***Unit 1 Preliminary Review Spanish 2 Timeframe: 6 Weeks***

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| **Stage 1 – Desired Results** |
| **PA Standards:** * 12.1 S1 Communication in a Target Language
* 12.3 S1 The Role of Culture in World Language Acquisition
* 12.5 S1 World Languages in the Community
 |
| **Big Ideas:***Students will understand that…*CULTURE: * Cultural knowledge is used to enhance the understanding of the relationships between the practices, products, and perspectives of the Spanish speaking countries of the Americas, Africa and Europe

READING & WRITING: * Language skills are needed to communicate in Spanish in the areas of reading and writing

LISTENING & SPEAKING: * Spanish language skills and structures are needed to orally communicate.
 | **Essential Questions:**CULTURE* How can learning about the practices, products, and perspectives of another culture give us insights into the perspectives of the people of that culture?
* How can those insights be used to compare and contrast the practices, products, and perspectives of our own culture?

READING & WRITING* How can the knowledge of language skills help students to communicate in Spanish in the areas of reading and writing?
* How can we express and exchange opinions in a second language?
* How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?
* What print and non-print resources are available to help us connect with another language and culture?
* How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
* How does appreciation of cultural diversity enhance cross-cultural understanding?

LISTENING & SPEAKING* How can students use spoken Spanish to access information from and exchange ideas with another person?
* What Spanish language structures can students use to discuss and deal with real situations, achieve essential tasks, and negotiate meaning?
* How can students use novice Spanish vocabulary and grammar to express emotions and opinions, as well as to compare and contrast similarities and differences?
 |
| **Concepts:** CULTURE:* Spanish numbers
* Spanish calendar words
* Education
* Sports

READING & WRITING:* Refined knowledge of the sound system and spelling patterns in Spanish
* Expanded vocabulary forms and structures used in basic writing/reading
* Simple sentence and question structures in order to communicate and understand written material
* Words from Spanish that are commonly used in English

LISTENING & SPEAKING* Vocabulary for multiple purposes – greeting, numbers, time, calendar words, school, home, and shopping
* Syntax – grammatical structures
* Phonology and pronunciation – rules and rhythm
* Pragmatics – explanation, conversation, argumentation
 | **Competencies:** *Students will be able to…* CULTURE* Identify names of the different monetary units in Spanish-speaking countries.
* Describe the differences between the American calendar and the Hispanic calendar
* Compare education systems in different Spanish-speaking countries
* Identify and describe popular sports in the Spanish-speaking world

READING & WRITING:* Recognize bridging vocabulary through reading selections
* Write in the target language using enhanced basic vocabulary terms
* Comprehend simple written sentences in dialogs and short paragraphs

LISTENING & SPEAKING:* Recognize spelling patterns in Spanish
* Demonstrate appropriate vocabulary use through specific speaking tasks (e.g. greetings/farewells, courtesy expressions, formal/informal forms of address, question words)
* Linguistic: produce correct Spanish speech sounds
* Know the basic sound system in Spanish
* Recite Spanish alphabet and associated sounds and basic words with proper accentuation
* Sociolinguistic : use different linguistic structures to suit the various formal or informal aspects of social context, paying attention to rules of politeness, and culture
 |
| **Academic Vocabulary:*** Expressions related to: greeting people, saying good-bye, speaking politely, counting, finding out the price, days of the week, school, home, sports, leisure entertainment
 | **Differentiation:*** Textbook resources and additional review material to supplement instruction
* Providing various means for the students to express understanding of the materials
* Individual, partner and group work
* Vary types of instruction for different learning styles & multiple intelligences
* Preferential seating
* Wait-time
* Individual & group work
* Total Physical Response
* Graphic Organizers – verb charts and mnemonic devices
* Varied assessments
* Scaffolding
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
 |
| **Stage 2 – Assessment Evidence** |
| **Summative Assessments:*** Quizzes/Tests
* Posters
* Writing projects
* Written skits
* Chapter Test
 | **Formative Assessments:*** Oral assessments
* Teacher observation and evaluation of various student activities (e.g. opening activity, exit slips, think/pair/share, individual whiteboards and polling)
* Online quizzes and activities
* Review games (memory, jeopardy, word scrambles, vocabulary running game etc.)
* Listening and speaking: informal review activities and formal review assessments at the beginning of the school year
* Listening and speaking: self-assessment using online tools
* Listening: listening and choosing activities, surveys, successful choral response, etc.
* Speaking: dialogues and dramatizations
 |
| **Stage 3 – Learning Plan**  |
| **Materials, Technology, Resources:** * Glencoe Spanish Así se dice Level 1 Textbook & Workbook
* Podcasting
* Multimedia
* Games
* DVDs in target language
* Music
 | **Activities/Strategies:*** Textbook activities and exercises
* Workbook listening activities
* Songs
* Stories
* Review games (memory, jeopardy, clock bingo, word scrambles, vocabulary running game etc.)
* Vocabulary videos
* Skits
* Graphic Organizers – Verb Charts and Mnemonic Devices
* Varied assessments
* Scaffolding
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. total physical response, modeling, and games)
* Smart board activities
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***Unit 2 Travel Spanish 2 Timeframe: 5 weeks***

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| **Stage 1 – Desired Results** |
| **PA Standards:** * 12.1 S1 Communication in a Target Language
* 12.3 S1 The Role of Culture in World Language Acquisition
* 12.5 S1 World Languages in the Community
 |
| **Big Ideas:***Students will understand that…*CULTURE: * Cultural knowledge is used to enhance the understanding of the relationships between the practices, products, and perspectives of the Spanish speaking countries of the Americas, Africa and Europe

READING & WRITING: * Language skills are needed to communicate in Spanish in the areas of reading and writing

LISTENING & SPEAKING: * Spanish language skills and structures are needed to orally communicate.
 | **Essential Questions:**CULTURE* How can learning about the practices, products, and perspectives of another culture give us insights into the perspectives of the people of that culture?
* How can those insights be used to compare and contrast the practices, products, and perspectives of our own culture?

READING & WRITING* How can the knowledge of language skills help students to communicate in Spanish in the areas of reading and writing?
* How can we express and exchange opinions in a second language?
* How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?
* What print and non-print resources are available to help us connect with another language and culture?
* How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
* How does appreciation of cultural diversity enhance cross-cultural understanding?

LISTENING & SPEAKING* How can students use spoken Spanish to access information from and exchange ideas with another person?
* What Spanish language structures can students use to discuss and deal with real situations, achieve essential tasks, and negotiate meaning?
* How can students use novice Spanish vocabulary and grammar to express emotions and opinions, as well as to compare and contrast similarities and differences?
 |
| **Concepts:** CULTURE:* Geographical characteristics of Latin America
* Traveling to famous tourist areas in South America
* Train travel in Panama
* Famous landmarks to visit in the Spanish speaking world

READING & WRITING:* Refine knowledge of the sound system and spelling patterns
* Enhanced vocabulary forms and structures used in basic writing/reading
* Simple sentence and question structures in order to communicate and understand written material
* Conjugation of basic verb forms in the present progressive and in the preterit
* Words from Spanish that are commonly used in English

LISTENING & SPEAKING* Vocabulary for multiple purposes – travel
* Syntax – grammatical structures
* Phonology and pronunciation – rules and rhythm
* Pragmatics – explanation, conversation, argumentation
 | **Competencies:** *Students will be able to…* CULTURE:* Describe the various geographical features found in Latin America.
* Identify some of the famous tourist destinations located in South America.
* Describe train travel in Panama

READING & WRITING:* Recognize simple vocabulary through reading selections
* Write in the target language using basic vocabulary terms and simple grammatical structures

LISTENING & SPEAKING:* Comprehend simple written sentences in dialogs and short paragraphs
* Express likes and dislikes
* Recognize spelling patterns in Spanish
* Demonstrate appropriate vocabulary use through specific speaking tasks (e.g. greetings/farewells, courtesy expressions, formal/informal forms of address, daily life skills, classroom commands, descriptions)
* Convey simple thoughts using appropriate language structures in the present tense
* Know the basic sound system in Spanish
* Recite Spanish alphabet and associated sounds and basic words with proper accentuation
 |
| **Academic Vocabulary:*** Expressions related to the airport, to the train station, traveling by plane or by train, and going on a trip
* Grammatical terms related to forming the present progressive and the preterit, and to what pronouns follow a preposition.
 | **Differentiation:*** Textbook resources and additional review material to supplement instruction
* Providing various means for the students to express understanding of the materials
* Individual, partner and group work
* Vary types of instruction for different learning styles & multiple intelligences
* Preferential seating
* Wait-time
* Individual & group work
* Total Physical Response
* Graphic Organizers – verb charts and mnemonic devices
* Varied assessments
* Scaffolding
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
 |
| **Stage 2 – Assessment Evidence** |
| **Summative Assessments:*** Quizzes/Tests
* Brochures
* Posters
* Writing projects
* Written skits
* Chapter tests, midterm– listening and speaking sections
 | **Formative Assessments:*** Oral assessments
* Teacher observation and evaluation of various student activities (e.g. exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling)
* Online quizzes
* Online presentations
* Cultural scavenger hunt
* Self-assessment using online textbook
* Review games -memory, jeopardy, word scrambles, vocabulary running game etc.
* Listening and speaking: informal review activities and formal review assessments at the beginning of the school year
* Listening and speaking: self-assessment using online tools
* Listening: listening and choosing activities, surveys, successful choral response, etc.
* Speaking: dialogues and dramatizations
 |
| **Stage 3 – Learning Plan**  |
| **Materials, Technology, Resources:** * Glencoe Spanish Así se dice Level 2 Textbook & Workbook
* Podcasting
* Multimedia
* Games
* Online newspapers and websites
* DVDs in target language
* Realia
* Easy reader texts
* Music
 | **Activities/Strategies:*** Textbook resources and additional review material to supplement instruction
* Individual, partner and group work
* Individual & group work
* Graphic organizers – verb charts and mnemonic devices
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
* Dialogues and dramatizations
* Review games -memory, jeopardy, word scrambles, vocabulary running game, exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling
* Smart board activities
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***Unit 3 Routine and Celebrations Spanish 2 Timeframe: 10 weeks***

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| **Stage 1 – Desired Results** |
| **PA Standards:** * 12.1 S1 Communication in a Target Language
* 12.3 S1 The Role of Culture in World Language Acquisition
* 12.5 S1 World Languages in the Community
 |
| **Big Ideas:***Students will understand that…*CULTURE: * Cultural knowledge is used to enhance the understanding of the relationships between the practices, products, and perspectives of the Spanish speaking countries of the Americas, Africa and Europe

READING & WRITING: * Language skills are needed to communicate in Spanish in the areas of reading and writing

LISTENING & SPEAKING: * Spanish language skills and structures are needed to orally communicate.
 | **Essential Questions:**CULTURE* How can learning about the practices, products, and perspectives of another culture give us insights into the perspectives of the people of that culture?
* How can those insights be used to compare and contrast the practices, products, and perspectives of our own culture?

READING & WRITING* How can the knowledge of language skills help students to communicate in Spanish in the areas of reading and writing?
* How can we express and exchange opinions in a second language?
* How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?
* What print and non-print resources are available to help us connect with another language and culture?
* How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
* How does appreciation of cultural diversity enhance cross-cultural understanding?

LISTENING & SPEAKING* How can students use spoken Spanish to access information from and exchange ideas with another person?
* What Spanish language structures can students use to discuss and deal with real situations, achieve essential tasks, and negotiate meaning?
* How can students use novice Spanish vocabulary and grammar to express emotions and opinions, as well as to compare and contrast similarities and differences?
 |
| **Concepts:** CULTURE:* Holidays celebrated in the Spanish-speaking world
* Camping and Backpacking in in Latin America

READING & WRITING:* Refine the knowledge of sound system and spelling patterns
* Enhance vocabulary forms and structures used in basic writing/reading, house/building vocabulary terms
* Simple sentence and question structures in order to communicate and understand written material
* Adjective – agreement and position in sentence structure
* Conjugation of reflexive verbs in the present & past tenses
* Conjugation of basic verb forms in the past progressive, preterit, and imperfect tenses
* Words from Spanish that are commonly used in English

LISTENING & SPEAKING* Vocabulary associated with daily routine, camping, and various holiday celebrations
* Syntax – grammatical structures
* Phonology and pronunciation – rules and rhythm
 | **Competencies:** *Students will be able to…* CULTURE* Use authentic materials and online resources for basic communication needs
* Describe a variety of holiday customs and daily routines in different Spanish cultures
* Describe what it is like to go camping and backpacking in Latin America

READING & WRITING:* Recognize simple vocabulary through reading selections
* Write in the target language using basic vocabulary terms and simple grammatical structures

LISTENING & SPEAKING:* Comprehend simple written sentences in dialogs and short paragraphs
* Express likes and dislikes
* Recognize spelling patterns in Spanish
* Demonstrate appropriate vocabulary use through specific speaking tasks (e.g. greetings/farewells, courtesy expressions, formal/informal forms of address, daily life skills, classroom commands)
* Convey simple thoughts using appropriate language structures in the present and past tenses
* Know the basic sound system in Spanish
* Recite Spanish alphabet and associated sounds and basic words with proper accentuation
 |
| **Academic Vocabulary:*** Expressions related to: daily routine, grooming, parts of the body, camping, holidays and celebrations
* Grammatical terms related to the conjugation of reflexive verbs in the present and preterit, and the conjugation of basic verbs in the imperfect tense.
 | **Differentiation:*** Textbook resources and additional review material to supplement instruction
* Providing various means for the students to express understanding of the materials
* Individual, partner and group work
* Vary types of instruction for different learning styles & multiple intelligences
* Preferential seating
* Wait-time
* Individual & group work
* Total Physical Response
* Graphic organizers – verb charts and mnemonic devices
* Varied assessments
* Scaffolding
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
 |
| **Stage 2 – Assessment Evidence** |
| **Summative Assessments:*** Quizzes/Tests
* Brochures
* Posters
* Writing projects
* Written skits
* Chapter Tests, Midterm– Listening and Speaking Sections
 | **Formative Assessments:*** Oral assessments
* Teacher observation and evaluation of various student activities (e.g. exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling)
* Online quizzes
* Online presentations
* Cultural scavenger hunt
* Self-assessment using online textbook
* Review games -memory, jeopardy, word scrambles, vocabulary running game etc.
* Listening and speaking: informal review activities and formal review assessments at the beginning of the school year
* Listening and speaking: self-assessment using online tools
* Listening: listening and choosing activities, surveys, successful choral response, etc.
* Speaking: dialogues and dramatizations
 |
| **Stage 3 – Learning Plan**  |
| **Materials, Technology, Resources:** * Glencoe Spanish Así se dice Level 2 Textbook & Workbook
* Podcasting
* Multimedia
* Games
* Online newspapers and websites
* DVDs in target language
* Realia
* Easy reader texts
* Music
 | **Activities/Strategies:*** Textbook resources and additional review material to supplement instruction
* Individual, partner and group work
* Individual & group work
* Graphic organizers – verb charts and mnemonic devices
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
* Dialogues and dramatizations
* Review games -memory, jeopardy, word scrambles, vocabulary running game, exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling
* Smart board activities
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***Unit 4 Technology Spanish2 Timeframe: 5 weeks***

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| **Stage 1 – Desired Results** |
| **PA Standards:** * 12.1 S1 Communication in a Target Language
* 12.3 S1 The Role of Culture in World Language Acquisition
* 12.5 S1 World Languages in the Community
 |
| **Big Ideas:***Students will understand that…*CULTURE: * Cultural knowledge is used to enhance the understanding of the relationships between the practices, products, and perspectives of the Spanish speaking countries of the Americas, Africa and Europe.

READING & WRITING: * Language skills are needed to communicate in Spanish in the areas of reading and writing

LISTENING & SPEAKING: * Spanish language skills and structures are needed to orally communicate.
 | **Essential Questions:**CULTURE* How can learning about the practices, products, and perspectives of another culture give us insights into the perspectives of the people of that culture?
* How can those insights be used to compare and contrast the practices, products, and perspectives of our own culture?

READING & WRITING* How can the knowledge of language skills help students to communicate in Spanish in the areas of reading and writing?
* How can we express and exchange opinions in a second language?
* How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?
* What print and non-print resources are available to help us connect with another language and culture?
* How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
* How does appreciation of cultural diversity enhance cross-cultural understanding?

LISTENING & SPEAKING* How can students use spoken Spanish to access information from and exchange ideas with another person?
* What Spanish language structures can students use to discuss and deal with real situations, achieve essential tasks, and negotiate meaning?
* How can students use novice Spanish vocabulary and grammar to express emotions and opinions, as well as to compare and contrast similarities and differences?
 |
| **Concepts:** CULTURE:* Modern technology in the Spanish speaking world

READING & WRITING:* Refine knowledge of basic sound system and spelling patterns
* Enhance common vocabulary forms and structures used in basic writing/reading, numbers 1-1,000,000,000
* Simple sentence and question structures in order to communicate and understand written material
* Conjugation of basic verb forms in the preterit and imperfect, and the present perfect tenses
* Use of different past tenses in the same sentence
* Words from Spanish that are commonly used in English

LISTENING & SPEAKING* Vocabulary for Multiple Purposes – restaurant and shopping situations
* Syntax – grammatical structures
* Phonology and pronunciation – rules and rhythm
* Pragmatics – explanation, conversation, argumentation
 | **Competencies:** *Students will be able to…* CULTURE* Use authentic materials such online resources for basic communication needs
* Describe how to use a computer

READING & WRITING:* Recognize simple vocabulary through reading selections
* Write in the target language using basic vocabulary terms and simple grammatical structures

LISTENING & SPEAKING:* Comprehend simple written sentences in dialogs and short paragraphs
* Express likes and dislikes
* Recognize spelling patterns in Spanish
* Demonstrate appropriate vocabulary use through specific speaking tasks (e.g. greetings/farewells, courtesy expressions, formal/informal forms of address, daily life skills, classroom commands, asking questions)
* Convey simple thoughts using appropriate language structures in the present progressive and past tenses
* Know the basic sound system in Spanish
* Recite Spanish alphabet and associated sounds and basic words with proper accentuation
 |
| **Academic Vocabulary:*** Expressions related to: technological terms and uses of technology
* Grammatical terms related to the preterit and imperfect tenses, the present perfect tense, object pronouns,
 | **Differentiation:*** Textbook resources and additional review material to supplement instruction
* Providing various means for the students to express understanding of the materials
* Individual, partner and group work
* Vary types of instruction for different learning styles & multiple intelligences
* Preferential seating
* Wait-time
* Individual & group work
* Total Physical Response
* Graphic Organizers – verb charts and mnemonic devices
* Varied assessments
* Scaffolding
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
 |
| **Stage 2 – Assessment Evidence** |
| **Summative Assessments:*** Quizzes/Tests
* Brochures
* Posters
* Writing projects
* Written skits
* Chapter tests, midterm– listening and speaking sections
 | **Formative Assessments:*** Oral assessments
* Teacher observation and evaluation of various student activities (e.g. exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling)
* Online quizzes
* Online presentations
* Cultural scavenger hunt
* Self-assessment using online textbook
* Review games -memory, jeopardy, word scrambles, vocabulary running game etc.
* Listening and speaking: informal review activities and formal review assessments at the beginning of the school year
* Listening and speaking: self-assessment using online tools
* Listening: listening and choosing activities, surveys, successful choral response, etc.
* Speaking: dialogues and dramatizations
 |
| **Stage 3 – Learning Plan**  |
| **Materials, Technology, Resources:** * Glencoe Así Se DiceTextbook & Workbook
* Podcasting
* Multimedia
* Games
* Online newspapers and websites
* DVDs in target language
* Realia
* Easy reader texts
* Music
 | **Activities/Strategies:*** Textbook resources and additional review material to supplement instruction
* Individual, partner and group work
* Individual & group work
* Graphic organizers – verb charts and mnemonic devices
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
* Dialogues and dramatizations
* Review games -memory, jeopardy, word scrambles, vocabulary running game, exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling
* Smart Board Activities
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***Unit 5 Restaurant and Hotel Spanish 2 Timeframe: 10 weeks***

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| **Stage 1 – Desired Results** |
| **PA Standards:** * 12.1 S1 Communication in a Target Language
* 12.3 S1 The Role of Culture in World Language Acquisition
* 12.5 S1 World Languages in the Community
 |
| **Big Ideas:***Students will understand that…*CULTURE: * Cultural knowledge is used to enhance the understanding of the relationships between the practices, products, and perspectives of the Spanish speaking countries of the Americas, Africa and Europe.

READING & WRITING: * Language skills are needed to communicate in Spanish in the areas of reading and writing

LISTENING & SPEAKING: * Spanish language skills and structures are needed to orally communicate.
 | **Essential Questions:**CULTURE* How can learning about the practices, products, and perspectives of another culture give us insights into the perspectives of the people of that culture?
* How can those insights be used to compare and contrast the practices, products, and perspectives of our own culture?

READING & WRITING* How can the knowledge of language skills help students to communicate in Spanish in the areas of reading and writing?
* How can we express and exchange opinions in a second language?
* How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?
* What print and non-print resources are available to help us connect with another language and culture?
* How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
* How does appreciation of cultural diversity enhance cross-cultural understanding?

LISTENING & SPEAKING* How can students use spoken Spanish to access information from and exchange ideas with another person?
* What Spanish language structures can students use to discuss and deal with real situations, achieve essential tasks, and negotiate meaning?
* How can students use novice Spanish vocabulary and grammar to express emotions and opinions, as well as to compare and contrast similarities and differences?
 |
| **Concepts:** CULTURE:* Hotel options for the traveler in a Spanish speaking country
* A Pilgrimage to El Camino de Santiago
* Authentic dishes of Spain and Latin America

READING & WRITING:* Basic sound system and spelling patterns
* Common vocabulary forms and structures used in basic writing/reading
* Simple sentence and question structures in order to communicate and understand written material
* Conjugation of basic verb forms in present progressive, reflexives, imperfect, preterit, and passive voice
* Words from Spanish that are commonly used in English

LISTENING & SPEAKING* Vocabulary for Multiple Purposes – farming and farm animals, country, parks, and zoos, public transportation, city
* Syntax – grammatical structures
* Phonology and pronunciation – rules and rhythm
* Pragmatics – explanation, conversation, argumentation
 | **Competencies:** *Students will be able to…* CULTURE* Use authentic materials such as recipes and hotel advertisements, and online resources for basic communication needs
* Describe a variety of customs, foods and daily routines dealing with eating habits and times
* Discuss a variety of hotel options for travelers in Latin America or Spain
* Explain a pilgrimage to Santiago, Spain
* Order and pay the bill in a restaurant
* Ask for a hotel reservation

READING & WRITING:* Recognize simple vocabulary through reading selections
* Write in the target language using basic vocabulary terms and simple grammatical structures, such as conjugating in the future tense and using object pronouns with infinitives and gerunds

LISTENING & SPEAKING:* Comprehend simple written sentences in dialogs and short paragraphs
* Express likes and dislikes
* Recognize spelling patterns in Spanish
* Demonstrate appropriate vocabulary use through specific speaking tasks (e.g. greetings/farewells, courtesy expressions, formal/informal forms of address, daily life skills, classroom commands, asking questions)
* Convey simple thoughts using appropriate language structures in the present tense
* Know the basic sound system in Spanish
* Recite Spanish alphabet and associated sounds and basic words with proper accentuation
 |
| **Academic Vocabulary:*** Expressions related to: making reservations and staying in a hotel, eating in a restaurant, and uses of technology
* Grammatical terms related to the present progressive, preterit, reflexives, imperfect, and passive voice
 | **Differentiation:*** Textbook resources and additional review material to supplement instruction
* Providing various means for the students to express understanding of the materials
* Individual, partner and group work
* Vary types of instruction for different learning styles & multiple intelligences
* Preferential seating
* Wait-time
* Individual & group work
* Total Physical Response
* Graphic Organizers – verb charts and mnemonic devices
* Varied assessments
* Scaffolding
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
 |
| **Stage 2 – Assessment Evidence** |
| **Summative Assessments:*** Quizzes/Tests
* Brochures
* Posters
* Writing projects
* Written skits
* Chapter tests, final– listening and speaking sections
 | **Formative Assessments:*** Oral assessments
* Teacher observation and evaluation of various student activities (e.g. exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling)
* Online quizzes
* Online presentations
* Cultural scavenger hunt
* Self-assessment using online textbook
* Review games -memory, jeopardy, word scrambles, vocabulary running game etc.
* Listening and speaking: informal review activities and formal review assessments at the beginning of the school year
* Listening and speaking: self-assessment using online tools
* Listening: listening and choosing activities, surveys, successful choral response, etc.
* Speaking: dialogues and dramatizations
 |
| **Stage 3 – Learning Plan**  |
| **Materials, Technology, Resources:** * Glencoe Así Se Dice Level 2Textbook & Workbook
* Podcasting
* Multimedia
* Games
* Online newspapers and websites
* DVDs in target language
* Realia
* Easy reader texts
* Music
 | **Activities/Strategies:*** Textbook resources and additional review material to supplement instruction
* Individual, partner and group work
* Individual & group work
* Graphic organizers – verb charts and mnemonic devices
* Anticipatory sets
* Direct instruction and student-based tasks (e.g. prompt cards and learning stations)
* Kinesthetic activities (e.g. Total Physical Response, modeling, and games)
* Dialogues and dramatizations
* Review games -memory, jeopardy, word scrambles, vocabulary running game, exit slips, think/pair/share, jigsaw reading, individual whiteboards and polling
* Smart Board Activities
 |