

Spanish 2

Timeline / Theme	Unit	Standard(s)	Student Focused Objective (Unit Objective)	Resources/ Suggested Activities
7/31:Teacher/Student introduction (Using basic Phrases) 8/1: Discuss Syllabus and review Basic Basic phrases. 8/2: The importance of learning a 2nd Language 8/5 Diagnostic test	Unit 0: Classroom expectations	Communication <i>Interpersonal Mode:</i> 1. <i>Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.</i> a. <i>Greet and leave people in a polite way.</i> b. <i>Exchange basic information about self and others.</i>	Students will be able to <u>discuss</u> the classroom expectations and the use of the Spanish Language.	-Syllabus (Insert link) - Basic Phrases Chart - The teacher - The benefits of a bilingual brain -* Unit Google slide (pp)
8/6: Unit 1 Basic Vocab {ABC} 8/7: Intro to definite articles 8/8: Intro to indefinite articles 8/9: Listening Training 8/12: Writing using Articles and Nouns 8/13: Adjectives vocab, *intro of the colors in the routine. 8/14: Vocab review and formative quiz 8/15: Rules of order (ANA) 8/16: Writing in ANA format drills. 8/19:Structure and Agreements (Number & Gender) *intro of the numbers in the routine. 8/20: Plural form of articles definites and indefinites 8/21:Listening and drills of basic phrases in singular and plural. 8/22: What do you see?/ Que veo? (Writing drills using Phrases) 8/23: Study guide 8/26: <i>Spanish Speaking world Geography exploration</i> 8/27: Introduction to the Hispanic Heritage project 8/28-8/29: The class will be divided in two parts; the first 15 minutes we will perform the pronunciation routine and the rest of the class will be dedicated to the HHM project. (Turn in date: 9/16) 8/30: Unit 1 test.	Unit 1: Nouns, Articles and Adjectives, Basic pronunciati ons	Communication <i>Interpersonal Mode:</i> 1. <i>Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.</i> a. <i>Greet and leave people in a polite way.</i> b. <i>Exchange basic information about self and others.</i> c. <i>Exchange basic information about their everyday lives.</i> <i>Interpretive Mode:</i> 2. <i>Interpret what is heard, read, or viewed on familiar topics using the present tense.</i> b. <i>Recognize words, phrases and simple sentences in an informational text.</i> c. <i>Interpret visual and auditory cues.</i> Culture 4. <i>Identify practices of the target cultures.</i> b. <i>Identify behaviors in a variety of environments.</i> c. <i>Identify typical activities, events, and celebrations of the target cultures.</i> Connections 6. <i>Connect with other disciplines while using the target language.</i> a. <i>Use math skills to convert English measurements to metric system and to convert currencies.</i> b. <i>Locate cities, states, and countries where the target language is spoken.</i>	Students will be able to <u>write</u> short phrases in present tense in Spanish using the structure; Article, Noun, Adjective.	- Complete Spanish Step by step by Barbara Bregstein (p.3-13) - Video, What do I see, Que veo?

<p>9/9-10: Unit 1 Basic Vocab (To be) 9/11-12: Differences between Estar & Ser -Class discussion -Place vs. Doctor 9/13: Listening Drill and ID context [Yo soy maestro vs. Yo estoy en la clase] 9/16: Writing drills. (Practice) *HHM project turned in. 9/17: Building a Poster [Place and Doctor] 9/18: Practice and drills, Conversation (memorize for the test). 9/19: Super Quiz and first 4 project presentations. 9/20: Project presentations. 9/23: Reading Comprehension with vocab guidance. (Reading a loud) 9/24-25: Study guide (Add las caras Lindas) 9/26: Unit 2 test 9/27: Make up day</p>	<p>Unit 2: Estar, Ser, and Subject Pronouns.</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. <i>Presentational Mode:</i> 3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame. a. Present basic information orally and in writing. c. Tell about familiar objects, experiences, and daily routines. d. Recite short memorized phrases, poems, and/or rhymes. Communities 10. Communicate using the target language within the classroom and globally. a. Communicate with speakers of the target language in person or virtually. 11. Identify opportunities to use the target language b. Attend or view cultural events in person or virtually. *Attend to Fiesta (9/28/2024)</p>	<p>Students will be able to <u>differentiate</u> and <u>use</u> the verb to be in Spanish verbally and writing.</p>	<p>-Complete Spanish Step by step by Barbara Bregstein (p.14-26) -*Las caras lindas *Culture 5. Identify products of the target cultures. a. Recognize arts, crafts, or graphic representations of the target culture b. Identify the cultural elements found in music and short video clips.</p>
<p>9/30: Introduction to vocabulary of Interrogative words. (Routine) 10/1: "Hay", class discussion and drills (Video, ¿Que hay ...?) 10/2-3: Vocab review, (Listening)"Look and research" Asking questions about different hispanic art pieces. 10/4: Interrogative words Drills 10/7: Time (how to ask and answer for the time) Explaining my Schedule. 10/8: Dates (How to ask, answer and write the date in Spanish) (Add months and days to the routine) 10/9: Dates (How to ask, answer and write the date in Spanish) What normally happens in different seasons? 10/10: Listening and Drills of Interrogative words. (conversation) 10/11: HHM Program? 10/15-16: Reading comprehension 10/17: Conversational drills and Routine</p>	<p>Unit 3: Hay, Interrogative words, Days, and Months.</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. Culture 5. Identify products of the target cultures. a. Recognize arts, crafts, or graphic representations of the target culture b. Identify the cultural elements found in music and short video clips. c. Listen to, read, and identify the products from the target culture. Connections 6. Connect with other disciplines while using the target language. c. Describe weather in different locations around the world. 7. Interpret information related to diverse perspectives in the target culture. a. Exchange ideas on various audio and visual documents to interpret content.</p>	<p>Students will be able to <u>differentiate</u> and <u>use</u> interrogative words in Spanish verbally and writing.</p>	<p>-Complete Spanish Step by step by Barbara Bregstein (p.27-39) -Osos en la escuela (Bears at school)</p>

<p>10/18: E-Learning (time to practice conversations and catch up) 10/21-23: Study guide (memorize conversation) 10/24: Study guide check and pre-test. 10/25: Unit 3 Test</p>		<p>b. Explore authentic websites and materials to interpret topics.</p>		
<p>10/28: Introduction to vocabulary of Numbers, days of the weeks and months. 10/29: Listening and writing drills 10/30: Ordinal numbers 10/31: Telling the time and the dates 11/1: Listening (El restaurante) [intro vocab] p.51 11/4-5: Reading comprehension (El restaurante) p.51 11/6-7: questions and answers 11/8: Memorize your answers (Drills) 11/12: Memorization Quiz/ 11/13: Create your menu for your restaurant [Pick a country] 11/16: Food (Fruits, vegetables, the supermarket) 11/18: Food (Breakfast, Lunch, Dinner) 11/20: Restaurant Menu/Visit (Unit 4 Project 1st) 11/21: At the store; Items and clothes 11/22: Visiting the store (Unit 4 Project 2nd) 12/2-6: Study guide/Practice 12/16-19: Midterm test (material from all units)</p>	<p>Unit 4: Numbers, Dates, and Time</p>	<p>Communication, Interpretive Mode: 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. Culture 5. Identify products of the target cultures. b. Identify the cultural elements found in music and short video clips. c. Listen to, read, and identify the products from the target culture. Connections 7. Interpret information related to diverse perspectives in the target culture. a. Exchange ideas on various audio and visual documents to interpret content. b. Explore authentic websites and materials to interpret topics. Communities 10. Communicate using the target language within the classroom and globally. a. Communicate with speakers of the target language in person or virtually. 11. Identify opportunities to use the target language beyond the classroom environment. a. Plan real or <u>imaginary</u> travel.</p>	<p>Students will be able to <u>read</u>, <u>write</u> and <u>pronounce</u> Numbers, Dates, and Times in a set of realistic simulations in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy -Complete Spanish Step by step by Barbara Bregstein (p.40-55)</p>
<p>1/9: Introduction to vocabulary (bank of verbs) <i>Add to the dictionary.</i> 1/10: Vocab review (1; Enrique y Maria) -Intro to conjugations in present tense 1/13-17: Conjugations drills {-AR Verbs} 1/21-24: Conjugations drills {-ER Verbs} 1/27-30: Conjugations drills {-IR Verbs} 1/31: Reading Comprehension (2; Los estudios) 2/3: Listening Training/Vocab and</p>	<p>Unit 5: Regular Verbs</p>	<p>Communication Interpretive Mode: 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. Connections 7. Interpret information related to diverse perspectives in the target culture.</p>	<p>Students will be able to <u>conjugate</u> and Interpret regular verbs in present tense in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy -Complete Spanish Step by step by Barbara Bregstein (p.56-69) -Listening Training La paella loca.</p>

<p>conjugations review). 2/4: Quiz (Vocab and conjugations) 2/5-6: Reading comprehension (Una Escuela en Mexico) 2/7: Listening training (La paella Loca) 2/10-12: Study Guide 2/13: Unit 5 Test 2/14: Make up day</p>		<p>a. Exchange ideas on various audio and visual documents to interpret content.</p>		
<p>2/24-26: Introductory vocabulary 2/27: Listening, Conversationals 2/28: (-Easy Spanish Reader, William T. Tardy, 3-5) 3/3-7: Gustar sentences intro and Drills (prep for the next 6 topics) 3/10: At the house 3/11: The family 3/12: At the classroom 3/13 :At the store 3/17: At the game (Mascots) -Football -Fútbol (Soccer) -Basketball 3/18: Animals (Imaginary trip to the zoo) 3/19: Study Guide 3/20: Test Unit 6 3/21: Make up day</p>	<p>Unit 6: El diario vivir</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. Connections 7. Interpret information related to diverse perspectives in the target culture. a. Exchange ideas on various audio and visual documents to interpret content. Culture 5. Identify products of the target cultures. b. Identify the cultural elements found in music and short video clips. Comparisons 8. Identify characteristics of the target language and the native language. a. Observe formal and informal forms of language. b. Identify word order for dates and placement of descriptors. c. Identify high-frequency idiomatic expressions.</p>	<p>Students will be able to <u>use</u> and <u>Interpret</u> daily vocabulary present tense in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy</p>
<p>3/31: The verb Ir (to go) and its conjugations. 4/1: Listening, conversations and drills 4/2-3: Grammar Excerpts (Ir) 4/4: Video guessing 4/7: Idioms Vocabulary 4/8: Conversations and Idioms Drills 4/9: Writing Drills 4/10: Listening; Useful words: que and para. 4/11: Conversations and writing drills 4/14-18 {E-Learning}: (-Easy Spanish Reader, William T. Tardy, 6-10) 4/21: Parts of the body (p.91) 4/22: Time Expression with Hacer</p>	<p>Unit 7: IR, Idioms, cognates, and my portfolio* (EFS)</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. Comparisons 8. Identify characteristics of the target language and the native language. a. Observe formal and informal forms of language. b. Identify word order for dates and placement of descriptors. c. Identify high-frequency idiomatic expressions. d. Identify cognates.</p>	<p>Students will be able to articulate basic fundamentals of the Spanish language in realistic situations.</p>	<p>-Easy Spanish Reader, William T. Tardy -Complete Spanish Step by step by Barbara Bregstein (p.82-101) -¿Que va a pasar?</p>

<p>Vocab/Discussion 4/23-25: Grammar drills and practice 4/28: Listening, conversation drills and prep vocabulary for RC 4/29-5/1: Reading comprehension. (p.99-101) 5/5-6: Intro to cognates and practice 5/7: Translation workshop* 5/8: Transcripts workshop* 5/9: Writing Practice* 5/12: Presentation (work collaboration) 5/13-14: Portfolio material gathering and putting materials together 5/15-20: Study guide for final (All materials) 5/21-29: Final Test</p>				
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Plans:
