

Spanish 2 Semester 2 Curriculum Guide

Standards	Thematic Concepts	Student Evidence	Resources								
<p>Interpretive Mode</p> <p>1.1 Understands vocabulary/verbs in context</p> <p>1.2 Understands grammatical structure of language</p> <p>Interpersonal Mode</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>Vocabulary from this chapter is not taught. Solely the grammar:</p> <ul style="list-style-type: none"> • Preterite of ER/IR verbs • Preterite of oír, leer • Omit affirmative and negatives 	<ul style="list-style-type: none"> • 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 • Scores 70% or better on quizzes • Can communicate in the preterite tense using the verbs being studied <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffff00; width: 15%;">Ed Tech #1.1.1</td> <td><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</td> </tr> <tr> <td style="background-color: #ffff00;">Ed Tech #2.3.1</td> <td><i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces</td> </tr> <tr> <td style="background-color: #ffff00;">Ed Tech #2.3.1</td> <td><i>Select and use common applications</i> Students identify correct verb endings using clickers</td> </tr> <tr> <td style="background-color: #ff0000;">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> </table>	Ed Tech #1.1.1	<i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary	Ed Tech #2.3.1	<i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces	Ed Tech #2.3.1	<i>Select and use common applications</i> Students identify correct verb endings using clickers	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>	<p>McGraw-Hill, <i>Así se dice</i> Level 1 Chapter 8 4-5 days or as per your department's guidelines</p> <p>Differentiation for Chapter 8 <i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing forms of verbs. 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.conjugemos.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.
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Spanish 2 Semester 2 Curriculum Guide

		<p>CCSS Text Types and Purposes #2</p> <p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>			<p>2. Have your gifted students become peer coaches to students who are struggling.</p>
		<p>CCSS Text Types and Purposes #3</p> <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>			
Standards	Thematic Concepts	Student Evidence		Resources	
<p>Interpretive Mode</p> <p>1.3 Understands vocabulary/verbs in context</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Interpretive Mode</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</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Train and travel • Train travel in Latinamerica • In the train 	<ul style="list-style-type: none"> • 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 • Understand the differences between train travel in the US and train travel in other parts of the world • Skillful enough to ask for what s/he needs in a travel situation 		<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 3</p> <p>4 weeks or as per your department's guidelines</p> <p>Differentiation for Chapter 3</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 4. www.quizlet.com to practice spelling and recognizing forms of verbs 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 	
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		<p>Ed Tech #2.3.2</p> <p><i>Select and use online applications</i></p> <p>Students use wordreference.com to investigate parts of speech and research idiomatic expressions.</p>			
		<p>CCSS Text</p> <p><i>Write narratives to develop real or imagined experiences or events using effective</i></p>			

Spanish 2 Semester 2 Curriculum Guide

<p>ideas to an audience of listeners or readers on a variety of topics.</p>		<p>Types and Purposes #3</p>	<p><i>technique, well-chosen details, and well-structured event sequences.</i></p>	<p>all verbs. <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 become peer coaches to students who are struggling.
		<p>CCSS Integration of Knowledge and Ideas #7</p>	<p><i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i></p>	
		<p>CCSS Production and Distribution of Writing #4</p>	<p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	
Standards	Thematic Concepts	Student Evidence		Resources
<p>Interpretive Mode 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Interpersonal/Interpretive Modes 4.1: Students demonstrate understanding of the nature of language through</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • irregular preterites • verb DECIR • stem-changing verbs in the present and preterite tenses • pronouns after a preposition 	<ul style="list-style-type: none"> • Identify verbs conjugated in present and past tenses • Identify verbs conjugated in preterite tense • Compare the target language to their first language • Compare stem changing verbs in the present and the preterite tenses • Able to converse about their past using the verbs being studied • Score 70% or higher on summative and formative assessments 		<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 3</p>
		<p>Ed Tech #2.3.1</p>	<p><i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces</p>	

Spanish 2 Semester 2 Curriculum Guide

<p>comparisons of the language studied and their own.</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</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>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%;">Ed Tech #2.3.1</td> <td><i>Select and use common applications</i> Students identify correct verb endings using clickers</td> </tr> <tr> <td style="background-color: #fce4d6;">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> <tr> <td style="background-color: #fce4d6;">CCSS Production and Distribution of Writing #4</td> <td><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></td> </tr> <tr> <td style="background-color: #fce4d6;">CCSS Production and Distribution of Writing #5</td> <td><i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></td> </tr> </table>	Ed Tech #2.3.1	<i>Select and use common applications</i> Students identify correct verb endings using clickers	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>	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 Production and Distribution of Writing #5	<i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	
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<p>Interpretive Mode</p> <p>1.4 Understands vocabulary/verbs in context</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Restaurant vocab and etiquette • Cultural food items 	<ul style="list-style-type: none"> • 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 • Able to order in a restaurant in Latin America • Identify cultural food items • Compare restaurant customs in the US and in Latin America • Score 70% or higher on formative and summative 	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 4</p> <p>4 weeks or as per your department's guidelines</p> <p>Differentiation for Chapter 3</p> <p><i>For struggling students:</i></p> <p>7. www.quizlet.com to practice spelling and recognizing forms of</p>								

Spanish 2 Semester 2 Curriculum Guide

<p>of the culture studied.</p> <p>Interpretive Mode 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures 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>assessments</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: yellow; width: 15%;">Ed Tech #1.1.1</td> <td><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</td> </tr> <tr> <td style="background-color: yellow;">Ed Tech #2.3.2</td> <td><i>Select and use online applications</i> Students use wordreference.com to investigate parts of speech and research idiomatic expressions.</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #fce4d6;">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> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #f8bbd0;">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> </table> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #fce4d6;">CCSS Production and Distribution of Writing #4</td> <td><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></td> </tr> </table>	Ed Tech #1.1.1	<i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary	Ed Tech #2.3.2	<i>Select and use online applications</i> Students use wordreference.com to investigate parts of speech and research idiomatic expressions.	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>	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 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>	<p>verbs Create your own set or browse to find others.</p> <ol style="list-style-type: none"> 8. 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. 9. Go to www.conjugemos.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"> 5. Have your students use Estudio to do work that corresponds to what you’re teaching in the pre AP workbook. This is more challenging. 6. Have your gifted students become peer coaches to students who are struggling.
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Spanish 2 Semester 2 Curriculum Guide

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<p>Interpretive Mode 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the world language.</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>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</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>Grammar:</p> <ul style="list-style-type: none"> • Radically changing verbs in present and preterite • The passive voice with “se” 	<ul style="list-style-type: none"> • Identify verbs conjugated in present and past tenses • Identify verbs conjugated in preterite tense • Compare the target language to their first language • Are able to categorize radically changing verbs in the preterite • Are able to conjugate radically changing verbs in the preterite • Identify signage with “se” • Understand the concept of “se” and the passive voice • Participate in a conversation using the passive voice as well as the preterite • Score 70% or higher on formative and summative assessments <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: #ffff00; width: 15%;">Ed Tech #2.3.1</td> <td><i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces</td> </tr> <tr> <td style="background-color: #ffff00;">Ed Tech #2.3.1</td> <td><i>Select and use common applications</i> Students identify correct verb endings, prepositions etc., using clickers</td> </tr> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: #ff0000; width: 15%;">CCSS Key Ideas and Details #1</td> <td><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>	Ed Tech #2.3.1	<i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces	Ed Tech #2.3.1	<i>Select and use common applications</i> Students identify correct verb endings, prepositions etc., using clickers	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>	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 4</p>
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Spanish 2 Semester 2 Curriculum Guide

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Standards	Thematic Concepts	Student Evidence	Resources
<p>Interpretive Mode 1.5 Understands vocabulary/verbs in context</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Interpretive Mode 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>Vocabulary:</p> <ul style="list-style-type: none"> • Celebrations • Fairs and cultural celebrations 	<ul style="list-style-type: none"> • 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 • Compare Latin American celebrations with those of the US. • Converse about celebrations in their own culture in the past tense and compare those to others in the class • Able to verbally accept or decline an invitation graciously • Score 70% or higher on formative and summative assessments <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Ed Tech #1.1.1 <i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Ed Tech #2.3.2 <i>Select and use online applications</i> Students use wordreference.com to investigate </div>	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 5 3.5 weeks or as per your department's guidelines</p> <p>Differentiation for Chapter 5 <i>For struggling students:</i></p> <ol style="list-style-type: none"> 10. www.quizlet.com to practice spelling and recognizing forms of verbs Create your own set or browse to find others. 11. 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. 12. Go to

Spanish 2 Semester 2 Curriculum Guide

<p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>		<p style="text-align: center;">parts of speech and research idiomatic expressions.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>CCSS Production and Distribution of Writing #6</p> <p><i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>CCSS Research to Build and Present Knowledge #7</p> <p><i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>CCSS Research to Build and Present Knowledge #8</p> <p><i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p> </div>	<p style="text-align: right;">www.conjuguemos.com for more practice with all verbs.</p> <p><i>For extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 7. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 8. Have your gifted students become peer coaches to students who are struggling.
Standards	Thematic Concepts	Student Evidence	Resources
<p>Interpretive Mode</p> <p>1.2: Students understand and interpret written and spoken language on a</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Imperfect tense of regular verbs • Imperfect tense 	<ul style="list-style-type: none"> • Identify verbs conjugated in the imperfect tense • Compare the target language to their first language • Compare irregular verbs in the present and the imperfect 	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 5</p>

Spanish 2 Semester 2 Curriculum Guide

<p>variety of topics.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p><i>Interpersonal/Interpretive Modes</i></p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><i>Presentational Mode</i></p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p>	<p>of irregular verbs</p>	<p>tenses</p> <ul style="list-style-type: none"> • Able to converse about events in the imperfect tense • Conjugate verbs into the imperfect tense • Understand the signal words that trigger the imperfect • Score 70% or higher on formative and summative assessments <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="background-color: #ffff00; width: 15%; padding: 2px;">Ed Tech #2.3.1</td> <td style="padding: 2px;"><i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces</td> </tr> <tr> <td style="background-color: #ffff00; padding: 2px;">Ed Tech #2.3.1</td> <td style="padding: 2px;"><i>Select and use common applications</i> Students identify correct verb endings using clickers</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="background-color: #f4a460; width: 15%; padding: 2px;">CCSS Text Types and Purposes #2</td> <td style="padding: 2px;"><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></td> </tr> </table> <p style="text-align: center; margin: 10px 0;">*</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="background-color: #f4a460; width: 15%; padding: 2px;">CCSS Text Types and Purposes #3</td> <td style="padding: 2px;"><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> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="background-color: #f4a460; width: 15%; padding: 2px;">CCSS Production and</td> <td style="padding: 2px;"><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</i></td> </tr> </table>	Ed Tech #2.3.1	<i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces	Ed Tech #2.3.1	<i>Select and use common applications</i> Students identify correct verb endings using clickers	CCSS Text Types and Purposes #2	<i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</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>	CCSS Production and	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</i>
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Spanish 2 Semester 2 Curriculum Guide

Standards	Thematic Concepts	Student Evidence	Resources
<p>Distribution of Writing #4 <i>audience.</i></p> <p>Interpretive Mode 1.6 Understands vocabulary/verbs in context</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Interpretive Mode 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"> • Technology • Photos and music 	<ul style="list-style-type: none"> • 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 • Able to converse about technology • Able to ask for computer help in the target language • Score 70% or higher on formative and summative assessments <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ed Tech #1.1.1 <i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ed Tech #2.3.2 <i>Select and use online applications</i> Students use wordreference.com to investigate parts of speech and research idiomatic expressions.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>CCSS Integration of Knowledge and Ideas <i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i></p> </div>	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 6 4 weeks or as per your department's guidelines</p> <p>Differentiation for Chapter 6 <i>For struggling students:</i></p> <p>13. www.quizlet.com to practice spelling and recognizing forms of verbs Create your own set or browse to find others.</p> <p>14. 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.</p> <p>15. Go to www.conjugemos.com for more practice with all verbs.</p> <p><i>For extending the lessons for students who are ready to move on:</i></p> <p>9. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This</p>

Spanish 2 Semester 2 Curriculum Guide

		#7		is more challenging. 10. Have your gifted students become peer coaches to students who are struggling.
		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>	
Standards	Thematic Concepts	Student Evidence		Resources
<p>Interpretive Mode 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the world language.</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>1.1 Students engage in conversations, provide and obtain information, express</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Querer and creer in the past • Comparison of imperfect and preterite tenses 	<ul style="list-style-type: none"> • Identify verbs conjugated in the imperfect and preterite tenses • Compare the target language to their first language • Able to choose between the imperfect and preterite tenses • Able to converse in both tenses to tell a story in the past • Understand the differences between the two tenses • Score 70% or higher on formative and summative assessments 	<p>Ed Tech #2.3.1 <i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces</p> <p>Ed Tech #2.3.1 <i>Select and use common applications</i> Students identify correct verb endings using clickers</p> <p style="background-color: #f4a460; color: white; padding: 2px;">CCSS Text Types and Purposes</p> <p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	<p>McGraw-Hill, <i>Así se dice</i> Level 2 Chapter 6</p>

Spanish 2 Semester 2 Curriculum Guide

<p>feelings and emotions, and exchange opinions.</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>*</p>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #f4a460; text-align: center;">#2</td> <td></td> </tr> <tr> <td style="background-color: #f4a460; text-align: center;">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> <tr> <td style="background-color: #f4a460; text-align: center;">CCSS Production and Distribution of Writing #4</td> <td><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></td> </tr> </table>	#2		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>	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>	
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Semester 2 EOC June 15 and 16, 2016									
All chapters' notions, functions and culture									
Standards	Thematic Concepts	Student Evidence	Resources						
<p>1.3 Understands phrases, sentences and/or questions</p>	<ul style="list-style-type: none"> • Sentence structure • Questions and Answers • Paragraphs: small stories, dialogues and other input 	<ul style="list-style-type: none"> • Students follow instructions by using gestures • Students follow a series of directions/instruction demonstrating comprehension through their actions <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: #ffff00; text-align: center;">Ed Tech #2.3.1</td> <td><i>Select and use common applications</i> Students organize sentences in a logical order using Smart Board technology</td> </tr> </table>	Ed Tech #2.3.1	<i>Select and use common applications</i> Students organize sentences in a logical order using Smart Board technology	<p>McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.</p>				
Ed Tech #2.3.1	<i>Select and use common applications</i> Students organize sentences in a logical order using Smart Board technology								
<p>1.4 Understands aspects of culture</p>	<ul style="list-style-type: none"> • Train travel • Restaurants in Spain and Latin America • Hispanic Holidays 	<ul style="list-style-type: none"> • Students demonstrate understanding of cultural nuances with regards to cultural information and publications. • Students discuss other's points of view, ways of life, and contributions to the world in English 	<p>McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.</p>						

Spanish 2 Semester 2 Curriculum Guide

	<ul style="list-style-type: none"> Technology in Hispanic Countries Culture of Mexico and Peru 	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>	
Presentational Mode 2.1 Produces vocabulary/verbs in context	<ul style="list-style-type: none"> Train Travel Restaurant Food Table setting and utensils Nationalities Holidays Phone etiquette Technology 	<ul style="list-style-type: none"> Students label a picture with appropriate vocabulary / verbs Students tell all in the target language about a picture or video Students fill out a travel itinerary 	<div style="border: 1px solid black; padding: 2px;"> Ed Tech #2.3.1 <i>Select and use common applications</i> Students create a menu using computers </div>	McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.
2.2 Produces appropriate grammatical structures/conventions of language	<ul style="list-style-type: none"> irregular preterites prepositional pronouns stem-changing verbs in the present and preterite tenses passive voice with se imperfect tense comparison of imperfect and preterite tenses 	<ul style="list-style-type: none"> Students write a description of a train trip Students describe a visit to a restaurant Students conjugate verbs from flashcards Students compare two or more items 	<div style="border: 1px solid black; padding: 2px;"> Ed Tech #2.3.1 <i>Select and use common applications</i> Students create a menu using computers </div>	McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.
2.3 Produces phrases, sentences and/or questions for a real world	<ul style="list-style-type: none"> Basic sentence structure Questions and 	<ul style="list-style-type: none"> Students produce information about train travel, eating out and holidays. 		McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.

Spanish 2 Semester 2 Curriculum Guide

purpose	<p>Answers</p> <ul style="list-style-type: none"> • Paragraphs: small stories, dialogues and other input 	<table border="1" style="width: 100%;"> <tr> <td style="background-color: yellow; width: 15%;">Ed Tech #1.1.1</td> <td><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i></td> </tr> <tr> <td style="background-color: yellow;">Ed Tech #2.3.1</td> <td><i>Select and use common applications</i> Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about eating in a restaurant</td> </tr> <tr> <td style="background-color: #fce4d6;">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>	Ed Tech #1.1.1	<i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i>	Ed Tech #2.3.1	<i>Select and use common applications</i> Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about eating in a restaurant	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 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>								
2.4 Articulates cultural understanding	<ul style="list-style-type: none"> • Train trips in Peru and Mexico • Restaurants in Spain and Latin America • Hispanic Holidays • Technology in Hispanic Countries 	<ul style="list-style-type: none"> • Students describe train trips in Peru and Mexico • Students communicate about eating out at a restaurant around the Spanish speaking world • Students compare and contrast Hispanic holiday celebrations to our holiday celebrations • Students compare and contrast technology <table border="1" style="width: 100%;"> <tr> <td style="background-color: #fce4d6; width: 15%;">CCSS Production and Distribution of Writing #4</td> <td><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></td> </tr> </table>	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>	McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.				
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Interpersonal Mode 3.1 Asks and/or answers questions to exchange information with others	<ul style="list-style-type: none"> • Basic conversations • Role Play • Descriptions of daily routine, travel, 	<ul style="list-style-type: none"> • Students present a skit or a dialogue • Students exchange information with the teacher and/or other students <table border="1" style="width: 100%;"> <tr> <td style="background-color: yellow; width: 15%;">Ed Tech #1.2.2</td> <td><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></td> </tr> </table>	Ed Tech #1.2.2	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i>	McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.				
Ed Tech #1.2.2	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i>								

Spanish 2 Semester 2 Curriculum Guide

	winter/summer resorts, going out with friends		Students hold a conversation in Spanish via Skype, Blog or Instant Message.	
		Ed Tech #2.3.1	<i>Select and use common applications</i> Students will have a conversation in Spanish using the Facetime app on iPads	
3.2 Adapts language to the situation	<ul style="list-style-type: none"> • Uses appropriate register • Impromptu questions and responses 	<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 information 		McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.
		Ed Tech #1.2.2	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i> Students use online message boards to provide and exchange information	
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> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.
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 	<ul style="list-style-type: none"> • Students work through simulations of situations that take place in other countries 	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>	McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.

Spanish 2 Semester 2 Curriculum Guide

		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>									
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 	<div style="border: 1px solid black; padding: 5px;"> <table border="1"> <tr> <td style="background-color: red; color: white; text-align: center;"> CCSS Key Ideas and Details #1 </td> <td> <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> <tr> <td style="background-color: red; color: white; text-align: center;"> CCSS Key Ideas and Details #2 </td> <td> <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: 5px;"> <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 #1.1.1 </td> <td> <i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use information from Podcasts to respond to a relevant prompt. </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 #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 #1.1.1	<i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use information from Podcasts to respond to a relevant prompt.	McGraw-Hill, <i>Así se dice</i> Levels 1 & 2, Chapters 8, 3, 4, 5, 6.
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Synthesis of Modes in a	<ul style="list-style-type: none"> Reads/listens to 	<ul style="list-style-type: none"> Common district end of semester assessment 		McGraw-Hill, <i>Así se dice</i> Level 2								

Spanish 2 Semester 2 Curriculum Guide

<p>semester 5.1 Synthesizes components of language to demonstrate level appropriate proficiency</p>	<p>information and responds in writing/speaking</p>	<p>Ed Tech #1.1.1</p>	<p><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i> Students use information from Podcasts to respond to a relevant prompt.</p>	<p>Chapter 3, Chapter 4, Chapter 5, Chapter 6</p>
<p>Personal Growth and Enrichment 6.1 Engages actively in language learning opportunities 4.2: Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> • Music • Movies • Authentic texts • Mentoring • Internet communication • Food 	<p>CCSS Text Types and Purposes #3</p>	<ul style="list-style-type: none"> • Students write a reflection piece on a cultural experience • Students compare and contrast products of cultures <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>	