

October 27-31, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
No classes. Professional development.	The students will build conversations with one another using this week's core questions: the day and the date, the weather, and communicating about their morning and evening routines. The students will practice a variety of reflexive verbs and household items used to describe their morning and evening routines. The students will share their storyboards explaining their morning routines. The students will read about a teen from Mexico. The students will verbally communicate about their families and their communities using our core unit questions.	The students will build conversations with one another using this week's core questions: the day and the date, the weather, and communicating about their morning and evening routines. The students will explore the geography of the Spanish-speaking nations. They will create a storyboard about their evening routines and those of their family using a variety of reflexive verbs. The students will read about a teen from Mexico. The students will verbally communicate about their families and their communities using our core unit questions.	The students will build conversations with one another using this week's core questions: the day and the date, the weather, and communicating about their morning and evening routines. The students will complete a reading artifact about a family from Mexico focused on describing the family, the chores they must do, and their daily routines. The students will verbally communicate about their families and their communities using our core unit questions.
Due Dates: Throughout the week students will have conversations with one another about their families and their communities. On Friday, the students will also complete a reading artifact. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

October 20-24, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
The students will build conversations with one another using this week's core questions: the day and date, the weather, describing the chores they and their family do at home and how they help their neighbors. The students will write about themselves and their family and how they care for their family and their neighbors. They will practice three writing structures: tener + que + infinitive, ir + a + infinitive, and poder + infinitive. They will be introduced to reflexive verbs and how they can be used to describe their daily routines.	The students will build conversations with one another using this week's core questions: the day and date, the weather, describing the chores they and their family do at home and how they help their neighbors. The students will learn a variety of reflexive verbs and household items used to describe their morning and evening routines.	The students will build conversations with one another using this week's core questions: the day and date, the weather, describing the chores they and their family do at home and how they help their neighbors. The students will explore the geography of the Spanish-speaking nations. The students will read about a teen from Venezuela and her morning routine before going to school. They will create a storyboard about their own morning routines using a variety of reflexive verbs.	The students will build conversations with one another using this week's core questions: the day and date, the weather, describing the chores they and their family do at home and how they help their neighbors. The students will complete a reading about a family from Mexico focused on describing the family, the chores they must do, and their daily routines.
Due Dates: Throughout the week students will have conversations with one another about their families and their communities. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

October 13-17, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
No school.	The students will build conversations with one another using this week's core questions: the day and date, the weather, describing one's family and the chores one has to do at home and how they help their neighbors. They will write about themselves and their family using a variety of vocabulary describing one's personality and physical description. The students will act out conversations between a parent and a child discussing what chores need to be completed.	The students will build conversations with one another using this week's core questions: the day and date, the weather, describing one's family and the chores one has to do at home and how they help their neighbors. The students will explore the geography of the Spanish-speaking nations. The student will act out more conversations between a parent and a child discussing what chores need to be completed. They will write about themselves and their family and how they care for their family and their neighbors by completing a variety of chores. They will practice three writing structures: tener + que + infinitive, ir + a + infinitive, and poder + infinitive.	The students will build conversations with one another using this week's core questions: the day and date, the weather, describing one's family and the chores one has to do at home and how they help their neighbors. The students will complete a writing artifact describing their families and how they help one another and their neighbors. They will learn a variety of reflexive verbs that can be used to describe their daily routines.
Due Dates: Throughout the week students will be having conversations with one another about their families and their communities. On Friday, the students will also complete a writing artifact. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

October 6-10, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
The students will build conversations using this week's core questions: the day and date, the weather, describing one's family and the chores one has to do at home. They will describe the personalities and physical appearances of their family members. The students will learn a variety of infinitives to describe what chores the students and their families do in their homes.	The students will build conversations using this week's core questions: the day and date, the weather, describing one's family and the chores one has to do at home. They will watch a video about a teen's reaction to a list of chores that he has to complete. The student will act out conversations between a parent and a child discussing what chores need to be completed.	The students will build conversations using this week's core questions: the day and date, the weather, describing one's family and the chores one has to do at home. The students will explore the geography of the Spanish-speaking nations. The students will write and share descriptions of their best friends. The students will practice using the following irregular verbs: jugar, preferir, pedir, and dormir.	The students will build conversations using this week's core questions: the day and date, the weather, describing one's family and the chores one has to do at home. They will learn how last names are often organized. The students will read and edit a writing about Glenda's family. They will write questions to ask one another about their families using the irregular verbs: jugar, preferir, pedir, and dormir.
Due Dates: Throughout the week students will be having conversations with one another about their families and their communities. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

September 29 - October 3, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
No school. Professional development day.	The students will build conversations using our core questions: describe your schedule, teachers, and principal. The students will build listening skills while learning about the life of a student from Ecuador. The students will compare and contrast the grading systems between JMS and an Ecuadorian school. The students will demonstrate an understanding of Spanish pronouns and the present tense verb patterns.	The students will build conversations using our core questions: describe your schedule, teachers, and principal. The students will explore the geography of the Spanish-speaking nations. The students will demonstrate their listening skills while watching a video about a student from Ecuador. The students will develop writing skills while editing their writing about their school day.	The students will build conversations about their families. The students will learn a variety of vocabulary related to family and write about what they are like. The students will learn a variety of vocabulary related to chores and how they help their families and their neighbors. .
Due Dates: Throughout the week students will be having conversations with one another about their school life. On Tuesday, the students will complete a writing artifact, and on Wednesday/Thursday, the students will complete a listening artifact. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

September 22-26, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
The students will build conversations using our core questions: describe your schedule, teachers, and principal. . The students will read about a student from Ecuador and his life at school. The students will listen to a student from Ecuador and what they study to be successful.	The students will build conversations using our core questions: describe your schedule, teachers, and principal. The students will independently complete an online listening activity about a student from Ecuador and what they study. The students will read about two siblings and their experiences at school.	The students will build conversations using our core questions: describe your schedule, teachers, and principal. The students will review the verb <i>estar</i> and directional terms while writing conversations in which they ask a friend to go do something with them. Students will review the present tense verb conjugation patterns to build their communication skills. The students will watch a video of students from Spain and what school is like for them.	The students will build conversations using our core questions: describe your schedule, teachers, and principal. The students will independently complete a listening artifact about a student from Ecuador. .
Due Dates: Throughout the week students will be having conversations with one another about their school life. On Tuesday, the students will complete a reading artifact. On Friday, the students will complete a listening artifact. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

September 15-19, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
The students will build conversations using our core questions: describe your schedule, teachers, and principal. The students will practice how to write and ask questions about their school day. Students will review the present tense verb conjugation patterns to build their communication skills.	The students will build conversations using our core questions: describe your schedule, teachers, and principal. The students will practice how to write and ask questions about their school day. The students will review how to use time and ordinal numbers to describe their schedules. The students will read an email from Carmen, a future exchange student, and write a response explaining what school is like at JMS.	The students will build conversations using our core questions: describe your schedule, teachers, and principal. Students will review the present tense verb conjugation patterns to build their communication skills. The students will respond to an email from a student from Ecuador.	The students will write about and have conversations about their schedules, teachers, and principal. The students will review the verb estar and directional terms while acting out conversations in which they ask a friend to go do something with them. The students will listen to a student from Ecuador talking about his classes.
Due Dates: Throughout the week students will be having conversations with one another about their school life. On Wednesday/Thursday, the students will complete an interpersonal writing artifact. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

September 8-12, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
The students will build conversations using our core questions: describe their ideal school, their favorite class, what students need to do to be successful at school, and what they do after school. The students will watch a video about David, a student from Ecuador, and compare and contrast his school with JMS. The students will listen to descriptions about places at school. The students will write about the individuals who work at JMS.	The students will build conversations using our core questions: describe their ideal school, their favorite class, what students need to do to be successful at school, and what they do after school. The students will write and listen about the individuals who work in schools.	The students will create their classroom quilts with their quilt squares as a way to get to know each other better. The students will build conversations using our core questions: describe their ideal school, their favorite class, what students need to do to be successful at school, and what they do after school. The students will write about an "unsung hero" at JMS. The students will read an email from Enrique, a future exchange student, and write a response explaining what school is like at JMS.	The students will build conversations using our core questions: describe their ideal school, their favorite class, what students need to do to be successful at school, and what they do after school. Students will review the present tense verb conjugation patterns to build their communication skills.
Due Dates: On Tuesday, students will complete a listening artifact. Wednesday-Friday, the students will practice interpersonal speaking. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

September 1-5, 2025			
Monday	Tuesday	Wednesday/Thursday	Friday
No classes. Labor Day.	The students will have conversations about their school days. The students will read about Andrés's day in an Ecuadorian school. Students will review the present tense verb conjugation patterns to build their communication skills. The students will create quilt squares to help build their classroom families.	The students will review their social contract by discussing how the class has determined that they can most effectively learn together. The students will explore where Spanish is spoken in the world. The students will write about the individuals who work at JMS. The students will read about Gabriela, a student from Ecuador.	The students will watch a video about David, a student from Ecuador, and compare and contrast his school with JMS. The students will have conversations about their school days.
Due Dates: On Wednesday/Thursday, students will complete a reading artifact. Links: Please go to Canvas to download the core concept slides for the day. If absent or wanting additional practice with our core skills, read through and complete the activities on the provided slides.			

August 25-29, 2025			
Monday/Tuesday	Wednesday	Thursday	Friday
The students will learn about the major skills and topics of study for Spanish 2. The students will explore where Spanish is spoken in the world. The students will discuss culture.	The students will explore the diverse ways words are pronounced throughout the United States and discuss the diverse dialects throughout the Spanish-speaking world. The students will review how to communicate about school supplies and what you do at school.	The students will begin creating a social contract by discussing qualities needed to most effectively learn together. The students will review a variety of infinitive verbs to discuss what they commonly do in and outside of school. The students will review the present tense verb patterns for -ar, -er, and -ir verbs.	The students will continue creating a social contract by discussing qualities needed to most effectively learn together. The students will communicate about their classes and read a schedule for a student from Ecuador. The students will review the present tense verb patterns for -ar, -er, and -ir verbs as a way to discuss what they typically do in school and out of school.
Due Dates:			
Links: Please go to Canvas to download the core concept slides for the day. If absent, read through and complete the activities on the provided slides.			