

Pacing Guide- Spanish 2	Objective	Instructional Strategies/Materials- -En Espanol 2, McDougal Littell, Copyright 2004. CDs/DVDs	Assessment	MICHIGAN WORLD LANGUAGES STANDARDS
Week one-September	<i>Review third year concepts, 2 past tenses, commands and subjunctive</i>	<i>Teacher/student created written worksheets and oral activities</i>	<i>Teacher created written grammar and vocabulary quiz/oral participation</i>	
Week two-September	<i>Review third year concepts, 2 past tenses, commands and subjunctive</i>	<i>Teacher/student created written worksheets and oral activities</i>	<i>Teacher created written vocabulary test/ oral participation</i>	
Week three-September	<i>Describe your city locations and explain directions to each other.</i>	<i>Unit 4/Lesson 2 in textbook pp. 276-295. Teacher created written and oral activities.</i>	<i>Teacher created written vocabulary test/ oral participation</i>	
Week four-September	<i>Describe the fit and style of clothing and how to purchase it.</i>	<i>Unit 4/ Lesson 3 in the textbook pp. 298-319</i>	<i>Student performance orally in front of class. Teacher created written vocabulary test</i>	
Week five-October	<i>Communicate in sentence-length conversations. Recombining and reformulating already learned phrases</i>	<i>Student prepared visual presentation in video or live format. "Lost in the City" or " Big clothing purchase"</i>	<i>Student oral presentation graded by rubric.</i>	
Week six-October	<i>Describe geographic characteristics and discuss future plans</i>	<i>Unit 5/Lesson 1 Teacher created written worksheets and oral activities. Text pp 328-347. DVD</i>	<i>Teacher created written vocabulary test/oral participation</i>	

Week seven-October	<i>Discuss future plans, and making reflexive commands</i>	<i>Unit 5/ Lesson 1 Teacher created written worksheets and oral activities. Text pp. 328-347 and DVD</i>	<i>Teacher created written vocabulary/ grammar test/ oral participation</i>	
Week eight-October	<i>Use the words "por" and "para" in appropriate ways in conversation.</i>	<i>Teacher created written worksheets and oral activities. Unit 5/Lesson 1 pp. 328-347 in textbook.</i>	<i>Teacher created written vocabulary/ grammar test/ oral participation and classroom discussion.</i>	
Week nine-October	<i>Communicate in sentence length conversations re-combining and reformulating already learned phrases about the environment in the form of a Public Service Announcement</i>	<i>students created visual presentation in video or live format</i>	<i>Student performance orally in front of class. Written assessment--Unit 5/ Lesson 1 test</i>	
Week ten-November	<i>Discuss outdoor activities, describe weather, make predictions and talk about ecology.</i>	<i>Unit 5/Lesson 2 Teacher created written worksheets and oral activities. Text pp 350-369 and DVD</i>	<i>Teacher created written vocabulary quizzes/oral participation</i>	
Week eleven-November	<i>Make predictions and talk about ecology using the future tense and its irregular forms</i>	<i>Unit 5/Lesson 2 Teacher created written worksheets and oral activities. Text pp 350-369 and DVD</i>	<i>Teacher created written grammar and vocabulary test</i>	
Week twelve-November	<i>Read and discuss the abridged version of Cervantes' "Don Quijote"</i>	<i>"Don Quijote" graphic novel with study questions</i>	<i>Teacher created written comprehension quizzes.</i>	
Week thirteen-November/December	<i>Watch and discuss "Man of La Mancha" and compare with the novel</i>	<i>Video version of Broadway musical "Man of La Mancha"</i>	<i>Teacher created written and oral comprehensive questions</i>	

Week fourteen-December	<i>Communicate in sentence length conversations re-combining and reformulating already learned phrases about camping and weather</i>	<i>students created visual presentation in video or live format</i>	<i>Student performance orally in front of class. Written assessment--Unit 5/ Lesson 2 test</i>	
Week fifteen-December	<i>Discuss cultural celebrations of Christmas around the world</i>	<i>Teacher created written worksheets and oral activities. DVD and internet</i>	<i>Teacher created vocabulary quizzes and classroom discussion</i>	
Week sixteen-January	<i>Discuss conservation and the environment and talk about how to solve problems</i>	<i>Teacher created written worksheets and oral activities. Unit 5/Lesson 3 pp. 372-393 in textbook.</i>	<i>teacher created vocabulary quizzes and oral participation</i>	
Week seventeen-January	<i>Communicate in sentence length conversations re-combining and reformulating already learned phrases about the conditional tense. "If I won a million dollars"</i>	<i>students created visual presentation in video, powerpoint or live format</i>	<i>student presentation graded according to rubric</i>	
Week eighteen-January	<i>Semester exam week</i>	<i>semester exam</i>	<i>semester exam</i>	
Week nineteen-January	<i>Discuss the impersonal "se" and use past participles</i>	<i>Various teacher created worksheets and Textbook Unit 6 Lesson pp. 402-421</i>	<i>Teacher created vocabulary/grammar quiz</i>	

Week twenty-February	<i>Read and discuss the abridged version of "El Cid" within historical context</i>	<i>"El Cid" by anonymous and chapter questions for discussion</i>	<i>Teacher created comprehension quizzes and vocabulary check</i>	
Week twenty-one-February	<i>Read and discuss the abridged version of "El Cid" within historical context</i>	<i>"El Cid" by anonymous and chapter questions for discussion</i>	<i>Teacher created comprehension quizzes and vocabulary check</i>	
Week twenty-two-February	<i>Read and discuss the abridged version of "El Cid" within historical context</i>	<i>"El Cid" by anonymous and chapter questions for discussion</i>	<i>Teacher created comprehension quizzes and vocabulary check</i>	
Week twenty-three-February/March	<i>Read and discuss the abridged version of "El Cid" within historical context</i>	<i>"El Cid" by anonymous and chapter questions for discussion</i>	<i>Teacher created comprehension quizzes and vocabulary check</i>	
Week twenty-four-March	<i>Read and discuss the abridged version of "El Cid" within historical context</i>	<i>"El Cid" by anonymous and chapter questions for discussion</i>	<i>Teacher created comprehension quizzes and vocabulary check</i>	
Week twenty-five-March	<i>Read and discuss the abridged version of "El Cid" within historical context</i>	<i>"El Cid" by anonymous and chapter questions for discussion</i>	<i>Teacher created comprehension quizzes and vocabulary check</i>	
Week twenty-six-March	<i>World Language Appreciation Week</i>	<i>Various activities highlight culture and language appreciation including food, art, handicrafts, music and games</i>	<i>class participation</i>	
Week twenty-seven-April	<i>Write the opening of an autobiography beginning with family history</i>	<i>Textbook, notes, dictionary and teacher consultation</i>	<i>daily work requirement</i>	
Week twenty-eight-April	<i>continue writing autobiography recording elementary school experiences</i>	<i>Textbook, notes, dictionary and teacher consultation</i>	<i>daily work requirement</i>	

Week twenty-nine-April	<i>continue writing autobiography recording secondary school experiences</i>	<i>Textbook, notes, dictionary and teacher consultation</i>	<i>daily work requirement</i>	
Week thirty-May	<i>continue writing autobiography using present and conditional and subjunctive tenses.</i>	<i>Textbook, notes, dictionary and teacher consultation</i>	<i>daily work requirement</i>	
Week thirty-one-May	<i>Finish autobiography using the future tense and prepare a visual presentation for upcoming week</i>	<i>Textbook, notes, dictionary and teacher consultation in the computer lab</i>	<i>daily work requirement</i>	
Week thirty-two-May	<i>Present spoken autobiography to classmates</i>	<i>Student prepared powerpoint presentation</i>	<i>student presentation graded according to rubric</i>	
Week thirty-three-May	<i>Present spoken autobiography to classmates</i>	<i>Student prepared powerpoint presentation</i>	<i>student presentation graded according to rubric</i>	
Week thirty-four-June	<i>no class for seniors</i>	<i>no class for seniors</i>	<i>no class for seniors</i>	
Week thirty-five-June	<i>no class for seniors</i>	<i>no class for seniors</i>	<i>no class for seniors</i>	