

Module Title: Las Vacaciones

Subject: Spanish 2	Grade: 9-12	Timeline: 6 weeks
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Module Overview: Module 1
Using vacation vocabulary, students will be able to talk about how they feel about vacations, and proposed activities. They will also be able to talk about what they do/like to do on vacations. Using the same vocabulary they should be able to describe locations, how others feel and modes of transportation, as well as people. Finally, students should be able to express their thoughts properly using Direct Object Pronouns.
Module Objectives: Grammar objectives listed and implemented using vacation vocabulary as a lens.
-Use estar with conditions. -Determine differences between ser and estar and implement properly. -Use present progressive. -Identify Direct Objects, replace in sentence with pronoun properly.
Thematic Focus: Las Vacaciones
Talking about vacations, activities done on vacation, and modes of transportation.
Essential Questions:
How do we express how we're feeling? How do we talk about activities we're doing <i>right now</i> ? How do we tell/implement the use of two verbs that mean to be? What is a direct object, and how/why do we replace it with its pronoun?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
<p>Standards: Communication 1.1-1.3 Students will present personalized information to the class in Spanish. Including but not limited to: How they feel during different times of year/about different vacation activities. Describing people in their lives. Answering personalized questions about their lives/free time activities.</p>	<p>Standards: Cultures 2.1-2.2 Students will read about Las cataratas del Iguazú, learn and apply their travel related vocabulary. Read about Punta del Este, Uruguay and read about popular vacation destinations in the Spanish-Speaking world.</p>	<p>Estar with emotions/conditions</p> <p>Present Progressive</p> <p>Differences between Ser and Estar</p> <p>Direct Object Pronouns</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standards: Connections 3.1-3.2 Students will reinforce skills from other disciplines by learning to scan a document for specific information, and creating an outline and/or idea map for writing.</p>	<p>Standard: Comparisons 4.2 Students will demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p>	

Text Set:

<p>Anchor Text: Descubre 1 Activities: Acts. 1-2 pg. 153 (listening vocabulary)</p>	<p>Reading Assessments: Students will read a brochure for a Puerto Rican hotel and scan the document to: identify it as a brochure, find cognates in the text, learn what the document is about, identify visual clues and how they can help determine meaning (photos etc.) and determine the intended audience of the document.</p>
<p>Text: Descubre 1 Activities: Acts. 3-4 pg. 153 (vocabulary)</p>	
<p>Text: Descubre 1 Activities: Act. 11 pg. 156 (vocabulary, expressing feelings/conditions in given situations)</p>	<p>Writing Prompts & Assessments: Timed Writing: Image you are on vacation and writing home to your friends/family. Write at least 10 sentences talking about what you're doing (activities), where you're doing them (hotel, beach, etc.) and how you're feeling while doing those things.</p>
<p>Text: Descubre 1 (Estar w/ Emotions/Conditions) Activities: Inténtalo pg. 164, Acts. 1-3 pg. 165, teacher created activities</p>	
<p>Text: Descubre 1 (Present Progressive) Activities: Inténtalo pg. 167. Acts 1, 2, quick write activity 5 pgs. 168-9, teacher created activities</p>	<p>Grammar Assessments:</p> <p>Regular formative grammar assessments from text.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
<p>Text: Descubre 1 (Ser and Estar) Activities: Inténtalo pg. 171, Acts. 1-3 pg. 172, Acts. 4 pg. 173, teacher created activities</p>	
<p>Text: Descubre 1 (Direct Object Pronouns) Activities: Inténtalo pg. 175, Acts. 1-4 pgs. 176-7, teacher created activities</p>	
<p>Writing Instruction: Descriptive Writing FCAs: Correct verb conjugation, gender and number Activities: Timed writing prompt</p>	
<p>Grammar Instruction: DOPs, Ser/Estar, Emotions FCAs: DOPs, Correct usage of ser/estar, Gender and Number agreement to talk about feelings/conditions. Activities: (Listed above)</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p>	
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.2	Students understand and interpret spoken and written Spanish on a variety of topics.
1.3	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics
<p><u>Cultures</u></p>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 1 – Las Vacaciones/Vacation

Scope and Sequence

Week 1: Vocabulary – Vacation Words (Activities, Transportation, People, Places)

Introduction to Chapter 5 Vacation Vocabulary

Vocabulary work, jigsaw with flashcards

Activities and Practice

Quiz

Week 2: Estar with Emotions and Conditions/Emotions Vocabulary

Review rules of conjugating

Review the verb Estar

Notes on Estar with emotions

Activities and Practice

Quiz

Week 3: The present progressive/Misc. Travel Words

Review Estar and its uses

Notes on the present progressive

Activities and group practice

Quiz

Week 4: Ser vs. Estar/Ordinal Numbers

Review ser/review estar – student deduction of differences and skill

Notes

Activities and Practice

Quiz

Weeks 5 & 6: Direct Objects/Direct Object Pronouns/Hotel Words

Review parts of speech. Have students deduce/define what a direct object is.

Notes

Activities and Practice

Quiz

Module Title: La Rutina Diaria/Daily Routine

Subject: Spanish 2	Grade: 9-12	Timeline: 6 weeks
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Module Overview: Module 3
Using daily routine vocabulary, students will be able to talk about their daily routines using adverbs of time, talk about personal hygiene and reassure someone. They will also be able to talk about things that "were" and places they and others "went".
Module Objectives: Grammar objectives listed and implemented using daily routine vocabulary as a lens.
<ul style="list-style-type: none"> -Reflexive verbs (actions done to itself or oneself) in present and preterit. <li style="padding-left: 20px;">-Sequencing their daily routines using adverbs of time. -Indefinite and negative words. -Ser and Ir in the preterit. -Use verbs that function like gustar.
Thematic Focus: La Rutina Diaria/Daily Routine
Talking about daily routines, hygiene.
Essential Questions:
How do we talk about actions that we do to or for ourselves? How do we use two irregular verbs in the preterit? How do we talk about someone or something that's not specific, and how do we do that negatively (i.e. no one, nothing)? What verbs function like gustar and how can we use them?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.1 Students will present personalized information to the class in Spanish. Including but not limited to: Asking and answering personalized questions about their daily routines. Students will be able to do this in both the present and the preterit. 1.2 Students will listen to natives and non-natives discuss hygiene and their daily routines. 1.3 Present information: student created daily routines to the class.	1.1 Students will watch an advertisement about a group of cooperatives from Argentina. 1.2 Read about a town in Argentina (Sunchales), their workers and routines.	Reflexive Verbs Ser and Ir in the preterit Indefinite and Negative Words Verbs like gustar
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
3.1 Students will read an e-mail and <i>predict</i> content from its title and other visual information. 3.2 Students will read an e-mail to identify cognates, which can reinforce	4.2 Students will demonstrate understanding of the concept of culture through comparisons between the daily routine of Argentine cooperatives, and	

knowledge in the target language, and in others. They will assess how identifying them helps with understanding and being able to make predictions.	their own.
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Text Set:

<p>Anchor Text: Descubre 1 Activities: Acts. 1-2 pg. 227 (listening vocabulary) Text: Descubre 1 Activities: Acts. 3-5 pg. 227-8 (vocabulary) Text: Descubre 1: Workbook Activities: worksheet with vocab (vocabulary) Text: Descubre 1 Activities: Vocabulary Quiz (teacher created) Text: Descubre 1 (Reflexive verbs) Activities: Notes, Inténtalo pg. 237, Acts. 1-3 pg. 238, Act. 4 pg. 239, teacher created activities and work. Text: Descubre 1 (Indefinite and Negative words) Activities: Notes, Inténtalo pg. 241, Acts. 1-2 pg. 242, teacher created activities, and assessments. Text: Descubre 1 (Ser and Ir in the preterite) Activities: In class review, whiteboard practice, Inténtalo pg. 244, Acts. 1 pg.245, Act. 3 pg. 245(quick speak), teacher created activities and materials. Text: Descubre 1 (Verbs like Gustar) Activities: Notes, Inténtalo pg. 247, Acts. 1-3 pg. 248, Acts. 4-5 pg. 249 (quick speak) teacher created activities and materials. Writing Instruction: Descriptive Writing FCAs: Correct verb conjugation, gender and number agreement Activities: Timed writing prompt Grammar Instruction: Reflexive Verbs, Ser & Ir, Indefinite and Negative Words, Verbs like Gustar FCAs: Reflexive verbs, ser and ir in present and preterit, indefinite and negative words, verbs like gustar. Gender and Number agreement. Activities: (Listed above)</p>	<p>Reading Assessments: Students will read an e-mail between friends. Students will predict content by reading the heading and identifying cognates within the text. scan the document to: identify it as an e-mail, learn what the document is about, identify visual clues and how they can help determine meaning (emojis) and determine the intended audience of the document.</p> <p>Writing Prompts & Assessments: Timed Writing: Image your daily routine in one of these places: a deserted island, the North Pole, a cruise ship, a desert. Write a composition that describes your daily routine in this place. While writing, consider how the change in elements would affect your daily routine. Use the present tense of at least 6 reflexive verbs and include at least 4 sequence words.</p> <p>Grammar Assessments: Regular formative grammar assessments from text. Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
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Ongoing Standards Addressed in This Unit:

Communication

- 1.4 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.5 Students understand and interpret spoken and written Spanish on a variety of topics.
- 1.6 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 3 – La Rutina Diaria/Daily Routine

Scope and Sequence

Week 1: Vocabulary – Daily Routine Vocabulary (Bathroom and Miscellaneous Vocabulary)

Introduction to Chapter 7 Daily Routine Vocabulary

Vocabulary activities and practice

Quiz

Weeks 2 &3: Reflexive Verbs/Reflexive Verbs Vocabulary

Review rules of conjugating/review present/review preterite

Introduce Reflexive Verbs (notes)

Activities and Practice

Test

Week 3: Indefinite and Negative Words

Introduce indefinite and negative words (notes)

Activities and Practice

Quiz

Week 4: Ser and Ir in the preterite/Sequence Words Vocabulary

Review conjugating and the preterite tense

Introduce ser and ir in the preterite

Activities and Practice

Test

Week 5 & 6: Verbs like Gustar/Verbs like Gustar Vocabulary

Review Gustar

Introduce Verbs like Gustar

Activities and Practice

Quiz

Module Title: Ir de Compras/Shopping

Subject: Spanish 2	Grade: 9-12	Timeline: 7 weeks
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Module Overview: Module 2
Using shopping vocabulary, students will be able to talk about and describe clothing, and express preferences in a store. They will also be able to talk about likes and dislikes in terms of clothing and options, and discuss prices for items. Using the same vocabulary they should be able to describe information that they know, or ask questions regarding information they need/would like to know. Students should be able to express their thoughts properly in both the present and simple past, using Indirect Object Pronouns, and demonstrate adjectives and pronouns.
Module Objectives: Grammar objectives listed and implemented using shopping vocabulary as a lens.
<ul style="list-style-type: none"> -Use saber and conocer. -Determine differences between saber and conocer and implement properly. -Use preterite tense (simple past). -Identify Indirect Objects, replace in sentence with pronoun properly. -Correctly implement demonstrative adjectives when discussing vocabulary related material, or asking questions.
Thematic Focus: Ir de compras/Shopping
Talking about shopping, sizes, prices, and purchasing/bartering.
Essential Questions:
How do we talk about information that we know and don't know? How do we tell/implement the use of two verbs that mean to know? How do we discuss clothing options, and opinions? How do we determine price and talk about purchasing items? What is an indirect object, and how/why do we replace it with its pronoun?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language
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<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.4 Students will present personalized information to the class in Spanish. Including but not limited to: Asking and answering personalized questions about their preferences in a store. Students will be able to do this in both the present and the preterite.	1.3 Students will read an advertisement to apply their clothing related vocabulary.	Saber and Conocer (and differences) Indirect Object Pronouns Preterite tense of regular verbs. Indirect Object Pronouns Demonstrative Adjectives
1.5 Students will listen to natives and non-natives express preferences about clothing, and view advertisements for clothing.	1.4 Read about open air markets in Spanish speaking countries, view photographs and hear stories about them. Examine artifacts purchased from open air markets.	
1.6 Present information		

about student created pieces of clothing and its' price to the class.		
Connections	Comparisons	Communities
3.1 Students will read an advertisement to determine intended audience and purpose.	4.2 Students will demonstrate understanding of the concept of culture through comparisons between open air markets and shopping culture and their own.	

Text Set:

<p>Anchor Text: Descubre 1</p> <p>Activities: Acts. 1-2 pg. 191 (listening vocabulary)</p>	<p>Reading Assessments: Students will read an advertisement for clothing that's on sale and scan the document to: identify it as an advertisement, find cognates in the text, learn what the document is about, identify visual clues and how they can help determine meaning (photos etc.) and determine the intended audience of the document.</p> <p>Writing Prompts & Assessments: Timed Writing: Image you work for the marketing department in your favorite store. Write at least 8 sentences talking about the best pieces of clothing/quality, available sizes and colors, how they can purchase those items, and how much they cost. Remember you're talking to potential customers! Pitch the brand/clothes to them!</p> <p>Grammar Assessments:</p> <p>Regular formative grammar assessments from text.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
<p>Text: Descubre 1</p> <p>Activities: Acts. 3-4 pg. 191 (vocabulary)</p>	
<p>Text: Descubre 1</p> <p>Activities: Acts. 5-7 pg. 192-3 (vocabulary)</p>	
<p>Text: Descubre 1</p> <p>Activities: Act. 9 pg. 193 (vocabulary, expressing personalized opinions/beliefs, oral presentation)</p>	
<p>Text: Descubre 1 (Writing assessment turned into presentational project, <i>adjective vocab</i>, and <i>demonstrative adjective</i> use)</p> <p>Activities: Teacher created writing prompt and assessment. Visual creation of advertisement and presentation to class. Teacher created guidelines and rubric.</p>	
<p>Text: Descubre 1 (Saber and Conocer/Shopping People/Places Vocab)</p> <p>Activities: Notes, Inténtalo pg. 200, Acts. 1 pg. 200, Acts. 3 pg. 201 (quick speak), teacher created activities and assessments.</p>	
<p>Text: Descubre 1 (Indirect Object Pronouns/Shopping Verbs Vocab)</p> <p>Activities: Inténtalo pg. 203, Acts. 1-2 pgs.204, Act. 6 pg. 205 (quick speak), teacher created activities and materials.</p>	
<p>Text: Descubre 1 (Preterite Tense/Adverb Vocab)</p> <p>Activities: Notes, Inténtalo pg. 207, Acts. 1, 3, 4 pgs.208-9, teacher created activities and</p>	

materials. Teacher developed listening activities.	
Writing Instruction: Descriptive Writing FCAs: Correct verb conjugation in two tenses, gender and number Activities: Timed writing prompt	
Grammar Instruction: IOPs, Saber/Conocer, Preterite FCAs: IOPs, Correct usage of saber/conocer, Gender and Number agreement to talk about feelings/conditions. Activities: (Listed above)	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.7 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.8 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.9 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>
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Unit 2 – Ir de Compras/Shopping

Scope and Sequence

Week 1: Vocabulary – Clothing Words (Activities, Transportation, People, Places)

Introduction to Chapter 6 Shopping Vocabulary

Vocabulary work, jigsaw with flashcards, clothing project

Activities and Practice

Quiz

Week 2-2.5: Saber and Conocer/Places, People, and Misc. Vocabulary

Review rules of conjugating/verbs irregular in yo

Introduce Saber and Conocer (Notes)

Activities and Practice

Quiz

Week 3 & 4: Indirect Objects/Indirect Object Pronouns/Verbs Vocabulary

Review parts of speech. Review Direct Objects and their pronouns

Have students deduce/define what an indirect object is

Notes

Activities and Practice

Quiz

Week 5 & 6: The Preterite tense/Time Indicators Vocabulary

Review conjugating and the present tense

Have students deduce what the preterite tense is

Notes

Activities and Practice

Test

Weeks 7: Demonstrative Adjectives/All Chapter 6 nouns and adjectives eligible

Introduce Demonstrative Adjectives (Notes)

Activities and Practice

Quiz

Module Title: La Comida/Food

Subject: Spanish 2	Grade: 9-12	Timeline: 7 weeks
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Module Overview: Module 4
Using food vocabulary, students will be able to order food in a restaurant and talk about and describe food. Students will be able to make comparisons between different foods and state preferences for them as well.
Module Objectives: Grammar objectives listed and implemented using food vocabulary as a lens.
-Preterit of stem-changing verbs -Double Object Pronouns -Comparisons -Superlatives
Thematic Focus: La Comida/Food
Talking about food, ordering in a restaurant, comparing different foods, stating preferences.
Essential Questions:
How do we order food in a restaurant? How do we replace both indirect and direct objects? How do we say that some things are better/worse/prettier/smarter/ than other things? How do we talk about things being either the best or the worst?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>
1.7	Students will present personalized information to the class in Spanish. Including but not limited to: Asking and answering personalized questions about their food preferences. Students will be able to do this in both the present and the preterit.	1.5	Students will read about fruits and vegetables in America. Read about typical dishes in Peru, Spain and Colombia.	Preterit of Stem Changing Verbs Double Object Pronouns Comparisons and Superlatives
1.8	Students will listen to natives and non-natives ordering food in a restaurant.	1.6	Discuss the importance of food in Mexican culture. Particularly the tortilla and how it represents a cultural paradigm (flour vs. corn...Spanish vs. Native/Mestizo culture).	
1.9	Present information: restaurant skits in class.			
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>
3.1	Students will read a menu and an article and practice reading for the main idea and the author’s purpose.	4.2	Students will demonstrate understanding of the concept of culture through comparisons between the foods and traditions surrounding foods in our culture and in Latino/Spanish	
3.2	Students will read the menu and article to identify cognates, which can reinforce knowledge in the target language, and in others. They will use this			

information to identify intended audience and purpose.	culture.
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Text Set:

<p>Anchor Text: Descubre 1 Activities: Acts. 1-2 pg. 263 (listening vocabulary)</p>	<p>Reading Assessments: Students will read a menu and an article on the menu and its purpose. Students will <u>predict</u> content by reading the heading and identifying cognates within the text. <u>scan</u> the document to: identify it as an article/menu, determine the intended audience, and use visual clues and how they can help determine meaning (forks, in this case as a rating).</p>
<p>Text: Descubre 1 Activities: Acts. 3-4 pg. 263, Act. 5 pg. 265 (vocabulary)</p>	
<p>Text: Descubre 1 – Teacher created activity Activities: menu project (vocabulary). Use of teacher created guidelines and rubric. Oral presentation/skit using menus: in a restaurant.</p>	<p>Writing Prompts & Assessments: Timed Writing: Imagine you are a culinary critic and write a review for a local restaurant. Classify the restaurant (what type is it – Italian, Greek, Peruvian? Casual, fine dining? etc.), give it from 1 to 5 stars and give your recommendations for visitors. Include your opinion on the following:</p> <p>What kind of food do they serve? Is it of good quality?</p> <p>How is the service? Do they know the menu well?</p> <p>What is the ambiance like? Is it casual/formal? Is there music? Outdoor seating?</p> <p>Practical information: What are the prices like? Do they accept credit cards? What's the address and phone number? Who is the owner/general manager?</p>
<p>Text: Descubre 1 Activities: Vocabulary Quiz (teacher created)</p>	
<p>Text: Descubre 1 (Stem Changing Verbs in Preterit) Activities: Notes, Inténtalo pg. 274, Acts. 1-4 pg. 275-6, (quick speak), teacher created activities and work.</p>	
<p>Text: Descubre 1 (Double Object Pronouns) Activities: Notes, Inténtalo pg. 278, Acts. 1-2 pg. 279, Act. 4 pg. 280 (quick speak) teacher created activities, and assessments.</p>	
<p>Text: Descubre 1 (Comparisons/Superlatives) Activities: Notes, Inténtalo pg. 283, Acts. 1 pg. 284, teacher created activities and materials.</p>	
<p>Writing Instruction: Descriptive Writing FCAs: Correct verb conjugation, gender and number agreement Activities: Timed writing prompt</p>	
<p>Grammar Instruction: Stem Changing Verbs in the preterit, double object pronouns, comparisons and superlatives FCAs: Correct verb conjugations, gender and number, using double object pronouns correctly. Activities: (Listed above)</p>	<p>Grammar Assessments:</p> <p>Regular formative grammar assessments.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>

Ongoing Standards Addressed in This Unit:

Communication

- 1.10 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.11 Students understand and interpret spoken and written Spanish on a variety of topics.
- 1.12 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 4 – La Comida/Food

Scope and Sequence

Week 1: Vocabulary – Food Vocabulary (Fruits and Vegetables Vocabulary)

Introduction to Chapter 8 Food Vocabulary

Vocabulary activities and practice

Quiz

Week 2: Menu Project and Skit Project

Give project guidelines and rubrics

In class work with teacher guidance

Presentations and Menu submission

Week 3: Preterite of Stem Changing Verbs

Introduce skill(notes)

Activities and Practice

Quiz

Weeks 4 & 5: Double Object Pronouns/Carnes, Pescados, and Otras Comidas Vocabulary Sections

Review Direct Objects and Direct Object Pronouns

Review Indirect Objects and Indirect Object Pronouns

Review Reflexive Pronouns

Introduce Double Object Pronouns (notes)

Activities and Practice

Test

Week 6: Comparisons

Introduce Comparisons (notes)

Activities and Practice

Quiz

Week 7: Superlatives

Introduce Superlatives (notes)

Activities and Practice

Quiz

Module Title: Las Fiestas/Parties

Subject: Spanish 2	Grade: 9-12	Timeline: 5 weeks
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Module Overview: Module 5
Using party and celebration vocabulary, students will be able to express congratulations, express gratitude, and discuss stages of life, personal relationships, and types of celebrations within their culture and others.
Module Objectives: Grammar objectives listed and implemented using party vocabulary as a lens.
-Irregular Preterites -Verbs that change meaning in the preterite -¿Qué and Cuál?
Thematic Focus: Las Fiestas/Parties
Talking about familial and romantic relationships, celebrations, and milestones at different stages of our lives.
Essential Questions:
How do we offer congratulations to someone? What are ways we/other cultures celebrate life events? How do we talk about these things in both the past and the present?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>
1.10	Students will present personalized information to the class in Spanish. Including but not limited to: Asking and answering personalized questions about how they celebrate different events/Holidays.	1.7	Students will read about "Semana Santa" celebrations in the Spanish Speaking world. Learn terms related to parties and celebrations. Read about the International Music Festival in Chile.	Irregular Preterites Verbs that change meaning in the preterit Question words: Qué and Cuál
1.11	Students will listen to natives and non-natives discussing life events/stages of life.	1.8	Discuss the use of regalia or items that help regions celebrate different events. i.e. ojos de Dios, Calaveras, alfombras etc.	
1.12	Present information: milestone events from their stages of life.			
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>
3.1	Students will read a sample of a society section of a newspaper. They will use headings, skimming and scanning, and predicting to determine what type of article they are reading.	4.2	Students will demonstrate understanding of the concept of culture through comparisons between celebrations in their own lives and traditions surrounding	
3.2	Students will read the article to identify cognates, which can			

reinforce knowledge in the target language, and in others. They will use this information to identify intended audience and purpose.	celebrations in Latino/Spanish culture.
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Text Set:

<p>Anchor Text: Descubre 1</p> <p>Activities: Acts. 1-2 pg. 301 (listening vocabulary)</p>	<p>Reading Assessments: Students will read a sample newspaper section that has several articles. Students will predict content by reading the heading and identifying cognates within the text. scan the document to: identify it as an the society section, determine the intended audience, and use visual clues and how they can help determine meaning (photos of weddings, engagements etc.).</p> <p>Writing Prompts & Assessments:</p> <p>Planned writing: a comparative analysis. Students will use a venn diagram to compare an event in their lives to a common latino celebration (i.e. sweet sixteen to a quincea). When finished students will write a composition comparing and contrasting the two using words that express similarities and differences.</p> <p>Grammar Assessments:</p> <p>Regular formative grammar assessments.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
<p>Text: Descubre 1</p> <p>Activities: Acts. 3-4 pg. 301, Acts. 5 -7 pgs. 302-3</p>	
<p>Text: Descubre 1 – Teacher created activity</p> <p>Activities: Stages of life presentation. Students will use the three tenses they’ve learned throughout Spanish to discuss major past events (stages of life) and predict future events. Students will present information to the class via a Powerpoint, Prezi, or other presentational platform.</p>	
<p>Text: Descubre 1</p> <p>Activities: Vocabulary Quiz (teacher created)</p>	
<p>Text: Descubre 1 (Irregular Preterites)</p> <p>Activities: Notes, Inténtalo pg. 311, Acts. 1-2 pg. 312, teacher created materials, regular interval quizzes</p> <p>--Assign U Group of Irregulars w. Misc. Vocabulary</p> <p>--Assign Personal Relationships vocab section with I group</p> <p>--Assign Stages of Life vocab section with J group.</p>	
<p>Text: Descubre 1 (Qué and Cuál)</p> <p>Activities: Notes, Inténtalo pg. 316, Act 1 pg. 317. Teacher created materials</p>	
<p>Text: Descubre 1 (Verbs that change meaning in the preterite)</p> <p>Activities: Notes, Inténtalo pg. 314, Acts 1-2 pg. 315.</p>	
<p>Text: Descubre 1 (Verbs that change meaning in the preterite)</p> <p>Activities: Students will use the verbs conocer, poder, querer and saber to create a short dialog. They will write a short scene from a</p>	

telenovela – playing out a love triangle.	
Writing Instruction: Descriptive Writing FCAs: Correct verb conjugation, gender and number agreement Activities: Timed writing prompt	
Grammar Instruction: Irregular preterites, verbs that change meaning in the preterite, qué and cuál FCAs: Correct verb conjugations, gender and number, using double object pronouns correctly. Activities: (Listed above)	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.13 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.14 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.15 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>

Unit 5 – Las Fiestas/Parties

Scope and Sequence

Week 1: Vocabulary – Party Vocabulary (Celebrations and Celebration Verbs)

Introduction to Chapter 9 Party Vocabulary

Vocabulary activities and practice

Quiz

Weeks 2-4: Irregular Preterite Verbs

(Week 2)

Large review of the simple preterite

U group introduction/Misc. Vocabulary

Activities and Practice

Quiz

(Week 3)

I group introduction/Personal Relationships Vocabulary

Activities and Practice

Quiz

(Week 4)

J stem introduction/Stages of Life Vocabulary

Activities and Practice

Quiz

Week 5: Verbs that change meaning in the preterite and Qué and Cuál

Introduce skills (notes)

Activities and Practice

Quiz

