

Spanish 2 Student Scope & Sequence

Thematic Units <i>*Each thematic unit takes approximately 2.5 weeks to complete.</i>	<u>ACTFL Standards</u> <i>The ACTFL World-Readiness Standards for Learning Languages are also known as the 5 C's (Communication, Cultures, Connections, Comparisons, & Communities)</i>	Essential Targets <i>*All targets are set at Novice-High to Intermediate-Mid Proficiency Level</i>
La Vida Personal <i>Personal Life</i>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and</p>	<ul style="list-style-type: none"> ● I can ask simple questions and give reasons for my answers regarding my home life and activities in the target language.. ● I can speak in Spanish about preferences and opinions about personal topics such as family and school activities. ● I can comprehend spoken and written messages in the target language about my school and

	<p>adapting to various audiences of listeners, readers, or viewers.</p> <p><i>2.1 - (Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><i>2.2 - (Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><i>3.1 - (Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><i>3.2 - (Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse</p>	<p>free time activities.</p> <ul style="list-style-type: none">● I can write and deliver short, target language presentations with details about my personal life and activities.● I can talk about preferences of what I like to and don't like to do in my free time.● I can describe myself and others in the target language with details in a short paragraph.● I can compare and contrast typical free time activities in my own culture with those of Spanish-speaking cultures.
--	---	--

	<p>perspectives that are available through the language and its cultures.</p> <p><i>4.1 - (Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><i>4.2 - (Cultural Comparisons)</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><i>5.1 - (School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><i>5.2 - (Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment,</p>	
--	---	--

	enrichment, and advancement.	
En el centro Downtown	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> ● I can give and follow multi-step, verbal directions to find a location in my town or city in the target language. ● I can orally describe where myself and others go around town, as well as what is purchased, and how much the items cost in the target language. ● I can analyze maps of cities or towns in Spanish-speaking countries and I can explain verbally or in writing where places are located in the target language. ● I can calculate the cost of items in various currencies of Spanish-speaking countries, using a currency converter. ● I can understand

	<p><i>2.2 - (Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><i>3.1 - (Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><i>3.2 - (Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><i>4.1 - (Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their</p>	<p>and explain the cultural concept of bartering and how to use it effectively when shopping at downtown or open-air markets.</p>
--	---	---

	<p>own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 - <i>(School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	
<p>El bienestar personal <i>Personal Well Being</i></p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners</p>	<ul style="list-style-type: none"> ● I can read or listen to interpret authentic, target language resources with information about healthy living. ● I can make simple statements in the

	<p>understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1. - <i>(Making Connections)</i></p>	<p>target language about healthy living.</p> <ul style="list-style-type: none">● I can speak and write in detailed, Spanish sentences about steps to take to stay healthy.● I can understand spoken and written messages about healthy lifestyles in the target language.● I can give detailed, verbal or written advice about good personal habits in the target language.● I can compare and contrast healthy lifestyles in my own culture to those of Spanish-speaking countries.
--	---	---

	<p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 - <i>(Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 - <i>(Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 - <i>(School and Global</i></p>	
--	---	--

	<p><i>Communities</i>) Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	
<p>Día a día <i>Day to day</i></p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>	<ul style="list-style-type: none"> ● I can interpret written or spoken messages in the target language about someone's daily routine. ● I can ask and answer simple questions about someone's daily schedule in the target language. ● I can speak in detail about what chores I do in my daily routine in the target language. ● I can create written messages in the

	<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 - <i>(Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 - <i>(Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate</p>	<p>target language, using paragraph-level discourse.</p> <ul style="list-style-type: none">● I can analyze similarities and differences in daily life and routines in my own culture with that of Spanish-speaking countries.
--	---	---

information and diverse perspectives that are available through the language and its cultures.

4.1 - (Language Comparisons)

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 - (Cultural Comparisons)

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.1 - (School and Global Communities)

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 - (Lifelong Learning)

Learners set goals and reflect on their progress in using

	language for enjoyment, enrichment, and advancement.	
Mis metas My goals	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives</p>	<ul style="list-style-type: none"> ● I can interpret written texts and spoken messages about someone's future plans in the target language. ● I can speak about my short-term and long-term personal goals, using detailed sentences in the target language. ● I can write about future plans for my career in the target language, using paragraph-level discourse. ● I can speak and write about my past, present, and future, using the appropriate verb tenses in the target language. ● I can analyze the linguistic differences in verb forms and

	<p>of the cultures studied.</p> <p><i>2.2 - (Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><i>3.1 - (Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><i>3.2 - (Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><i>4.1 - (Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the</p>	<p>tenses in the target language.</p>
--	--	---------------------------------------

	<p>language studied and their own.</p> <p>4.2 - (<i>Cultural Comparisons</i>) Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 - (<i>School and Global Communities</i>) Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - (<i>Lifelong Learning</i>) Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	
<p>Mi cuento</p> <p>My story</p>	<p>1.1 - (<i>Interpersonal Communication</i>) Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - (<i>Interpretive</i></p>	<ul style="list-style-type: none"> ● I can comprehend verbal or written stories in the target language about someone's childhood. ● I can speak and

	<p><i>Communication</i>) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>write about my last vacation, using detailed sentences in the appropriate verb tense in the target language.</p> <ul style="list-style-type: none"> ● I can speak and write about my childhood, using paragraph-level discourse in the appropriate verb tenses in the target language. ● I can speak and write about my preferences and opinions on various personal topics using detailed sentence structures accurately. ● I can recount events and tell stories about the past accurately in the target language. ● I can identify linguistic differences in the past tenses of the target language
--	--	---

	<p>3.1. - <i>(Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 - <i>(Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 - <i>(Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>and can use both past tenses accurately in spoken and written Spanish.</p>
--	---	---

	<p>5.1 - <i>(School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	
<p>End of Course Summative Integrated Performance Assessment</p>	<p>Students will complete an end of course, summative assessments that is called an IPA (Integrated Performance Assessment) over the course of several class periods. The performance assessment measures the current proficiency levels of the students' interpretive, interpersonal, and presentational communication skills.</p>	<p>The goal is for students to achieve a Novice-High to Intermediate-Mid level of proficiency for each mode of communication by the end of the course.</p>