



Spanish 2

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Spanish 2		
Course Title:	Spanish 2		
Prerequisite(s):	Spanish 1 <i>or</i> Spanish 1B <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	This course explores the intricate connections between individuals and their communities, emphasizing the importance of social interaction within public spaces. Students will examine how cultural influences shape shopping habits and the role of food in linking us to our heritage and community, fostering a sense of belonging. Additionally, participants will share and reflect on their past travel experiences, highlighting how these journeys inform their understanding of diverse cultures and social dynamics. Through discussions and collaborative activities, learners will gain insights into how our surroundings and shared experiences shape our identities and relationships within society.		
Course Essential Questions:	<ul style="list-style-type: none"> ● What does it mean to be part of a group or team? ● How do we connect through community events? ● How does music build a global community? ● How do public spaces shape social interactions? ● How does culture shape shopping habits? ● How has technology transformed gathering places? ● How do foods connect us to our past? 		

	<ul style="list-style-type: none"> • How does food connect us to family and community? • How do our eating habits impact the environment? • How does one experience culture through travel? • How do we connect with other cultures through travel?
Course Enduring Understandings:	<ul style="list-style-type: none"> • Being part of a group or team unites people with common community interests. • Social interaction provides the context for students to build communicative and cultural proficiency. • Culture, family, and community affect what we eat. • Traveling builds one's cultural competence.
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year <input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	EntreCulturas 2
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)
Year at a Glance (Units):	Unit 1 - Aficionados unidos (United fans) (~8-10 weeks) Unit 2 - La Plaza Mayor (The Main Plaza) (~8-10 weeks) Unit 3 - La cocina de mi familia (The cooking of my family) (~8-10 weeks) Unit 4 - Mi viaje inolvidable (My unforgettable trip) (~8-10 weeks)

Unit Number and Title:	Unit 1 - Aficionados unidos (United fans)
Duration:	~8-10 weeks
Resource(s):	EntreCulturas 2
Unit Overview:	In this unit, students will learn that sports, music, and community events allow people to connect in a global community.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> • What does it mean to be part of a group or team? • How do we connect through community events? • How does music build a global community?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Being part of a group or team unites people with common community interests.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • interrogative words. • vocabulary related to activities and clubs. • vocabulary related to extending and accepting invitations. • vocabulary related to giving opinions on music. • infinitive expressions to express preferences and obligations. • comparative expressions. • interests and activities of young people in Spanish-speaking communities, focusing on Chile. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • listen to and read about the interests and activities of young people in Spanish-speaking communities • exchange invitations and information about sports and extracurricular groups or clubs. • comprehend texts about the activities of young people in Spanish-speaking communities. • share information and preferences with others about community events. • investigate how common interests unite people in different cultures.

Unit Number and Title:	Unit 2 - La Plaza Mayor (The Main Plaza)
Duration:	~8-10 weeks
Resource(s):	EntreCulturas 2
Unit Overview:	In this unit, students will learn that across cultures, people find places to interact and build community both online and in person.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1)
Essential Question(s):	<ul style="list-style-type: none"> ● How do public spaces shape social interactions?

	<ul style="list-style-type: none"> ● How does culture shape shopping habits? ● How has technology transformed gathering places?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Social interaction provides the context for students to build communicative and cultural proficiency.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● affirmative and negative tú commands of both regular and irregular verbs. ● impersonal and Passive <i>se</i> in order to say what one does at a place in the city. ● reciprocal verbs to indicate what people do with one another. ● vocabulary related to public spaces in a city with a focus on Argentina. ● vocabulary related to places to shop. ● vocabulary related to online technology. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● give directions around the city. ● present information about shopping habits and social interactions. ● comprehend texts about places in the Spanish-speaking world where people interact in person and virtually. ● exchange information about the places and ways you interact with others. ● investigate how technology can provide opportunities for intercultural experiences.

Unit Number and Title:	Unit 3 - La cocina de mi familia (The cooking of my family)
Duration:	~8-10 weeks
Resource(s):	EntreCulturas 2
Unit Overview:	In this unit, students will learn that the theme of food provides the context for students to build communicative and cultural proficiency.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● How do foods connect us to our past? ● How does food connect us to family and community? ● How do our eating habits impact the environment?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Culture, family, and community affect what we eat.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● imperfect -ar/-er/-ir verbs to express what people used to eat and cook. ● imperfect of ver, ir, and ser. ● direct object pronouns (what or whom) to avoid repetition. ● vocabulary related to food with the focus on Cuba. ● vocabulary related to places to eat. ● vocabulary related to sustainable agriculture in cities. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● exchange information about their food preferences now and in the past. ● comprehend texts about food. ● present to others where they can buy foods they enjoy with family and friends. ● investigate how our foods connect us with the world and impact the environment. ● view, listen to, and read information about food

Unit Number and Title:	Unit 4 - Mi viaje inolvidable (My unforgettable trip)
Duration:	~ 8-10 weeks
Resource(s):	EntreCulturas 2
Unit Overview:	In this unit, students will learn that the relationship between culture and travel provides the context to build communicative and cultural proficiency.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> • How does one experience culture through travel? • How do we connect with other cultures through travel?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Traveling builds one's cultural competence.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary related to travel with a focus on Ecuador. • vocabulary related to activities while traveling. • expressions of the past. • preterite of regular AR, ER and IR verbs. • preterite of select irregular verbs. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • interpret images, texts, and videos to discover the Spanish-speaking world and the activities people enjoy there. • exchange information about past travel and experiences with diverse cultures. • present information about past experiences.