**Curriculum: Chambersburg Area School District**

**Course: Spanish II Date:**

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| Topic: Days:  Subject Area: Honors Spanish II & 3rd Unit of Basic Spanish II |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:** Supermarket/At home cooking

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| **Concept:**  Types of grocery stores/markets | **Concept:**  Grocery shopping in grocery stores and open-air markets | **Concept:**  Food/Cooking at home/ recipes & ingredients |

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| **Lesson Essential Questions:**   1. Where would you go to buy groceries?   2. What are Cultural differences in shopping? (individual stores, panaderia, pasteleria etc..) (Buying groceries day by day verses way in advance) | **Lesson Essential Questions**:   1. What kind of food would you find in a grocery store as compared to open-air markets? 2. When is it acceptable to bargain? | **Lesson Essential Questions:**   1. How do you discuss cooking and baking? 2. How do you read recipes? |

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| **Vocabulary:**  El flan, el tomate, el arroz, el pimiento, el pescado, los guisantes, la mantequilla, la lechuga, la leche, la cebolla, el aguacate, la lata, el helado, los huevos, el plátano, la uva, la manzana, la naranja, la fresa, la zanahoria, la habichuela, la papa, el maíz, el queso, el café, el chorizo, la carne, el jamón | **Vocabulary:**  Regatear, negociar,  El flan, el tomate, el arroz, el pimiento, el pescado, los guisantes, la mantequilla, la lechuga, la leche, la cebolla, el aguacate, la lata, el helado, los huevos, el plátano, la uva, la manzana, la naranja, la fresa, la zanahoria, la habichuela, la papa, el maíz, el queso, el café, el chorizo, la carne, el jamón, el pulpo, el cangrejo, la almeja, el camarrón, el atún, el tocino, la salchicha, la carne de res, la ternera, la costilla, los mariscos, Reference yellow book: p.288-89 | **Vocabulary:**  Hacer la comida  Cocinar  Los ingredients  El ajo  taza  Medir  Cuchara  Tazón  Hornear  El horno  Temperatura  El horno microondas  Mezclar  El vinagre  El aceite  Sal  Pimienta  Freír  Kilogramos  Gramos  hilos  Yellow Book: p.298-99 |

**Curriculum: Chambersburg Area School District**

**Course: Spanish II Date:**

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| Topic: Days:  Subject Area: Honors Spanish II & 4th Unit of Basic II |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:** Planes, Trains and Automobiles

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| **Concept:** Vacation times and travel destinations | **Concept:** types of transportation | **Concept:** types of accommodations |

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| **Lesson Essential Questions:**  When is the best time to travel?  Where are the hot travel spots in Spanish speaking countries? | **Lesson Essential Questions**:  How do you plan a trip to a Spanish-speaking country and what transportation options do you have once you’re there? | **Lesson Essential Questions:**  What options are available to the traveler? (Pension/Hostel, Hotel) |

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| **Vocabulary:**  Viajar, los viajeros, las montañas, la playa, la selva, el turismo, el guía turístico, ir de camping. Escursiones, ir de crucero, la cabalgata, la mariposa, navegar los rápidos en balsa, bucear, nadar, la naturaleza, una reserva natural, un refugio de vida silvestre, el medio ambiente, las estaciones- el verano, la primavera, el invierno, el otoño,  Red book: p. 148- Amusement Park | **Vocabulary:**  El mapa, planear un viajar, la reserva, pagar por adelantado, un descuento, la tarifa, cancelar el viaje, un folleto, la confirmación, devolver el dinero, una cancelación, un boleto, el agencia de viajes, aquilar un coche/carro, la tarjeta de embarque, hacer fila, embarcar, desembarcar, aterrizar, despegar, el despegue, un retraso, la puerta de embarque, el vuelo, el número del vuelo, la pantalla de información,, un vuelo de ida y vuelta, los auxiliares de vuelo, los compartimentos de arriba,  Tren-  la estación de trenes, el cochecama, la taquilla, el andén, un viaje en tren, el coche comedor, la ventanilla, el asiento, el vagón, el/la inspector(a), el conductor, la viajera, el viajero, hacer transbordo, ser punctual, el tren rápido, la boletería, partir, un boleto de ida y vuelto, cambiar de tren, estar con retraso, la maleta, el tren local, ir con retraso,  Red book p. 368/358 | **Vocabulary:**  La habitación, la habitación doble, la planta baja, el primer piso, fumar, la habitación sencilla, baño privado, el servicio de conserjería, la llave, la tarjeta de entrar, el conserje, alojarse, hacer una reserva, un depósito, el albergue, barato, caro, el registro, la bañera, la ducha, un colchón firme/ blando, la cama doble, la cama sencilla, dormir bien, dormir, mal, poder, el servicio del cuarto, la lavandería, una cancha de tenis, una piscine, dar a la calle, dar a las montañas, compartir un cuarto, estar disponible, para # personas, el botones, la camarera, el sauna, el vestibúlo, el hostal, el hotel de lujo, el motel, el parador, la pensión, el precio, el agua caliente, el aireacondicionado, |

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**Course: Spanish II Date:**

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| Topic: Days:  Subject Area: Honors Spanish II & 5th Unit of Basic II |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:**  Body Parts/ Medicine/ Dr. Office

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| **Concept:**  Daily Routines | **Concept:**  Aches and Pains | **Concept:**  Doctors Office |

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| **Lesson Essential Questions:**  How do you talk about what you do on a daily basis? (i.e. hygiene)  Why is the reflexive important in describing daily routines? | **Lesson Essential Questions**:  How do you describe physical discomfort? | **Lesson Essential Questions:**  Who are the employees you would see in a hospital?  To whom/how would you go to get help? |

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| **Vocabulary:**  Red book: p. 50/60 | **Vocabulary:**  Yellow Book: 356-57/344-45  Red book: p. 70 | **Vocabulary:**  Yellow Book: 356-57/344-45  Red book: p. 70 |

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**Course: Spanish II Date:**

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| Topic: Days:  Subject Area: Honors Spanish II & 6th Unit of Basic II |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:**  **Occupations**

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| **Concept:**  College life | **Concept:**  Occupations (male vs. Female)  Military/civil service options | **Concept:**  Workday |

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| **Lesson Essential Questions:**  What is life like for a Spanish/Hispanic college student?  What other paths for preparation are available? | **Lesson Essential Questions**:  How do you denote a female vs a male in the workplace?  Where are various occupations located?  What is the importance of a civil service/ military obligation in Spain and other Spanish-speaking countries? | **Lesson Essential Questions:**  What are the hours of a work day and what does that look like? |

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| **Vocabulary:**  La universidad, matricularse, la asignatura, el examen, los profesores, la maestría, el bachillerato, la beca, el semestre, la especialización, la residencia universitaria, la fraternidad, la hermandad de mujeres, la matrícula, calificación media (GPA), los libros, el consejero. Licenciatura, cursos optativos, el dormitorio, estuidar, empollar (To cram), la asistencia, la ayuda económica, la facultad, certificado, la graduación, currículum vitae,  Note: Speaking test questions: p. 434 in Yellow book | **Vocabulary:**  Red book p. 396  Yellow book p. 432-33 | **Vocabulary:**  Tiempo completo (full-time), de medio tiempo (part- time), el día laboral, la siesta, el primer torno, el Segundo torno, el tercer torno, el jefe,  Yellow book p. 432-33 |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:**  Festivals and holidays

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| **Concept:**  Expressing actions and events in the past tense | **Concept:**  Traditional Spanish/Hispanic holidays and festivals | **Concept:**  Customs in America that have Spanish roots |

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| **Lesson Essential Questions:**  How do you talk about past events, including holidays, festivals and birthdays? (focus on time expressions and events in the past) | **Lesson Essential Questions**:  What do Americans know about Spanish/Hispanic holidays and festivals?  How do seemingly similar holidays differ?  (project: write a brochure to Americans in English about Spanish/Hispanic holidays) | **Lesson Essential Questions:**  What do Spanish/Hispanics know about American holidays and festivals?  How do seemingly similar holidays differ?  (project: write a brochure to Spanish/Hispanics in Spanish about American holidays)  What customs in America have Spanish roots? |

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| **Vocabulary:**  Yellow book: pps. 310-11 | **Vocabulary:**  El año Nuevo (Jan 1)  Día de los Reyes Magos (Jan 6)  San José / Día de los padres (Mar 19)  Carnaval (vary)  La semana santa (vary)  Viernes Santo (vary)  Día de Pascua (vary)  Día del trabajo (May 1)  Cinco de mayo (May 5)  Día de las madres (varies)  San Fermín (Julio)  El día de la independencia (vary)  Día de la raza (Oct 12.)  Todos los santos (Nov 1)/ Día de los muertos  La noche buena (Dec 24)  La Navidad (Dec 25)  Santos Inocente (Dec 28)  La noche vieja (Dec 31)  **Blue book p. 211** | **Vocabulary:**  Cinco de mayo  St. Patrick’s Day  4th of July  Thanksgiving  President’s Day  Flag Day  Memorial Day  Veteren’s Day  Labor Day  Martin Luther King Jr. Day  Earth Day  Halloween |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:** Out on the town/ Let’s go out/ On the weekend/ At the post office/ Bank

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| **Concept:** locations of buildings and institutions / going to locations around town | **Concept:** Shopping | **Concept:**  doing business at the bank/post office (Euro/ other currency) |

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| **Lesson Essential Questions:**  How do you say you’re going to different locations around town? | **Lesson Essential Questions**:  What are main differences between shopping in the U.S. and shopping? | **Lesson Essential Questions:**  What services are available at a post office/bank  What cultural „surprises“ await the customer? |

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| **Vocabulary:**  Norte, sur, oeste, este, suroeste, noreste, izquierda, derecha, doblar, seguir, adelante, el museo, el correos, la iglesia, la tienda, el edificio, el teatro, la biblioteca, la escuela, la universidad, el cine, la oficina, la calle, la acera, la esquina, el Puente, el monumento, la estación, la estación de bomberos, el banco, el restaurante, el medico, el dentista, el metro, la estación de autobuses, el supermercado, el Mercado, la plaza, el parque, la estación de tren, el ayuntamiento, | **Vocabulary:**  El almacén, la papelería, la carnecería, la zapatería, la heladería, la frutería, la dulceria, la panadería, la jpoyería, la mueblería, la ferretería, | **Vocabulary:**  El banco, el correos, el cheque, el cajero, el dinero, ahorrar, depositar, el cheque de viajero, cambiar dinero, pagar en efectivo, tarjeta de crédito, los sellos, los sobres, cuánto cuesta?, cajero (ATM), mandar, cobrar un cheque, la caja de seguridad, |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:** Driving and the Open Road

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| **Concept:**  Acceptable traffic laws & road signs | **Concept:**  Cars & license info | **Concept:**  Directions |

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| **Lesson Essential Questions:**  How do you get around Spain using the federal highway system?  How do road signs differ and why is it so important to be able to interpret them?  What is the actual law regarding speed limits?  What driving laws exist and how do they differ from those in the U.S.? (drinking & driving / cell phones / multitasking) | **Lesson Essential Questions**:  What is involved in the process of obtaining a driver’s license in? (cost, time, age)  What is commonly considered the most valid form of ID? | **Lesson Essential Questions:**  How do you say „how do you get from \_\_ to \_\_\_?  How do you give directions? |

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| **Vocabulary:**  Yellow book: p. 202-3/239/199/194-5/130-1  Red book p. 131 | **Vocabulary:**  Red book: 128-9 | **Vocabulary:**  Refer back to commands and travel |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:**  At the Zoo / the circus & on the Farm

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| **Concept:**  At the circus | **Concept:**  At the Zoo | **Concept:**  On the farm |

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| **Lesson Essential Questions:**  How does one describe events, people and animals at a circus? | **Lesson Essential Questions**:  How do you express and describe certain animals / types of animals? Endangered animals?  What animals aren’t as common in Spanish-speaking countries / in America? | **Lesson Essential Questions:**  What are common farm animals? How do farms differ in Spanish-speaking countries? |

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| **Vocabulary:**  Red book p. 172 | **Vocabulary:**  Red book: p. 156 | **Vocabulary:**  Red book: p182 |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:**  Sports and Leisure

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| **Concept:**  Review ordinal numbers / comparative & superlative / all 3 preposition lists | **Concept:**  Popular sports & athletes in Spanish-speaking countries | **Concept:**  Vacation destinations in Spanish-speaking countries |

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| **Lesson Essential Questions:**  How do you describe lists and rankings as they pertain to sports and competitions? | **Lesson Essential Questions**:  What are the Spanish pasttimes? What sports-related personalities stand out to Hispanics? | **Lesson Essential Questions:**  How do Spanish vacationing practices differ from ours? What is the Spanish mentality toward vacationing? |

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| **Vocabulary:**  Blue book p. 299 | **Vocabulary:**  Red Book p. 330  Yellow book p. 352-53 | **Vocabulary:**  Use travel agency websites, country websites, See Planes, trains and automobiles list |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question:** Driving and the Open Road

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| **Vocabulary:**  Yellow book: p. 202-3/239/199/194-5/130-1  Red book p. 131 | **Vocabulary:**  Red book: 128-9 | **Vocabulary:**  Refer back to commands and travel |