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| **Course: SPANISH 2** | **Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth** | |  |  |
| **Strand / Unit:** Introductory Unit  *(Para Empezar)*  **Approximate instructional**  **time required: 2 weeks** | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  |
| **Course Description:Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment. |  |
| **What Students will Know, Understand,**  **and Be Able to Do**  **(Objectives)** | | **Classroom Instruction and teacher support Resources** | |  |
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| **Objectives:**   * Talk and write about yourself and friends * Listen and read about what people are like and the things they do * Talk about what you and other people are like * Tell where you and the other people are form * Talk about things you and other people do * Talk about how often you do certain things   **Cultural Concepts**   * El primer dia de clases, p.1 * Nationalities, p. 6 * Enrique Iglesias, p. 11 | | **Vocabulary themes to enhance contextualization**   * Personalities * Nationalities   **Review the following grammatical structures to help students reach communicative goals**    **La Gramatica:**   * *Como eres tu?* * Adjectives * Ser * Que haces * Present Tense Regular Verbs * Question words     **Teacher Support Resources**  **Teacher Edition**   * Theme support: pp. Xxxii-a/b * Resources: pp. xxxii- c/d * Lesson plans: pp.xxxii- e/f | |  |

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| **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical  concepts and vocabulary introduced in Spanish I. | | **State and/or other Assessment Correlations:**  **Formative/Summative Assessments** | | | |
| **Expectations of Performance: Assessment Strategies, Rubrics, and Resources** | | **Basis for Grading** | | |
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| **Formative Assessment**   * Prueba P-1 with remediation (online only) * Prueba P-1: ¿Cómo eres tu?   **Formative Assessment**   * Prueba P-2 with remediation(online only) * Prueba P-2: ¿Qué haces?   **Presentatcion escrita: p.13**   * Mi vida * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessment**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this chapter. * Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Presentational writing(Novice High)**   * Students must demonstrate the ability to write short notes using phrases and simple sentences | | | |
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**Course: SPANISH 2 Content Area: World Languages**

**Grades: Ninth, Tenth, Eleventh, Twelfth**

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| **Tema 1: Tu dia escolar**  **Capitulo 1A *¿Qué haces en la escuela?***  **Approximate instructional time required (Pacing is indicated on the calendar)**  **4 weeks** | | | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | | | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | |
| **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | | | |  | | |
| **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | | | | | |  | | |
| **Objectives:**   * Listen and read about classes and classroom rules. * Talk and write about classroom activities and schoolwork. * Exchange information about what you do in class.  Identify cultural practices viewed in authentic video about starting the school year. * Understand the meaning and role and coats of arms in the Spanish-speaking world * Compare school rules and customs in Spanish-speaking world and the U.S.   **Cultural Concepts**   * Diego Rivera, p 17 * Jose Marti, p. 25 * Las Notas, p. 30 * Mas estrictos, p. 32 * Revistas para jóvenes, p. 35 * Un nuevo escudo de armas, p. 36 | **Vocabulario**   * School activities and rules * Items you need   **Grammar**   * Tener * Irregular Yo present verbs * Stem changers * Affirmative and negative words   **Recycled:**   * *Para* * Stem changing verbs * School subjects * Negatives * *Ser* * *Descriptive adjectives*   **Lectura**:   * Para estudiar major, pp.34-35   **Teacher Support Resources**  **Teacher Edition**   * Theme support, pp.4-a /b * Resources pp. 14 –c/d * Lessons plans pp. 14 – e/f * Video to learn what students can do to prepare for their return to school, pp.38-39 | | | | | | |  | | |
| **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | | |
| **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | | |  | | **Basis for grading** |  | | | |
| **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 1A-1:   * Vocabulary recognition   Prueba 1A-2:   * Vocabulary production   Prueba 1A-3:   * Stem-changing verbs   Prueba 1A-4:   * Afirmative and negative words   **Summative Assessment**   * **Examen del capítulo 1A**   -----------------  **Oral Presentation: p. 37**   * Director (a) por un dia   **Project Base Learning (PBL) Capitulos 1 A/B**   * Mi escuela: Una guia * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Oral Presentation (Novice High)**   * Students must demonstrate ability to present basic information about things they have learned using phrases and simple sentences   **Project Base Learning (PBL)**  Students must demonstrate knowledge of the following concepts   1. Develop their diagnostic reasoning and analytical problem-solving skills. 2. Determine what knowledge they need to acquire to understand the problem and others like it. 3. Discover the best resources for acquiring that information. 4. Carry out their own personalized study using a wide range of resources. 5. Apply the information they have learned back to the problem. 6. Integrate this newly acquired knowledge with their existing understanding | | | | | | |

**Course: SPANISH 2 Content Area: World Languages**

**Grades: Ninth, Tenth, Eleventh, Twelfth**

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| **Tema 1 Tu dia escolar**  **Capítulo 1B: ¿Qué haces después de la escuela?**  **Approximate instructional time required (Pacing is indicated on the calendar)**  **4 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  |
| **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  |
| **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | |  |
| **Objectives:**   * Listen and read about students’ after-school activities * Talk and write about your extracurricular activities * Exchange information about what you do after school * Identify cultural practices viewed in an authentic video about supporting students at home * Understand the difference between schools in the US and Spain * Compare extracurricular activities, sports, and dance in the US and Latin-America   **Cultural Concepts**   * Antonio Berni, p. 45 * Las actividades extracurriculares, p. 51 * Los deportes mas populares, p.54 * Alberto Pancorbo, p. 55 * Celia Cruz, p. 59 * A bailar, pp. 62-63 * El ballet, p. 63 | **Vocabulario**   * Extracurricular activities * Sports * Music and drama   **Grammar**   * Making comparisons * The verbs saber and conocer * Hace+time expressions   **Recycled:**   * Extracurricular activities * Descriptive adjectives * Comparatives * Leisure activities * Expressions of times   **Lectura**:   * A Bailar!!, pp.62-63   **Teacher Support Resources**  **Teacher Edition**   * Lessons plans pp. 42 – a/b * Video to see how parents can help their children through high school, pp. 66-67 | | |  |

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| **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | |
| **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | |
| **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 1B-1:   * Vocabulary recognition   Prueba 1B-2:   * Vocabulary production   Prueba 1B-3:   * Making comparisons   Prueba 1B-4:   * The verbs saber and conocer   Prueba 1B-5   * Hace+time expressions   **Summative Assessment**   * **Examen del capítulo 1B**   -----------------  **Writing Presentation: p. 65**   * Mis actividades extracurriculares * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Writing Presentation (Intermediate Low)**   * Students must demonstrate the knowledge to write a composition about how to prepare materials for a presentation | | | |

**Course: SPANISH 2 Content Area: World Languages**

**Grades: Ninth, Tenth, Eleventh, Twelfth**

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| **Tema 2: Un evento especial**  **Capitulo 2A *¿Cómo te preparas?***  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  |
| **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  |
| **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | |  |
| **Objectives:**   * Listen and read about daily routines * Talk and write * Listen and read about daily routines * Talk and write about your daily routine and getting ready for a special event * Exchange information about your typical morning routine * Identify cultural practices viewed in a culturally authentic video about a special Panamanian celebration * Understand why ponchos are worn in the Andes * Compare parties and special events in the Spanish-Speaking world with those in the US   **Cultural Concepts**   * Diego Rivera, p. 73 * La ropa de fiesta, p. 79 * La familia y los eventos especiales, p. 84 * Los grandes teatros, p. 92 * Como hacer un poncho, p. 92 | **Vocabulario**   * Getting ready for an event * Daily routines   **Grammar**   * Reflexive verbs * Ser and estar * Possessive adjectives * Formation of adverbs * Prepositions of location * Expressions with infinitives   **Recycle**   * Objects in a bedroom * Clothing items   **Lectura**:   * El teatro Colon: Entre bambalinas, pp.90-91   **Teacher Support Resources**  **Teacher Edition**   * Theme support, pp. 70 -a /b * Resources pp. 70 –c/d * Lessons plans pp. 70 – e/f * Video to see a parade of Panamanian polleras, pp.94-95 | | |  |

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| **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | |
| **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | |
| **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 2A-1:   * Vocabulary recognition   Prueba 2A-2:   * Vocabulary production   Prueba 2A-3:   * Reflexive verbs   Prueba 2A-4:   * Ser and estar   Prueba 2-5:   * Possessive adjectives   **Summative Assessment**   * **Examen del capítulo 2A**   -----------------  **Oral Presentation: p. 93**   * Un evento especial   **Project Base Learning (PBL) Capitulos 2 A/B**   * Revista de Modas * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Oral Presentation (Intermediate Med)**   * Students must demonstrate ability to make a presentation about their personal and social experiences   **Project Base Learning (PBL)**  Students must demonstrate knowledge of the following concepts   1. Develop their diagnostic reasoning and analytical problem-solving skills. 2. Determine what knowledge they need to acquire to understand the problem and others like it. 3. Discover the best resources for acquiring that information. 4. Carry out their own personalized study using a wide range of resources. 5. Apply the information they have learned back to the problem. 6. Integrate this newly acquired knowledge with their existing understanding | | | |

**Course: SPANISH 2 Content Area: World Languages**

**Grades: Ninth, Tenth, Eleventh, Twelfth**

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| **Tema 2 Un evento especial**  **Capítulo 2B: ¿Qué ropa compraste?**  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  |
| **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  |
| **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | |  |
| **Objectives:**   * Listen and read about clothing people bought * Talk and write about shopping trips * Exchange information about when and where you bought what you are wearing * Identify cultural practices viewed in a culturally authentic video about how to take care of your clothes * Understand la parranda in spanish speaking countries * Compare shopping in Spain and in the US   **Cultural Concepts**   * Infanta Margarita, P. 101 * Diego Velazquez, p. 101 * No se que talla uso, P. 109 * Narciso Rodriguez, p. 117 * La parranda, p. 120 | **Vocabulario**   * Shopping * Clothing   **Grammar**   * Preterite of irregular verbs * Demonstrative adjectives * Using adjectives as nouns * Demonstratives adjectives este and ese   **Recycled:**   * Clothing * Shopping * Expressions of time * Activities * Classroom objects and colors   **Lectura**:   * Los jeans, pp.118-119   **Teacher Support Resources**  **Teacher Edition**   * Resources, pp.98 - a/b * Lesson plans, pp.98 – c/d * Video to learns how to keep your clothes looking new longer, pp.122-123 | | |  |

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| **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | |
| **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | |
| **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 2B-1:   * Vocabulary recognition   Prueba 2B-2:   * Vocabulary production   Prueba 2B-3:   * Preterite of regular verbs   Prueba 2B-4:   * Demonstrative Adjectives   Prueba 2B-5   * Using adjectives as nouns   **Summative Assessment**   * **Examen del capítulo 2B**   -----------------  **Writing Presentation: p. 121**   * Encontré unas gangas * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Writing Presentation (Novice High)**   * Students must demonstrate the ability to write information about their daily life in a letter, blog, discussion board or email message | | | |

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| **Course: SPANISH 2 Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Tema 3: Tú y tu comunidad**  **Capitulo 3A *¿Qué hiciste ayer?***  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks**  **MID-TERM EOCA** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | | | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  | | **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | | | |  | | **Objectives:**   * Listen and read about where people went, what they did, and what they received as gifts * Talk and write about whether you fulfilled certain obligations and what you bought in the past * Exchange information about whether you did things you had to do * Identify cultural perspectives in a culturally authentic video about a supermarket * Understand the popularity of open-air markets in the Spanish-speaking world * Compare famous buildings and neighborhoods in Spanish speaking countries with those in the U.S.   **Cultural Concepts**   * *Buenos Aires, p.129* * *Julio Alpuy, p 129* * *El palacio de Correos, p. 135* * *Las farmacias, p. 137* * *Los barrios, p. 144* * *Los sellos, la tradición, y la comunidad, p. 145* | **Vocabulario**   * Running errands around the town * Where people go and what they buy   **Grammar**   * Telling time * Direct Object Pronouns DOP (LO, LA, LOS, LAS) * Irregular Preterite: IR & SER * Irregular Preterite: HACER, TENER, ESTAR, PODER   **Recycle**   * *Tener que* * Food * Clothes * Telling time * School supplies * Sports equipment * Electronic equipment * Irregular preterite verbs * Leisure activities   **Lectura**:   * La unidad en la comunidad internacional, pp.146-147   **Teacher Support Resources**  **Teacher Edition**   * Theme support, pp. 126 -a /b * Resources pp. 126 –c/d * Lessons plans pp. 126 – e/f * Video about a neighborhood supermarket in Spain with a different business model, pp.150-151 | | | | |  | | **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | | **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | | | | **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 3A-1:   * Vocabulary recognition   Prueba 3A-2:   * Vocabulary production   Prueba 3A-3:   * Direct object pronouns   Prueba 3A-4:   * Irregular preterite verbs: ir/ser   Prueba 3A-5:   * Irregular preterite verbs: hacer, tener, estar, poder   **MID – TERM**  **EOCA**   * Writing * Speaking * Multiple choice * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **MID TERM**  **EOCA**  Cumulative exam from the following topics and chapters  **Tema 1 Tu dia escolar**   * Capitulo 1A: ¿Qué haces en la escuela? * Capitulo 1B: ¿Qué haces después de la escuela?   **Tema 2 Un evento especial**   * Capitulo 2A: ¿Cómo te preparas? * Capitulo 2B: ¿Qué ropa compraste   **Tema 3 tú y tu comunidad**   * Capítulo 3: ¿Qué hiciste ayer? | | | | |     **Course: SPANISH 2 Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Tema 3 tú y tu comunidad**  **Capítulo 3B: ¿Cómo se va?**  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks**  **SPRING SEMESTER** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  | | **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | |  | | **Objectives**   * Listen and read about driving advice * Talk and write about giving directions and driving * Identify cultural perspectives in an authentic audio about using bicycles as a means of transportation * Understand the importance of one’s neighborhood in Spanish-speaking communities * Compare driving requirements in the Spanish speaking world and the US     **Cultural Concepts**   * *Diego Rivera, p. 157* * *La Plaza Mayor, p. 165* * *El metro de la ciudad de México, p. 169* * *Permiso de manejar, p/ 172* * *La Carretera Panamericana, p. 175* * *El barrio, p. 176* | **Vocabulario**   * Driving and giving directions * Asking and giving advice   **Grammar**   * Salir, decir, venir * Irregular affirmative tu commands * Present progressive irregulars   **Recycled**   * Prepositions of location * hay * commands * Places in town * Preterite conjugations * Family vocabulary * Present tense of *estar* * Present progressive   **Lectura**   * Guia del buen conductor, pp.174-175   **Teacher Support Resources**  **Teacher Edition**   * Resources, pp.154 - a/b * Lesson plans, pp.154 – c/d * Audio about cycling as means of transportation in Latin America and the Caribbean, pp.178-179 | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | | | **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 3B-1:   * Vocabulary recognition   Prueba 3B-2:   * Vocabulary production   Prueba 3B-3:   * Direct object pronouns: me,te, nos   Prueba 3B-4:   * Irregular afirmative tu commands   Prueba 3B-5   * Present progressive:irregular forms   **Summative Assessment**   * **Examen del capítulo 3B**   -----------------  **Writing Presentation: p. 177**   * Maneja con cuidado   **Project Base Learning (PBL) Capitulos 3A/B**   * Lugares en mi comunidad * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Writing Presentation (Intermediate High)**   * Students must demonstrate the ability to compose communications for public distribution   **Project Base Learning (PBL)**  Students must demonstrate knowledge of the following concepts   1. Develop their diagnostic reasoning and analytical problem-solving skills. 2. Determine what knowledge they need to acquire to understand the problem and others like it. 3. Discover the best resources for acquiring that information. 4. Carry out their own personalized study using a wide range of resources. 5. Apply the information they have learned back to the problem. 6. Integrate this newly acquired knowledge with their existing understanding | | | |   **Course: SPANISH 2 Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Tema 4: Recuerdos del pasado**  **Capitulo 4A *Cuando éramos niños***  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | | | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  | | **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | | | |  | | **Objectives:**   * Listen and read about favorite childhood toys and elementary school experiences * Talk and write about what you were like as a child and your experiences in elementary school * Identify key details in an authentic text about family activities * Understand nursery rhymes, songs, and the role of pets in Spanish speaking countries   **Cultural Concepts**   * *Pablo Picasso, p. 185* * *Las mascotas, p. 191* * *Las guarderías infantiles, p. 192* * *Juguetes mayas, p. 200* * *Francisco de Goya, p. 201* * *Canciones infantiles, p. 204* | **Vocabulario**   * Toys * Playing with other children   **Grammar**   * Imperfect regulars * Imperfect irregulars * Indirect object pronouns (IOP)   **Recycle**   * Family members * Leisure and sport activities * Adjectives * School activities * Clothing   **Lectura**:   * El grillo y el jaguar, pp.202-203   **Teacher Support Resources**  **Teacher Edition**   * Theme support, pp. 182 -a /b * Resources pp. 182 –c/d * Lessons plans pp. 182– e/f * Text about how to have fun without electronics, pp.206-207 | | | | |  | | **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | | **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | | | | **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 4A-1:   * Vocabulary recognition   Prueba 4A-2:   * Vocabulary production   Prueba 4A-3:   * The imperfect tense: regular verbs   Prueba 4A-4:   * The imperfect tense: irregular verbs   Prueba 4A-5:   * Indirect object pronouns   **Summative assessment**   * Examen del capítulo 4A   **Oral presentation, pp.205**   * ¿Cómo eras de niño(a)?   **Project Base Learning (PBL) capítulos 4A/B**   * Un álbum de fotos * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessment (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts. * Variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Oral Presentation (Intermediate Mid)**   * Students must demonstrate the ability to do presentations about their personal and social experiences   **Project Base Learning (PBL)**  Students must demonstrate knowledge of the following concepts   1. Develop their diagnostic reasoning and analytical problem-solving skills. 2. Determine what knowledge they need to acquire to understand the problem and others like it. 3. Discover the best resources for acquiring that information. 4. Carry out their own personalized study using a wide range of resources. 5. Apply the information they have learned back to the problem. 6. Integrate this newly acquired knowledge with their existing understanding | | | | |     **Course: SPANISH 2 Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Tema 4 Recuerdos del pasado**  **Capítulo 4B: Celebrando días festivos**  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  | | **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | |  | | **Objectives**   * Listen and read about family celebrations * Talk and write about how your family used to celebrate holidays and your best birthday * Exchange information about where, with whom, and how you used to celebrate holidays as a child * Identify cultural practices viewed in a culturally authentic video about carnaval celebrations * Understand how some Hispanic families celebrate special days and holidays * Compare holidays and celebrations in Mexico and the US   **Cultural Concepts**   * *Antonio M. Ruiz, p. 211* * *Euskadi, p. 216* * *El dia de la Raza, p. 218* * *El dia de los Muertos, p. 220* * *La ceremonia del lazo, p. 225* * *El carnaval, p. 226* * *El seis de enero-Celebration of the Three Kings, pp. 228-229* | **Vocabulario**   * Common etiquette * Holiday celebrations   **Grammar**   * Preterite and imperfect: describing a situation * Reciprocal actions   **Recycled:**   * Preterite and imperfect tenses * Family vocabulary * Questions * Leisure activities * Reflexive pronouns * Descriptive adjectives   **Lectura**   * El seis de enero, pp.228-229   **Teacher Support Resources**  **Teacher Edition**   * Resources, pp.210 - a/b * Lesson plans, pp.210 – c/d * Video about how carnival is celebrated in Uruguay’s interior, pp.232-233 | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | | | **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 4B-1:   * Vocabulary recognition   Prueba 4B-2:   * Vocabulary production   Prueba 4B-3:   * Preterite and imperfect:describing a situation   Prueba 4B-4:   * Reciprocal actions   **Summative Assessment**   * **Examen del capítulo 4B**   -----------------  **Writing Presentation: p. 231**   * Mi celebración favorite * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Writing Presentation (Intermediate Low)**   * Students must demonstrate the ability to write about people, activities, events and experience   **Project Base Learning (PBL)**  Students must demonstrate knowledge of the following concepts   1. Develop their diagnostic reasoning and analytical problem-solving skills. 2. Determine what knowledge they need to acquire to understand the problem and others like it. 3. Discover the best resources for acquiring that information. 4. Carry out their own personalized study using a wide range of resources. 5. Apply the information they have learned back to the problem. 6. Integrate this newly acquired knowledge with their existing understanding | | | | |  |

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| **Course: SPANISH 2 Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Tema 5 En las noticias**  **Capitulo 5A *¿Un acto heroico?***  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | | | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  | | **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | | | |  | | **Objectives:**   * Listen to and read about disasters and rescues * Talk and write about how things were during your day and about disaster movies * Exchange information about newsworthy events * Identify cultural practices viewed in a culturally authentic video about a dog’s at of heroism * Understand volcano names and legends that are related to them * Compare natural disasters in the Spanish speaking world and those in your community   **Cultural Concepts**   * *Zulia Gotay de Anderson, p. 239* * *Los bomberos chilenos, p. 245* * *Los volcanes, p. 247* * *En caso de terremoto, p. 257* * *Las leyendas- the volcanoes, p. 258* | **Vocabulario**   * Running errands around the town * Where people go and what they buy   **Grammar**   * Preterite and Imperfect:other uses * The preterite of the verb oir, leer, creer and destruir   **Recycle**   * Time expressions * The imperfect and preterite tenses * Telling time * Family members * Descriptive adjectives   **Lectura**:   * Desastre en Valdivia, pp.256-257   **Teacher Support Resources**  **Teacher Edition**   * Theme support, pp. 236 -a /b * Resources pp. 236 –c/d * Lessons plans pp. 236 – e/f * Video to learn about how a furry companion became a hero, pp.260-261 | | | | |  | | **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | | **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | | | | **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 5A-1:   * Vocabulary recognition   Prueba 5A-2:   * Vocabulary production   Prueba 5A-3:   * Preterite and Imperfect: other uses   Prueba 5A-4:   * Irregular preterite verbs: oir, leer, creer and destruir   **Summative assessment**   * Examen del capítulo 5A   **Project Base Learning (PBL) Capitulo 5A/B**   * En las noticias * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Project Base Learning (PBL)**  Students must demonstrate knowledge of the following concepts   1. Develop their diagnostic reasoning and analytical problem-solving skills. 2. Determine what knowledge they need to acquire to understand the problem and others like it. 3. Discover the best resources for acquiring that information. 4. Carry out their own personalized study using a wide range of resources. 5. Apply the information they have learned back to the problem. 6. Integrate this newly acquired knowledge with their existing understanding | | | | |     **Course: SPANISH 2 Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Tema 5 En las noticias**  **Capítulo 5B Un accidente**  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  | | **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | |  | | **Objectives**   * Listen and read about accidents * Talk and write about injuries and medical treatments * Exchange information about how someone was injured * Identify cultural practice viewed in a culturally authentic video about donating food * Understand emergency medical services in SPanish speaking countries * Compare healthy services in Spain, Colombia, and your community   **Cultural Concepts**   * *Diego Rivera, p. 265* * *La Ambulancia Azul, p. 271* * *Los intérpretes y traductores médicos, p. 276* * *La patrulla Aérea Colombiana, p. 278* * *El jai alai, p. 280* * *Seguridad social y los servicios médicos, p. 284* | **Vocabulario**   * Medical treatments * Accidents * Parts of the body   **Grammar**   * Irregular preterite: VENIR, PONER, DECIR, TRAER * Imperfect progressive and preterite   **Recycled**   * Parts of the body * The imperfect and preterite tenses * Hace + length of the time * The present progressive tense   **Lectura**   * Mejorar la salud para todos, pp.282-283   **Teacher Support Resources**  **Teacher Edition**   * Resources, pp.264 - a/b * Lesson plans, pp.264 – c/d * Video to see why people donate blood, pp.286-287 | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | | | **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 5B-1:   * Vocabulary recognition   Prueba 5B-2:   * Vocabulary production   Prueba 5B-3:   * Irregular preterites: venir,poner,decir and traer   Prueba 5B-4:   * Imperfect progressive and preterite   **Summative Assessment**   * **Examen del capítulo 5B**   -----------------  **Writing Presentation: p.285**   * Documentar el accidente * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessments (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **Chapter Tests (summative assessment)**   * Students must demonstrate ability to combine the multiple skills presented in this chapter in order to engage in authentic communication in Spanish.   **Writing Presentation (Intermediate High)**   * Students must demonstrate the ability to compose communications for public distribution | | | |   **Course: SPANISH 2 Content Area: World Languages**  **Grades: Ninth, Tenth, Eleventh, Twelfth**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Tema 6 la televisión y el cine**  **Capitulo 6A *¿Viste el partido en la televisión?***  **Approximate instructional time required (Pacing is indicated on the calendar)**  **3 weeks** | | **State Standards**  Interpersonal Communication – Move from Intermediate Low to Intermediate Mid  Interpretative Listening - Move from Intermediate Low to Intermediate Mid  Interpretative Reading - Move from Intermediate Low to Intermediate High  Presentational Speaking - Move from Intermediate Low to Intermediate Mid  Presentational Writing - Move from Intermediate Mid to High  Culture, Connections, Comparisons, and Communities in Intermediate | | | **State Standards code**  **IC.NH.1**  **IL.NH.1**  **IR.NH.1**  **PS.NH.1**  **PW.NH.1**  **CUL.N.1**  **CON.N.1**  **COMP.N.1**  **COM.N.1** |  | | **Course Description: Pre-requisite: Spanish 1**  This course is a continuation of the concepts introduced in Spanish I on a more advanced level. Spanish 2 course helps you attain proficiency in an interactive setting by building on the basic Spanish language skills you acquired in level 1. The language is presented within the context of the contemporary, Spanish-speaking world and its culture. The primary objective of my class is for you to not only learn Spanish well enough to be successful when going on to the next level but also to learn in a fun, relaxed environment and to develop an appreciation of the Spanish language and culture for life-long use and enjoyment | |  | | **What Students will Know, Understand, and Be Able to Do**  **(Objectives and Concepts)** | **Classroom Instruction:**  **Strategies, Assignments and Resources** | | | | |  | | **Objectives:**   * Listen and read about TV shows and sporting events * Talk and write about a TV show and your emotions * Exchange information about your reaction to a TV program * Identify cultural practices viewed in a culturally authentic video about a new game that combines soccer and golf, that is gaining popularity in Argentina and the world * Understand television programming on Spanish language channels * Compare the popularity of game showed and reality shows in Spain and the US   **Cultural Concepts**   * *Angel Zarraga, p. 292* * *Latinoamericanos en el béisbol, p. 201* * *Concurso Mania, p. 308* * *La guia de la tele, p. 312* | **Vocabulario**   * Sporting events and contents * emotions   **Grammar**   * Preterite stem changing verbs * Other reflexives   **Recycled:**   * Television programs * Present tense of stem-changing verbs * Indirect object pronouns * Restaurant vocabulary * Reflexive verbs * Imperfect tense * Sports vocabulary   **Teacher Support Resources**  **Teacher Edition**   * Theme support, pp. 290 -a /b * Resources pp. 290 –c/d * Lessons plans pp. 290– e/f * Video to learn about this new sport taking the world by storm | | | | |  | | **Prerequisite skills / knowledge:**  Students should have a grasp of all grammatical concepts and vocabulary introduced in Spanish I.  Students should be able to narrate in the present tense with ease. | | **State and/or other Assessment Correlations:**  **Formative/Summative** | | | | | | **Expectations of Performance:**  **Assessment Strategies, Rubrics,**  **and Resources** | |  | **Basis for grading** |  | | | | **Note:** Remediation formative assessments is only online  **Formative assessments**:  Prueba 6A-1:   * Vocabulary recognition   Prueba 6A-2:   * Vocabulary production   Prueba 6A-3:   * Preterite of stem-changing verbs   Prueba 6A-4:   * Other reflexives verbs   Prueba 6A-5:   * Indirect object pronouns * *Projects and other assessments were designed to assess skills at a higher level than those of standard-level courses. Rubrics are available from individual teachers.* | **Formative Assessment (Pruebas)**   * Students must demonstrate knowledge of vocabulary and grammatical concepts related to the readings and activities of this unit. Students must also demonstrate the ability to use the newly learned vocabulary and grammatical structures to create original, level-appropriate discourse in a variety of contexts.   **EOCA**  **FALL SEMESTER**  **SPRING SEMESTER**  TEMA 1: Tu día escolar  TEMA 2: Un evento especial  TEMA 3: Tú y tu comunidad  TEMA 4: Recuerdos del pasado  TEMA 5: En la noticias  TEMA 6: la televisión y el cine.- Capítulo 6A | | | | | |  |