

Spanish 2 Semester 1 Curriculum Guide

National Standards	Thematic Concepts	Student Evidence	Resources
<p>Interpersonal Mode 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Interpretive Mode 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>Presentational Mode 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Amigos, Alumnos y Parientes • En casa • En la escuela • Personalidad y Salud • Deportes • De Compras <p>Grammar</p> <ul style="list-style-type: none"> • Ser, tener • Noun and adjective agreement • Possessive adjectives • Ir, Dar, Estar • Contractions • Regular verbs Present tense • Stem changing verbs present • Verbs like gustar • Saber x conocer • Contractions • Indirect Object Pronouns 	<ul style="list-style-type: none"> • Participate in guided conversations with a partner in the target language • Participate in conversations with the teacher • Can identify to a partner how they are feeling • Discuss favorite sports • Discuss shopping <ul style="list-style-type: none"> • Understand vocabulary in context • Follow directions/instructions through actions • Identify if statements are true or false • Recognize the differences between ser x estar and saber x conocer • Identify based on images (i.e. video, graphics) • Participate in basic games for comprehension • Comprehend audio and video using ser, tener, regular and irregular verbs <ul style="list-style-type: none"> • Presents on a variety of subjects in Spanish to the class • Prepares visuals with writing to share with peers and teacher 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Repasos A,B,C,D,E (no F) Review/teach within 4 weeks or as per your department's guidelines.</p> <p style="text-align: center;">Differentiation for Repasos</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator. 3. Go to www.conjuguemos.com for more practice with all verbs. <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 2. Have your gifted students become peer coaches to
		<p>Ed Tech #1.1.2</p>	<p><i>Use models and simulations to explore systems, identify trends and forecast possibilities.</i></p> <p>Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</p>
		<p>Ed Tech #1.3.2</p>	<p><i>Locate and organize information from a variety of sources and media</i></p> <p>Students use a smart board to color-code, high light and position language pieces</p>

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		<table border="1"><tr><td>CCSS Integration of Knowledge and Ideas #7</td><td><i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i></td></tr><tr><td>CCSS Text Types and Purposes #3</td><td><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></td></tr></table>	CCSS Integration of Knowledge and Ideas #7	<i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i>	CCSS Text Types and Purposes #3	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	students who are struggling.
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CCSS Text Types and Purposes #3	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>						

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<p>Interpretive Mode 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Interpersonal/Interpretive Modes 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Presentational Mode 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Airplane • Airport • Trip vocab <p>Grammar</p> <ul style="list-style-type: none"> • present tense yo-go's (+oir) • present progressive 	<ul style="list-style-type: none"> • Identify verbs conjugated in present tense • Understand vocabulary in context • Follow directions/instructions through actions • Identify if statements are true or false • Compare the target language to their first language • Converse in Spanish using the target vocabulary and grammar • Present to class and peers using the target vocabulary and grammar • Read and interpret cultural readings • Understand vocabulary in context • Follow directions/instructions through actions • Identify if statements are true or false • Identify based on images (i.e. video, graphics) • Participate in basic games for comprehension • Comprehend audio and video using yo go's and present progressive 	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1 3 weeks or as per your department's guidelines</p> <p style="text-align: center;">Differentiation for Chp 1</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 4. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 5. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator. 6. Go to www.conjuguemos.com for more practice with this chapter's verbs. <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 3. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 4. Give your students more present progressive variations than those in the guide. 						
			<table border="1" style="width: 100%;"> <tr> <td style="background-color: yellow;">Ed Tech #1.3.2</td> <td>Locate and organize information from a variety of sources and media Students use a smart board to color-code, high light and position language pieces</td> </tr> <tr> <td style="background-color: yellow;">Ed Tech #1.3.2</td> <td>Locate and organize information from a variety of sources and media Students use wordreference.com to investigate parts of speech and research idiomatic expressions.</td> </tr> <tr> <td style="background-color: yellow;">Ed Tech #1.1.2</td> <td>Use models and simulations to explore systems, identify trends and forecast possibilities. Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</td> </tr> </table>	Ed Tech #1.3.2	Locate and organize information from a variety of sources and media Students use a smart board to color-code, high light and position language pieces	Ed Tech #1.3.2	Locate and organize information from a variety of sources and media Students use wordreference.com to investigate parts of speech and research idiomatic expressions.	Ed Tech #1.1.2	Use models and simulations to explore systems, identify trends and forecast possibilities. Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary
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		CCSS Production and Distribution of Writing #4	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
		CCSS Key Ideas and Details #1	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	
		CCSS Key Ideas and Details #2	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
<p><i>Interpretive</i> 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p><i>Interpersonal/Interpretive</i></p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Body • Daily Routine • Camping • Summer and Winter Travel • Concerts, Movies and Museums • Air Travel in South America <p>Grammar</p>	<ul style="list-style-type: none"> • Students follow instructions by using gestures • Students follow a series of directions/instruction demonstrating comprehension through their actions • Students identify common daily objects in Spanish • Compare the target language to their first language • Converse in Spanish using the target vocabulary and grammar • Present to class and peers using the target vocabulary and grammar • Read and interpret cultural readings • Understand vocabulary in context • Identify if statements are true or false • Identify based on images (i.e. video, graphics) 	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 2 4 weeks or as per your department's guidelines.</p> <p style="text-align: center;">Differentiation for Chp 2</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites 	

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<p>Modes</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Presentational Mode</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • Reflexive Verbs • Infinitive Construction and Reflexive Verbs • Commands with <i>favor de</i> 	<ul style="list-style-type: none"> • Participate in basic games for comprehension • Comprehend audio and video using reflexive verbs • Students demonstrate understanding of cultural nuances with regard to cultural information and publications. • Students discuss other’s points of view, ways of life, and contributions to the world in English • Students present daily routine information after conducting an interview • Students prepare a presentation of a dream vacation using digital tools • Students describe their daily routine to peers and teacher • Students conjugate verbs from flashcards or online • Students compare two or more items <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; padding: 2px;">CCSS Key Ideas and Details #1</td> <td style="padding: 2px;"><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; padding: 2px;">CCSS Key Ideas and Details #2</td> <td style="padding: 2px;"><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; padding: 2px;">Ed Tech #2.3.2</td> <td style="padding: 2px;"><i>Select and use online applications</i> Students create a trifold travel brochure using Microsoft Publisher</td> </tr> <tr> <td style="background-color: yellow; padding: 2px;">Ed Tech #2.3.2</td> <td style="padding: 2px;"><i>Select and use online applications</i> Students produce a Travel Video Podcast</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; padding: 2px;">Ed Tech</td> <td style="padding: 2px;"><i>Locate and organize information from a variety of</i></td> </tr> </table> </div>	CCSS Key Ideas and Details #1	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	CCSS Key Ideas and Details #2	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	Ed Tech #2.3.2	<i>Select and use online applications</i> Students create a trifold travel brochure using Microsoft Publisher	Ed Tech #2.3.2	<i>Select and use online applications</i> Students produce a Travel Video Podcast	Ed Tech	<i>Locate and organize information from a variety of</i>	<p>for Asi se Dice’s grammar and vocabulary. If you need a code, contact your coordinator.3. Go to www.conjuguemos.com for more practice with this chapter’s verbs.</p> <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 3. Have your students use Estudio to do work that corresponds to what you’re teaching in the pre AP workbook. This is more challenging. 4. Have your gifted students be the team leader in a skit around daily routines. 5. Have your gifted students pull from a prop box and model for the class how to improvise in the language according to the prop.
CCSS Key Ideas and Details #1	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>												
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		#1.3.2	<i>sources and media</i> Students organize sentences in a logical order using Smart Board technology	
<p>Interpretive</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Vacation vocab • Summer activities • Winter activities • The beach 	Ed Tech 1.1.1	<i>Generate ideas and create original work for personal and group expression using a variety of digital tools</i>	<p>McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7 4-5 weeks or as per your department's guidelines.</p> <p style="text-align: center;">Differentiation for Chp 7</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites for Así se Dice's grammar and vocabulary. If you need a code, contact your coordinator. 3. Go to www.conjuguemos.com for more practice with this chapter's verbs/tenses. <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 3. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 4. Have your gifted students pull from a prop box and
		CCSS Text Types and Purposes #3	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	
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		CCSS Key	<i>Determine central ideas or themes of a text and analyze their development; summarize</i>	

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		Ideas and Details #2	<i>the key supporting details and ideas.</i>		model for the class how to improvise in the language according to the prop.
		Ed Tech #2.3.2	<i>Select and use online applications</i> Students create a timeline of their life using an iPad app or an online program, in the past tense.		
		Ed Tech #2.3.2	<i>Select and use online applications</i> Students produce a “this is my life” Video Podcast		
2.2 Produces appropriate grammatical structures/conventions of language 2.3 Produces phrases, sentences and/or questions for a real world purpose	<ul style="list-style-type: none"> Produces Present and Past tense, AR regular and IR, and SER verb conjugations Direct object pronouns 		<ul style="list-style-type: none"> Students write a description of a vacation Students conjugate verbs from flashcards Students study beaches in the Spanish-speaking world and write a postcard home describing what they did in a self-selected area of the world. Students correspond/Skype with students in Spanish speaking countries using the chapter’s vocab and grammar. 		McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7
		Ed Tech #1.3.2	<i>Locate and organize information from a variety of sources and media</i> Students organize sentences with object pronouns in a logical order using Smart Board technology		
		Ed Tech 1.1.1	<i>Generate ideas and create original work for personal and group expression using a variety of digital tools</i>		
Semester 1 EOC January 28 and 29, 2016					Review for 1 week prior. Give the oral and speaking portions a few days before the Amplify section
Suggestions for all chapters					
2.3 Produces phrases,	<ul style="list-style-type: none"> Basic sentence 		<ul style="list-style-type: none"> Students write a postcard home about a vacation 		McGraw-Hill, <i>Así Se dice</i> , Level 2,

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<p>sentences and/or questions for a real world purpose</p>	<p>structure</p> <ul style="list-style-type: none"> • Questions and Answers • Paragraphs: small stories, dialogues and other input 	<ul style="list-style-type: none"> • Students produce dialogues and participate in impromptu conversations about themselves, travel, camping and going out with friends. <table border="1" data-bbox="783 342 1562 630"> <tr> <td data-bbox="783 342 932 521">Ed Tech #2.3.2</td> <td data-bbox="932 342 1562 521"> <i>Select and use online applications</i> Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about their daily routine </td> </tr> <tr> <td data-bbox="783 521 932 630">Ed Tech #2.3.2</td> <td data-bbox="932 521 1562 630"> <i>Select and use online applications</i> Students will have a conversation in Spanish using the Facetime app on iPads </td> </tr> </table>	Ed Tech #2.3.2	<i>Select and use online applications</i> Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about their daily routine	Ed Tech #2.3.2	<i>Select and use online applications</i> Students will have a conversation in Spanish using the Facetime app on iPads	<p>Repasos A,B,C,D,E (no F)</p> <p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2</p> <p>McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7</p>
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<p>2.4 Articulates cultural understanding</p>	<ul style="list-style-type: none"> • Summer and Winter Travel • Concerts, Movies and Museums • Air Travel in South America • Daily Routine • Backpacking 	<ul style="list-style-type: none"> • Students describe air travel in South America and other Spanish speaking countries • Students communicate about summer and winter travel resorts around the Spanish speaking world 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Repasos A,B,C,D,E (no F)</p> <p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2</p> <p>McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7</p>				
<p>Interpersonal Mode 3.1 Asks and/or answers questions to exchange information with others</p>	<ul style="list-style-type: none"> • Basic conversations • Role Play • Descriptions of daily routine, travel, winter/summer resorts, going out with friends • 	<ul style="list-style-type: none"> • Students present a skit or a dialogue • Students exchange information with the teacher <table border="1" data-bbox="783 1101 1562 1317"> <tr> <td data-bbox="783 1101 932 1317">Ed Tech #1.2.2</td> <td data-bbox="932 1101 1562 1317"> <i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students hold a conversation in Spanish via Skype, Blog or Instant Message. </td> </tr> </table> <ul style="list-style-type: none"> • 	Ed Tech #1.2.2	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students hold a conversation in Spanish via Skype, Blog or Instant Message.	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Repasos A,B,C,D,E (no F)</p> <p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2</p> <p>McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7</p>		
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<p>3.2 Adapts language to the situation</p>	<ul style="list-style-type: none"> • Uses appropriate register • Impromptu questions 	<ul style="list-style-type: none"> • Students answer questions from the teacher using appropriate formal or informal language • Students maintain a back and forth exchange of 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Repasos A,B,C,D,E (no F)</p>				

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	and responses	information	McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2 McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7				
		<table border="1"> <tr> <td style="background-color: yellow;">Ed Tech #1.2.2</td> <td> <i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students uses online message boards to provide and exchange information </td> </tr> </table>	Ed Tech #1.2.2	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students uses online message boards to provide and exchange information			
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3.3 Expresses oneself and takes active part in communication	<ul style="list-style-type: none"> Dialogues Conversations 	<ul style="list-style-type: none"> Student articulates opinions in small and large group settings 	McGraw-Hill, <i>Así Se dice</i> , Level 2, Repasos A,B,C,D,E (no F) McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2 McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7				
3.4 Demonstrates cultural awareness and/or sensitivity	<ul style="list-style-type: none"> Uses appropriate register Follows cultural norms when communicating Incorporates cultural information 	Students work through simulations of situations that take place in other countries	McGraw-Hill, <i>Así Se dice</i> , Level 2, Repasos A,B,C,D,E (no F) McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2 McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7				
Synthesis of Modes in a unit 4.1 Synthesizes components of language to demonstrate level appropriate proficiency	<ul style="list-style-type: none"> Reads/listens to information and responds in writing/speaking 	<ul style="list-style-type: none"> Students read/listen to information and provide written/oral responses in a summative assessment <table border="1"> <tr> <td style="background-color: yellow;">Ed Tech #1.2.2</td> <td> <i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students use a blog to read and respond to a relevant prompt. </td> </tr> <tr> <td style="background-color: yellow;">Ed Tech #1.2.2</td> <td> <i>Develop cultural understanding and global awareness by engaging with learners of other</i> </td> </tr> </table>	Ed Tech #1.2.2	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students use a blog to read and respond to a relevant prompt.	Ed Tech #1.2.2	<i>Develop cultural understanding and global awareness by engaging with learners of other</i>	McGraw-Hill, <i>Así Se dice</i> , Level 2, Repasos A,B,C,D,E (no F) McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2 McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7
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		<div style="background-color: yellow; display: inline-block; width: 20px; height: 20px; vertical-align: middle;"></div> <p><i>cultures</i> Students use Podcasts to respond to a relevant prompt.</p> <ul style="list-style-type: none"> 	
<p>Synthesis of Modes in a semester 5.1 Synthesizes components of language to demonstrate level appropriate proficiency</p>	<ul style="list-style-type: none"> Reads/listens to information and responds in writing/speaking 	<ul style="list-style-type: none"> Common district end of semester assessment <div style="background-color: yellow; display: inline-block; width: 20px; height: 20px; vertical-align: middle;"></div> <p>Ed Tech #1.2.2 <i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students use Podcasts to respond to a relevant prompt.</p>	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Repasos A,B,C,D,E (no F)</p> <p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2</p> <p>McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7</p>
<p>Personal Growth and Enrichment 6.1 Engages actively in language learning opportunities</p>	<ul style="list-style-type: none"> Music Movies Authentic texts Mentoring Internet communication Food 	<ul style="list-style-type: none"> Students write a reflection piece on a cultural experience Students compare and contrast products of cultures 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Repasos A,B,C,D,E (no F)</p> <p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2</p> <p>McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7</p>
		<ul style="list-style-type: none"> 	

<p>Interpretive Mode 1.1 Understands vocabulary/verbs in context</p>	<ul style="list-style-type: none"> Celebrations Concerts Movies Museums buying food buying clothing travel 	<ul style="list-style-type: none"> Students identify the vocabulary word in a category that does not belong Follow directions/instructions through actions Identify if statements are true or false Recognize a menu, birthday card, ticket, etc. based on appearance Identify based on images (i.e. video, graphics) 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Repasos A,B,C,D,E (no F)</p> <p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 1, Chapter 2</p> <p>McGraw-Hill <i>Así se dice</i> Level 1 Chapter 7</p>
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		Ed Tech #1.1.2	<i>Use models and simulations to explore systems, identify trends and forecast possibilities.</i> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary