

Course: Spanish 2	Unit Title/ Timeframe: Para empezar Aug. Sept.
Enduring Understandings	Students can • converse, describing self and others and their activities • ask and respond to questions. • read biographical information and respond to related questions
Essential Questions	• How do I describe myself and others? • How do I talk about things I do?
National Standards/Common Core	<u>Communication</u>: 1.1 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions about what they and others are like; where they and others are from; what they and others do. 1.2 - Students understand and interpret written and spoken language on those topics. 1.3 - Students present information, concepts, and ideas to an audience of listeners or readers on those topics. <u>Cultures</u>: 2.2- Students demonstrate an understanding of the relationship between some music and perspectives of the culture. RL- RI-4, 6 W- SL-4
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	identifying critical information - scavenger hunt of Hispanic maps identifying similarities and differences - directed classroom conversations about the information of the identification and description of a Hispanic student and modeling it to describe themselves cooperative learning - describe and illustrate, interrogate and respond; inquiry stations - new vocabulary nonlinguistic representations -Powerpoint presentation of descriptive adjectives TI summarizing and note taking - supplemental worksheets, guided and assisted reading academic writing - independent research to create front cover of a magazine highlighting a Hispanic musical artist
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	CT - revisions of homework CT, CS - quiz on vocabulary and grammar, communicating information about a Hispanic musical artist CS - guided skits CS, CI - directed dialogs
Major Resources	<u>Realidades II</u> , supplemental teacher-generated materials

Course: Spanish II	Unit Title/ Timeframe: Mi día escolar	September/October
Enduring Understandings	Students can • discuss their school experience, including activities, school and classroom rules and regulations. • conjugate stem-changing verbs. • communicate with negative expressions	
Essential Questions	• How do I communicate about my before, during and after school activities? • How do I communicate the rules of the classroom and the school? • How do I distinguish between the 2 verbs for “to know?”, the two verbs for “to be”?	
National Standards/Common Core	<u>Communication</u> : 1.1 - communicate school schedule, discuss school/classroom rules 1.2 - authentic materials (advertisements, report cards) 1.3 - skits, memorization and presentation of poetry <u>Connections</u> : 3.1 - connection with history and geography through literature 3.2 - students compare authentic report cards and schedules, uniform policies... <u>Comparisons</u> : 4.2 - comparisons and contrasts of school systems in Latin America and Spain vs. those in the U.S. RL- RI-4, 6 W- SL-4	
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	cooperative learning - ¿Cómo describes nuestra clase? - inquiry, role-playing, and experiential learning activities technology integration - web activities (textbook and review of grammar) interdisciplinary connections - Cuba via memorization of Marti homework and review nonlinguistic representations educational organizers - graphic organizers for stem-changing verbs, negatives	
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	LS, CS - School Brochure about extracurricular activities with rubric CT, CS - 1 A and B quizzes and test (<u>Realidades 2</u>) CI, CT, CS - classroom video presentation with rubric	
Major Resources	<u>Realidades 2</u> textbook board games authentic materials	

Course: Spanish 2	Unit Title/ Timeframe: Mi rutina diaria	November
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Enduring Understandings	Students can explain their daily routines and preparations for special events.
Essential Questions	- How do I explain my daily routine and my daily needs? - What do I do differently for various special events?
National Standards/Common Core	<u>Communication</u>: 1.1 using reflexive verbs to discuss routine (narrative and interpersonal) 1.2 read about preparations for a special event 1.3 present written story <u>Cultures</u> 2.1 explain a Quinceanera <u>Connections</u>: 3.2 Quinceanera authentic materials <u>Comparisons</u>: 4.2 special cultural events <u>Communities</u>: 5.1 students create a children's book. This could be shared with Spanish speaking elementary age students (e.g. MIHN-Montachusett Interfaith Homeless Network) RI-4, 6 SL-4
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Directed notes: Reflexive verbs (vocabulary and grammar), talk about daily routines, people, and things, express possession (long form possessive adjectives <i>mine, yours</i> , etc.) TI: Videohistoria and readings: understanding cultural perspectives on dress – how they differ in the USA compared to Latino cultural perspectives. Video-La Quinceanera
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Tema 2A quizzes and test – <u>Realidades 2</u> Mini-poster for pair/share: my daily routine CS/LS Project: Presentation (PhotoStory, MovieMaker, puppet show, children's book) <i>My Crazy Day or My Very Special Day</i> CT/LS/CS/CI
Major Resources	<u>Realidades 2</u> text authentic materials - product material in Spanish (soaps, shampoos, etc.) Advertisements from People en Espanol

Course: Spanish 2	Unit Title/ Timeframe: Vamos de compras	December
Enduring Understandings	Students understand shopping experiences in Latino and Spanish culture, including bartering in open-air markets.	
Essential Questions	- How do I plan for a shopping trip? - How do I describe a shopping trip I took in the past, including what I purchased, for whom, and for how much?	
National Standards/Common Core	<u>Communication</u> : 1.1 interpersonal – shopping experience (clerk/consumer) 1.2 interpretation -- catalog, sales flyers 1.3 presentation -- thank you letter <u>Connections, Culture and Communities</u> : types of shopping and store experiences RI-4, 6, SL-4	
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Directed notes: clothing, store vocabulary, introduction to the preterite (past tense), how to indicate objects (demonstrative adjectives) TI: Videohistoria and other media: special events; purchasing for holiday gifts, etc. Reading/group sharing work: open-air markets (skit)	
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	CI: Skit, Open-air market (small groups, simultaneous presentation to mimic setting) CI: Plan holiday shopping list, including for whom the item is and budgeted amount. Entire class skit – department store, holiday shopping. Who gets the most for their \$\$? Quizzes and test from Tema 2B, <u>Realidades 2</u> text	
Major Resources	<u>Realidades 2</u> text	

Course: Spanish 2	Unit Title/ Timeframe: My Community	January/February/March
Enduring Understandings	Students will be able to recount errands they ran and where each one occurred. Students will be able to discuss driving habits and get/provide directions around town.	
Essential Questions	Where does one go to get errands done in town? How do I get there?	
National Standards/Common	<u>Communication</u> : giving and getting directions; narrative description of past events (preterite), discussing driving habits.	

Core	<u>Culture, Community</u> : My Lunenburg area vs. other areas – places to go, etc. RI-4, 6, SL-4
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Directed notes: errands, places in the city, means of transportation, excuses; direct object pronouns; notes on irregular preterite verbs - <i>ir, ser, hacer, tener, estar, poder, poner, saber, querer, decir, traer</i> , tú vs. Ud. Commands incl. present progressive; Videohistoria: running errands, listening to directions Maps of towns – listening to directions, providing new ones; subway maps and info of Boston and Mexico City – compare and contrast
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Skit: getting around town in a car; being lost and asking for directions CT/CI/CS Board games – following directions CT Shopping brochures/Sales flyers – CS/LS Quizzes and tests, <u>Realidades 2</u> , Tema 3
Major Resources	<u>Realidades 2</u> text Supplemental realia (maps, etc.)

Course: Spanish 2	Unit Title/ Timeframe: “When I was little…” April/May/June
Enduring Understandings	Students will be able to describe their childhood in detail, learning how to describe what they used to do and how they have changed.
Essential Questions	- How do I talk about my childhood? - What activities did I used to enjoy? - What was I like? - What were my friends/family like?
National Standards/Common Core	<u>Communication</u> : discussing personal history (narrative and orally) <u>Community, Connections and Culture</u> : Differences and similarities between USA and Latin America/Spain regarding childhood games, nursery rhymes, playground activities and pre-school age child care opportunities RI-4, 6 SL-4
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Directed notes: childhood toys, games, activities; indirect object pronouns; discussing past tense using the <i>imperfect</i> tense (regular and irregular) Realia/Listening (TI/ID): nursery rhymes, fables, songs, playground games (jump rope rhymes, etc.).

Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Quizzes and tests, Tema 4, <u>Realidades 2</u> Multimedia autobiographical presentation: Cuando yo era niño/a...
Major Resources	<u>Realidades 2</u> textbook Media: Internet Children's books, nursery rhymes, toys, etc.