair grammar activities from text</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Etapa Preliminar exam</li> <li>• Ser vs. estar quiz</li> <li>• Interrogative word quiz</li> <li>• Regular present tense verb quiz</li> <li>• Stem-change and irregular <i>yo</i> verb quiz</li> </ul> </td> </tr> </table>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Listen for directions from the teacher in Spanish</li> <li>• Pronounce Spanish (correct intonation, inflection, stress, accentuation)</li> <li>• Ask questions and request clarification</li> <li>• Identify Spanish/English cognates</li> <li>• Complete workbook activities for Etapa Preliminar</li> <li>• Do student pair grammar activities from text</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Etapa Preliminar exam</li> <li>• Ser vs. estar quiz</li> <li>• Interrogative word quiz</li> <li>• Regular present tense verb quiz</li> <li>• Stem-change and irregular <i>yo</i> verb quiz</li> </ul>
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## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Unidad 1	Resources that will support instruction  En Español II textbook and resources
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a- Comprehend illustrated stories, audiovisual programs or websites.</li> <li>• 28.A.2b- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.</li> <li>• 28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 Demonstrate activities (e.g. , games, songs and role playing) associated with the target language</li> <li>• 29.B.2a Identify sample art works and their creators associated with area where the target language is spoken.</li> <li>• 29.B.2b Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.</li> <li>• 29.C.2c Summarize the main points of selected media presentations in the target language.</li> <li>• 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about where you went and what you did in past tense</li> <li>• Discuss leisure time and fine art</li> <li>• Talk about the past(preterite verb forms)</li> <li>• Comment on food</li> <li>• Ask and give information about things and people you know</li> <li>• Learn irregular verb forms in the preterite tense including spelling changers</li> </ul>	

	<ul style="list-style-type: none"> <li>• Distinguish between the use of saber and conocer</li> <li>• Recognize and use the adjectives of nationality</li> <li>• Demonstrative adjectives and pronouns</li> <li>• Stem changing preterite</li> <li>• Cultural readings on la Calle Olvera, los murales en Chicago, El Centro Museo de Bellas Artes Mexicanas, La cena, Miami: Puerta de las Americas, la fiesta, Periodicos por computadora</li> <li>• Discuss Spanish speaking communities in EEUU</li> </ul>		
<b>Assessments</b>	<table border="1"> <tr> <td data-bbox="492 577 1031 1850"> Performance Tasks    <u><b>Communication</b></u>  Ask and answer questions in reference to the past using preterite  Compare and contrast news casts in Spanish and English  Write an essay on what they did last year on vacation  Dialogue of restaurant situation    <u><b>Grammar</b></u>  Identify irregular preterite verb forms  Compare and contrast saber and conocer    Create a menu using appropriate vocabulary    Skim and scan during reading passages    <u><b>Culture</b></u>  Present an ofrenda to the class for El Día de los Muertos    Attend (optional) Pilsen neighborhood field trip to Mexican Fine Arts museum    Discuss Miami, Florida;  Pilsen neighborhood, Chicago, Illinois;  Spanish speaking communities in the United States </td> <td data-bbox="1031 577 1484 1850"> Other Evidence    Tests and quizzes  Oral questions relating to the current unit </td> </tr> </table>	Performance Tasks  <u><b>Communication</b></u> Ask and answer questions in reference to the past using preterite Compare and contrast news casts in Spanish and English Write an essay on what they did last year on vacation Dialogue of restaurant situation  <u><b>Grammar</b></u> Identify irregular preterite verb forms Compare and contrast saber and conocer  Create a menu using appropriate vocabulary  Skim and scan during reading passages  <u><b>Culture</b></u> Present an ofrenda to the class for El Día de los Muertos  Attend (optional) Pilsen neighborhood field trip to Mexican Fine Arts museum  Discuss Miami, Florida; Pilsen neighborhood, Chicago, Illinois; Spanish speaking communities in the United States	Other Evidence  Tests and quizzes Oral questions relating to the current unit
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## Unit Frameworks

### Unidad 2

<b>Unit of Study: major topics</b>	Unidad 2: Ayer y hoy: Ciudad de México	Resources that will support instruction  ¡En español 2! Textbook and Resources
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</li> <li>• <b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• <b>28.B.2a</b> Pose questions spontaneously in structured situations.</li> <li>• <b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</li> <li>• <b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• <b>28.C.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• <b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• <b>28.D.2b</b> Present a simple written or oral report on familiar topics.</li> <li>• <b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• <b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</li> <li>• <b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</li> <li>• <b>29.D.2</b> Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).</li> <li>• <b>30.A.2a</b> Identify products that are from countries where the target language is spoken and that are found in the United States economy.</li> <li>• <b>30.A.2c</b> Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.</li> <li>• <b>30.B.2a</b> Use the target language to describe activities and characteristics of selected occupations and work places.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<b><u>Communication</u></b> Students will describe childhood experiences, family relationships, express personal reactions, narrate in the past, discuss family celebrations and activities in progress, order in a restaurant, ask for and pay a restaurant bill, and talk about things to do in the city.	

	<p><b><u>Grammar</u></b> Students will use possessive adjectives and pronouns, the imperfect tense, progressive tenses, study the preterite versus the imperfect, double object pronouns, indirect object pronouns, <i>dentro de</i>, <i>fuera de</i>, <i>tener</i> expressions, verbs like <i>gustar</i>, and <i>dar una vuelta</i>.</p> <p><b><u>Culture</u></b> Students will learn about the Aztec calendar, <i>El Bosque de Chapultepec</i>, <i>las marionetas</i>, the earthquake of 1985, Diego Rivera, <i>la piñata</i>, <i>El Museo Nacional de Antropología</i>, Teotihuacán, Mexican food, <i>el baile folklórico</i>, <i>El Palacio de Bellas Artes</i>, and <i>las telenovelas</i>.</p> <p><b><u>Recycled Grammar</u></b> Students will use reflexive pronouns and verbs, and nationalities.</p>	
<b>Assessments</b>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Read dialogues from scripts</li> <li>• Complete workbook activities</li> <li>• Watch videos and respond to questions</li> <li>• Write and perform a skit on a restaurant experience gone wrong</li> <li>• Use a writing prompt to write a newspaper article on a natural disaster</li> <li>• Create an ideal menu for a restaurant</li> <li>• Read a poem and answer questions</li> <li>• Complete a cooking project involving authentic recipes and the students' family members</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocab associated with childhood activities and family relationships</li> <li>• Quiz on possessive adjectives and pronouns, reflexive verbs and pronouns, and the imperfect</li> <li>• Test on Etapa 1</li> <li>• Quiz on vocab associated with ordinal numbers, celebrations, and transitional words</li> <li>• Quiz on past and present progressive tenses, and preterite versus imperfect</li> <li>• Test on Etapa 2</li> <li>• Quiz on vocab associated with ordering at a restaurant and activities in the city</li> <li>• Quiz on direct, indirect and double object pronouns</li> <li>• Test on Etapa 3</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Sol y Sombra : Puerto Rico (Sun and Shade)	Resources that will support instruction * En Español text – Unit 3, workbook, audio and video package
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites</li> <li>• <b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities</li> <li>• <b>28.B.2a</b> Pose questions spontaneously in structured situations</li> <li>• <b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection</li> <li>• <b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language</li> <li>• <b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words</li> <li>• <b>28.C.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons</li> <li>• <b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization</li> <li>• <b>28.D.2c</b> Present an original production using known vocabulary and grammatical structures</li> <li>• <b>29.A.2</b> Demonstrate activities associated with the target language</li> <li>• <b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</li> <li>• <b>29.D.2</b> Use simple history vocab to identify historical concepts and trends</li> <li>• <b>29.E.2</b> Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken</li> <li>• <b>30.A.2b</b> Use the target language to make, use and estimate measurements</li> <li>• <b>30.A.2c</b> Use target language vocabulary to identify and describe basic earth science content and life forms</li> <li>• <b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports</li> <li>• <b>30.B.2a</b> Use the target language to describe activities and characteristics of selected occupations and work places.</li> </ul>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>● Students will discuss ways to stay fit and healthy.</li> <li>● Students will make suggestions</li> <li>● Students will talk about daily routine and personal care</li> <li>● Students will discuss beach activities.</li> <li>● Students will tell someone what to do</li> <li>● Students will talk about chores</li> <li>● Students will say if something has already been done.</li> <li>● Students will describe time periods</li> <li>● Students will talk about health and illness</li> <li>● Students will give advice</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>● Students will use usted/ustedes commands.</li> <li>● Students will use usted/ustedes commands with pronoun placement</li> <li>● Students will learn negative tú commands</li> <li>● Students will learn <i>acabar de</i> + infinitive</li> <li>● Students will learn hacer with expressions of time</li> <li>● Students will learn subjunctive with impersonal expressions</li> <li>● Students will use <i>doler</i> with indirect object pronouns.</li> <li>● Students will use subjunctive with impersonal expressions</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>● Students will learn about baseball in Puerto Rico.</li> <li>● Students will learn about Old San Juan</li> <li>● Students will learn about El Yunque Bosque Nacional</li> <li>● Students will learn about Puerto Rico in general</li> <li>● Students will learn about <i>el manatí</i></li> <li>● Students will learn about the political status of Puerto Rico</li> <li>● Students will learn about the history of pirates.</li> <li>● Students will learn about huracances</li> <li>● Students will learn about the celebration of <i>Carnaval</i></li> <li>● Students will learn about <i>los jibaros</i></li> </ul> <p><b><u>Recycled Grammar</u></b></p> <ul style="list-style-type: none"> <li>● Students will review pronoun placement.</li> <li>● Students will review expressions of frequency; double pronouns</li> <li>● Students will review affirmative tú commands</li> </ul>
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Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> <li>• Complete workbook activities for etapa 1, 2 and 3</li> <li>• Do student pair grammar activities from text</li> <li>• Watch vocab and culture video and respond to questions</li> <li>• Create poster about Puerto Rico</li> <li>• Give oral presentation to class</li> <li>• Complete partner grammar worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• quiz on vocab etapa 1 associated with fitness and daily routine</li> <li>• quiz on usted/ustedes commands</li> <li>• test on etapa 1</li> <li>• quiz on vocab etapa 2 associated with beach activities and chores</li> <li>• quiz on tú affirmative and negative commands</li> <li>• quiz on forming adverbs with <i>-mente</i></li> <li>• test on etapa 2</li> <li>• quiz on vocab etapa 3 associated with health and illness</li> <li>• quiz on forms of present subjunctive</li> <li>• test on etapa 3</li> </ul>