

SAMPLE PACING GUIDE FOR SPANISH LEVEL II



LEVEL 2: AP THEMES AND SUBTHEMES

- Families & Communities: Customs and ceremonies, typical meals, friendship & love, formal and informal registers (*e.g. sweet sixteen; speaking to members of the family vs. people in the community; shaking hands vs. hugs or kisses*).
- Global Challenges: Geography and health issues (*e.g. Countries and regions where language is spoken; compare and contrast common diseases and health standards*).
- Contemporary Life: Holidays and Celebrations; Housing and shelter (*e.g. 4th of July, Thanksgiving; parts of the house, typical housing types*)
- Science & Technology: The new media, social impact of technology, transportation (*e.g. iphones, apps, social media; methods of transportation*)

LEVEL 2: ESSENTIAL QUESTIONS FOR ASSESSMENT AND LEARNING EXPERIENCES

- What skills are necessary to sustain speech for a presentation?
- How is it different to carry on an impromptu vs. a prepared conversation?
- Why are structure and grammar important when writing a persuasive idea or argument?
- What are the necessary elements when writing to a variety of people across different cultures?
- What role does reading play in developing language skills?
- How does learning a language help us understand other academic and vocational subjects?
- How can technology be used to facilitate or vary learning experiences?
- What are the necessary elements of proper writing and speaking for a variety of purposes?
- What roles do the target language and culture play in Albemarle County and U.S. society?
- How does the target language assist in becoming a well-informed citizen?
- How does learning another language help us to better understand our own?
- In what ways do our lifestyles differ from those of other cultures?

LEVEL 2: SUGGESTED GRAMMAR TO BE EXPLORED THROUGHOUT THIS COURSE

- Formal/informal register
- Knowledge of present and future tenses
- Possession
- Basic conjunctions/prepositions
- Reflexive verbs/pronouns
- Indirect object pronouns
- Agreement: subject/verb, noun/article/adjective
- Interrogatives

1 st QUARTER	CONTEMPORARY LIFE: HABITS & TRANSPORTATION
COMMUNICATION GOALS	<ul style="list-style-type: none"> ● Speaking <ul style="list-style-type: none"> ○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present and future time frames. ● Writing <ul style="list-style-type: none"> ○ <u>Informal</u>: writes responding to e-mails, text messages, letters responding to questions, asking questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames. ● Listening: Demonstrate comprehension of information in directions, instructions, interactions ● Reading: Demonstrate an understanding of adapted texts in a variety of ways. Can demonstrate understanding of text by: identifying main ideas, and responding to questions
AP THEMES Contemporary life Science & Technology	DAILY ROUTINES HOUSING AND SHELTER (e.g. rooms & furniture) TRANSPORTATION (e.g. directions, places, etc.)
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ● What are some significant contributions to the technology of transportation and new media by the target culture? ● Why are there differences in the transportation types used across cultures? ● What are some of the similarities and differences between American and the target culture in the AP themes addressed in this quarter?
PROJECTS & ACTIVITIES	<ul style="list-style-type: none"> ● Design your ideal home ● One (future) crazy day (contrasting a normal day of the student with the crazy day the student just had or will have) ● Transportation/housing across cultures ● Given a budget, research rental properties in a Spanish speaking country where you might live for a year. Craigslist has sites for many places in Spain and Latin America ● Hide-and-go-seek (student teams try to locate an item that has been hidden by another student team within a defined area by using the directions prepared by the team that hid the item)
SAMPLE ASSESSMENTS	Formative: <ul style="list-style-type: none"> ● Describe home/picture of house ● Give directions (oral/written) ● Describe a day (oral/written)

	<ul style="list-style-type: none"> ● Draw what is heard <p>Summative:</p> <ul style="list-style-type: none"> ● Scripted conversation ● Write/reply to an e-mail ● Follow oral directions ● Complete graphic organizer based on text/listening
<p>DIGITAL RESOURCES</p>	<p><i>Daily Routines</i></p> <ul style="list-style-type: none"> ● Obie Bermudez 4:30AM with lyrics ● Los Quehaceres ● Mi Rutina Diaria <p><i>Transportation</i></p> <ul style="list-style-type: none"> ● Guatemalan bus terminal- You Tube video- no dialogue but great observation ● Bus map of Madrid- realia ● Metro system of Mexico City- includes subway, train and bus service <p><i>Housing & Shelter</i></p> <ul style="list-style-type: none"> ● Casas Cuevas en España ● Las Casas con Patio de Segovia ● Places en el Vecindario - a simple video can use to explore some differences and similarities of culture. ● Los Colores de las Casas Colombianas ● Las Viviendas en Latinoamérica <p><i>Grammar</i></p> <ul style="list-style-type: none"> ● Video Reflex your Verby ● Indirect object pronouns- Señor Jordan <p><u>This is Language Videos (Login Required)</u></p> <p><i>Daily Routines</i></p> <ul style="list-style-type: none"> ● Least Favorite Household Chore ● Daily Routine 1 ● Daily Routine 2 <p><i>Transportation</i></p> <ul style="list-style-type: none"> ● Directions to locations/transportation ● Directions 2 ● Directions 3 ● Modes of Transportation ● Public Transportation

2 nd QUARTER	TECHNOLOGY & TRADITIONS
<p>COMMUNICATION GOALS</p>	<ul style="list-style-type: none"> ● Speaking <ul style="list-style-type: none"> ○ <u>Formal</u>: Presents information orally in simple sentences and paragraphs; narrates in the present and future time frames (e.g. oral presentations, storytelling, plays) ○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present, future and past time frames. ● Writing <ul style="list-style-type: none"> ○ <u>Formal</u>: writes utilizing multi-paragraph construction that employs main ideas and supporting details to compare and contrast and/or narrate an original creative story utilizing present, past and future time frames. ○ <u>Informal</u>: writes responding to e-mails, text messages, letters responding to questions, asking questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames. ● Listening: Demonstrate comprehension of information in directions, instructions, interactions, and classroom presentations on familiar and new topics, with contextual and visual support ● Reading: Demonstrate an understanding of adapted and authentic texts in a variety of ways. Can demonstrate understanding of text by: identifying main ideas and responding to questions
<p>AP THEMES: CONTEMPORARY LIFE SCIENCE AND TECHNOLOGY</p>	<p>NEW MEDIA/TECHNOLOGY/SOCIAL IMPACT OF TECHNOLOGY HOLIDAYS AND CELEBRATIONS</p>
<p>ESSENTIAL QUESTIONS</p>	<ul style="list-style-type: none"> ● How can contemporary technological products and applications in multimedia be used to enhance our understanding of the target culture? ● What are some of the similarities and differences between American and the target culture in the AP themes addressed in this quarter?
<p>PROJECTS & ACTIVITIES</p>	<ul style="list-style-type: none"> ● Create/Invent an App - be able to develop an idea for an app, use basic technology vocabulary to discuss potential app ● Holidays and traditions on navidad, fin de año, los reyes magos, día de independenciam, La Semana Santa, ● Create a class calendar - each group is in charge of a specific celebration and must create a mini-lesson. Students must choose different countries and provide information about a Holiday specific to that country.

	<ul style="list-style-type: none"> ● Activity: After reviewing one or two of the videos on technology and/or an article, have students use Twitter, Today's Meet, Blackboard blog to post questions with a two comment requirement. ● Activity: This is Language Videos
<p>SAMPLE ASSESSMENTS</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Midterm ● Jigsaw reading (read, explain, document) ● Obtain information through social media ● Project: Target culture holiday (research/present/compare and contrast to American holiday) <p>Summative:</p> <ul style="list-style-type: none"> ● Tell/write story of picture(s) ● Give written/oral account of a celebration ● Answer written/oral questions about text/presentation
<p>RESOURCES</p>	<p><u>Digital Resources</u></p> <p><i>Science & Technology</i></p> <ul style="list-style-type: none"> ● Apps en el Coche ● Article: Social Media in the Hispanic Market ● The Effects of Technology on Daily Life ● Apps and Communication with family ● Digital ABCs - Comic / speaking prompt; tech vocab ● Autofoto - Selfies: comic, writing prompt, link to further reading resources <p><i>Holidays and Celebrations</i></p> <ul style="list-style-type: none"> ● Día de los muertos - Song, photo gallery, poetry prompt, grammar practice ● Día de los muertos - Interview, with subtitles, with Mexican-American in Texas ● Major Holidays in Spanish Speaking countries ● Explore Hispanic Culture ● Castelles - Human Towers ● Bolas del Fuego (El Salvador) ● La Comida de Semana Santa ● Pascua en Guatemala (Difficult) ● La Fiesta de San Fermín (España) ● El Día de la Virgen (Guatemala) ● Quick Cinco de Mayo ● Batalla de Cinco de Mayo - Song Lyrics ● 12 meses 12 fiestas - Spain

This is Language Videos (Login Required)

Science & Technology

- [Apple or Google](#) (easier) [Apple or Google](#) (more challenging) - use for persuasive commentary (aural/written) ?
- [Facebook](#)
- [Smartphone vs Cellphone](#) (remarks related to relationships)
- [Purpose of Internet Use](#)
- [La Navidad](#) (how you spent them)

3 rd QUARTER	FAMILIES & COMMUNITIES
COMMUNICATION GOALS	<ul style="list-style-type: none">● Speaking<ul style="list-style-type: none">○ <u>Formal</u>: Presents information orally in simple sentences and paragraphs; narrates in the present, future and past time frames (e.g. oral presentations, storytelling, plays)○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present, future and past time frames.● Writing<ul style="list-style-type: none">○ <u>Formal</u>: writes utilizing multi-paragraph construction that employs main ideas and supporting details to compare and contrast and/or narrate an original creative story utilizing present, past and future time frames.○ <u>Informal</u>: writes responding to e-mails, text messages, letters responding to questions, asking questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames.● Listening: Demonstrate comprehension of information in directions, instructions, interactions, and classroom presentations on familiar and new topics, with contextual and visual support● Reading: Demonstrate an understanding of adapted and authentic texts in a variety of ways. Can demonstrate understanding of text by: identifying main ideas, responding to questions, and summarizing
AP THEMES: Families and Communities	LOVE, FRIENDSHIPS AND RELATIONSHIPS CUSTOMS AND CEREMONIES FOOD
ESSENTIAL QUESTIONS	<ul style="list-style-type: none">● What are the defining customs and ceremonies in communities that use the target language?● What is contemporary life like in communities that use the target language?

	<ul style="list-style-type: none"> • How do people change their form of speech to address different people in their families and communities? • What do differences in writing styles across languages tell us about the relative formality of a culture? • How can we benefit from some of the cultural values and perspectives of communities that use the target language? • What are some of the similarities and differences between American and the target culture in the AP themes addressed in this quarter?
<p>PROJECTS & ACTIVITIES</p>	<p>Project: Family album/scrapbook</p> <p>Project: Research compare/contrast customs in Target culture to own culture</p> <p>Activity: Write One bad day story. - This is my life normally and One bad day this is what happened.</p> <p>Activity: Write an email to a friend in a hispanohablante País telling them about 1) your holiday vacation 2) your daily life school weekend friends etc. Ask them questions as well. Then switch with another student and: respond either orally or as a written activity.</p> <p>Project Video or skit on popular culture - using people or another magazine or even articles from the entertainment sections of Univision, El mundo. Have students tell about a recent event involving a Latino pop culture star.</p> <p>Activity: This is Language Videos</p>
<p>SAMPLE ASSESSMENTS</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Discussion groups KWL charts based on food, culture, and relationships • Make a Birthday Card or Holiday Card. • Bingo board with questions about family, daily life, etc.. Students ask other students to try to find some that has done or has this and when they get Bingo they win or just sit down. <p><u>Summative</u></p> <ul style="list-style-type: none"> • Write a simple love poem • Write/present a soap opera • Record/edit speaking using computer software • Read, retell and add a chapter to a story • Food Day project combine with Speaking or writing activity based on country or region
<p>RESOURCES</p>	<p><u>Digital Resources</u></p> <p><i>Love, Friendships, & Relationships</i></p> <ul style="list-style-type: none"> • People Magazine • Immigration • ¿Que es el Amor? • Weddings in Spain

- [Novios](#)
- [Pidiendo la Mano](#)

Food

- [Alimentarte: Un Festival Gastronomico](#)
- [Mexican candy](#)
- [Comida de la Calle](#)
- [Pan en Colombia](#)
- [Haciendo Chocolate Colombiano](#)
- [La Comida Peruana](#)
- [Latin America Food Culture](#)
- [Street food stories from South America](#) - in Spanish with English subtitles.
- [Latina](#) - Holiday recipes

Customs & Ceremonies

- [EE.UU. vs. Mexico](#) - There are links included to other cultural material about Mexico
- [Andalucía bound](#) - talks about some difference in contemporary life between Spain and US
- [Age of Emancipation en España](#)
- [Daylight Savings Time](#)
- [Spain vs Mexico](#) - in English with some Spanish can compare with US deals a lot with Language used.
- [Latino Culture and Cultural values](#) - Video tries to define
- [Spanish Proverbs](#) -explanation in English
- [Ceremonias Mayas \(Difficult\)](#)

Formal vs informal speech

- [Tú vs Usted](#)
- [Aprende con el chavo](#)
- [Skills to talk on phone](#)

[This Is Language Videos \(Login Required\)](#)

Love, Friendship, and Relationships

- [¿Por Qué los Amigos Son Importantes?](#)
- [Saliendo con los Amigos](#)
- [Fin de Semana con Amigos](#)

Food

- [La Cena](#)
- [Comida Preferida](#)

Cultural Differences

- [Brand Name Clothing](#)

- [Actor Preferido](#)

4 th QUARTER	GLOBAL CHALLENGES: HEALTH & GEOGRAPHY
COMMUNICATION GOALS	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ <u>Formal</u>: Presents information orally in simple sentences and paragraphs; narrates in the present, future and past time frames ○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present, future and past time frames. ○ <u>Proficiency</u>: ACTFL Demonstrate skills necessary to sustain extended oral exchanges in the TL at a proficiency level of Novice High on the ACTFL proficiency guideline • Writing <ul style="list-style-type: none"> ○ <u>Formal</u>: writes utilizing multi-paragraph construction that employs main ideas and supporting details to compare and contrast and/or narrate an original creative story utilizing present, past and future time frames. ○ <u>Informal</u>: writes responding to e-mails, text messages, letters responding to questions, asking questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames. ○ <u>Proficiency</u>: ACTFL Demonstrate skills necessary to sustain extended written exchanges in the TL at a proficiency level of Novice High on the ACTFL proficiency guideline • Listening: Demonstrate comprehension of information in directions, instructions, interactions, and classroom presentations on familiar and new topics, with contextual and visual support • Reading: Demonstrate an understanding of adapted and authentic texts in a variety of ways. Can demonstrate understanding of text by: identifying main ideas, responding to questions, and summarizing
AP THEMES: GLOBAL CHALLENGES	GEOGRAPHY (e.g. countries and capitals) HEALTH ISSUES
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • What are the defining health concerns faced by countries and regions that use the target language? • What are some of the similarities and differences between American and the target culture in the AP themes addressed in this quarter?
PROJECTS & ACTIVITIES	<p>Project: This is how I take care of myself compared to What I should do to take care of myself can be a poster or small book.</p> <p>Project: Body part book, Pick a body part or organ write a book with pictures describing what that body part does for the body and its needs and or what we should do to keep it strong. etc.</p>

	<p>Activity: Read a provided article about a current health issue - use either today's meet, twitter, or blackboard conversation questions and have students discuss either online on blackboard or in class in groups.</p> <p>Activity: Scavenger hunt - students or teacher can write directions to different (willing participating teachers) classrooms or offices in building to collect clues to the next location first to finish win a prize all finishers can get a lesser prize.</p> <p>Activity: This is Language Videos</p>
<p>SAMPLE ASSESSMENTS</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> · Project: Create a news publication reporting about accidents around the world/local community · Maintain a reading journal while reading text <p><u>Summative</u></p> <ul style="list-style-type: none"> · Draw and label a map · End of Course County assessment · Listen to directions and ID correct locations * Describe an imagined health experience in another country's health system after researching healthcare abroad.
<p>DIGITAL RESOURCES</p>	<p><i>Health</i></p> <ul style="list-style-type: none"> ● Going to the Dentist ● Las Partes del Cuerpo ● Las Partes del Cuerpo en un Museo Colombiano ● La Sal en Nuestra Comida ● Reir y la Salud ● Combatir el Dengue (Perú) ● Las Alergias ● La Gripe ● Curanderos en México (article) ● Curanderos en Bolivia (article) <p><i>Geography</i></p> <ul style="list-style-type: none"> ● Honduras ● Cartagena, Colombia ● Venezuela ● Caracas, Venezuela ● La Ciudad de México ● Arequipa, Perú ● Puerto Rico ● Buenos Aires, Argentina ● La Republica Dominicana

- [Un viaje al Ecuador](#) (imperfect & preterite)
- [Aniversario del Metro en Madrid](#)
- [Salamanca, España](#)

This is Language Videos (Login Required)

Health

- [Fast Food and Health](#)
- [Reasons for Not Smoking 1](#)
- [Reasons for Not Smoking 2](#)
- [Exercises Using Future Tense](#)
- [What Do You Do When You Don't Feel Well?](#)
- [A Healthy Diet](#)

Geography

- [Sevilla](#)
- [Bogotá](#)
- [Villavicencio, Colombia](#)