***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 |

***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 |

***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 |

***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 |

***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 |