

Graciela Cummins

	Name of Course: Spanish 2 Http://www.doe.mass.edu/frameworks/worldlanguages Syllabus: in Google Classroom stream and Classwork
	UNIT: LA COMIDA Food and Beverages <u>and</u> LA COMIDA Healthy Eating and Activity Habits Proficiency Level: Novice Mid-Intermediate Low AP Theme: Global Issues and Challenges
Essential Questions	• What do I need to eat and drink to be healthy? • How do my decisions and actions about what I eat and drink affect my health? • How do my community's eating and drinking habits compare to those of other communities in the Spanish-speaking world?
Standards	1.a; 1.b; 2.b; 2.c; 3.a; 3.c; 4.a; 5.a; 5.b; 6.a.1; 6.a.2; 6.b.1; 6.b.3; 7.a
Concepts and skills	• Giving basic information about food and food and activities healthy habits • Expressing likes and dislikes (verb Gustar and Encantar with nouns) • Describe food and beverages (gender/number adjective and noun matching) • Write and speak in sentences with -er and -ir verbs and the verb ser in the present tense • Asking and answering questions (verb hacer)
Content Objectives "I can..." Statements	• I can talk and write about the importance of a healthy eating/drinking daily routine • I can talk/write about what essential foods and beverages are • I can identify my likes and dislikes of foods and beverages • I can evaluate and compare culturally different daily routines • I can interview a friend about their routines and give them constructive feedback • I can compare my eating/drinking routine to routines in some Spanish-speaking communities
Assessments Products, Vocabulary, practice	LA COMIDA:¿DESAYUNO O ALMUERZO?: scope and sequence, formative assessments, and activities LA COMIDA: PARA MANTENER LA SALUD: scope and sequence, formative assessments, and activities
Text, Materials	No materials provided by the system.

And Resources	Modeled activities in textbook and workbook samples from “Auténtico 1” from Savvas TPT bought by teacher Materials created by teacher
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	UNIT: LOS PASATIEMPOS: ¿Adónde van? <u>and</u> LOS PASATIEMPOS ¿Quieres ir conmigo? Proficiency Level: Novice Mid-Intermediate Low AP Theme: Global Issues and Challenges
Essential Questions	• How do leisure activities compare between Spanish-speaking countries and the United States? • What value do different cultures place on leisure activities?
Standards	1.a; 1.b; 2.b; 2.c; 3.a; 3.c; 4.a; 5.a; 5.b; 6.a.1; 6.a.2; 6.b.1; 6.b.3; 7.a
Concepts and skills	• Expressing what leisure activities people do and where • Expressing with whom one goes and at what time in the day • Extending, accepting, and declining invitations • Expressing at what time something happens • Apply the verb IR (to go) • Ask and respond to questions (use of interrogatives words and word order in questions) • Apply the verb JUGAR (to play) • Apply the FUTURE TENSE (ir + a + infinitive) • Talk about leisure activities in the Spanish-speaking world • Express opinions on after-school activities in our personal lives and in the lives of people in the Spanish-speaking world
Content Objectives “I can...” Statements	• I can listen and read about leisure activities and schedules • I can talk and write about places to go and activities to do during free time • I can exchange information about weekend plans • I can listen to and read invitations and responses

	• I can discuss and write an invitation and an activity plan • I can exchange information while responding to an invitation • I can identify cultural practices i an authentic video about community, sports, and free time activities • I can understand the meaning and role of children’s rhymes from the Spanish-speaking world • I can compare leisure and extracurricular activities in the Spanish-speaking world and the United States
Assessments Products, Vocabulary, practice	
Text, Materials And Resources	No materials provided by the system. Modeled activities in textbook and workbook samples from “Auténtico 1” from Savvas TPT bought by me Materials created by teacher

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	UNIT: DE COMPRAS: <u>¿Cuánto cuesta? ¡Qué regalo!</u> Proficiency Level: Novice Mid-Intermediate Low AP Theme: Global Issues and Challenges
Essential Questions	• How does consumerism compare between Spanish-speaking countries and the United States? • What value do different cultures place on acquisition of clothing and gifts?
Standards	1.a; 1.b; 2.b; 2.c; 3.a; 3.c; 4.a; 5.a; 5.b; 6.a.1; 6.a.2; 6.b.1; 6.b.3; 7.a
Concepts and skills	• Talk and write messages about shopping and gifts • Talk about stores and malls • Talk about leisure activities, work and chores

	• Talk about historical events and dates • Talk about things using direct object pronouns; verbs with stem changes (<i>o to ue, and e to ie</i>); verbs <i>probar(se)</i> to try on as opposed to to try; <i>quedar</i> (to fit) that uses the same structure as the verb <i>gustar</i>; <i>pensar + infinitive</i> (to plan on doing something) • Talk about activities in the past using the preterite of <i>-ar</i> verbs plus <i>-car, -gar</i>, verbs; and <i>-er</i> and <i>-ir</i> verbs. • Talk about activities in the past using context vocabulary to indicate so as in <i>hace...</i> (ago); <i>el año/la semana pasado/a</i> • Talk about United States Hispanic commercial centers
Content Objectives “I can...” Statements	• Listen to and read descriptions of gifts and gift stores • Talk and write about items you’ve bought and their price • Exchange information while comparing gifts and price • Identify cultural practices in an authentic video about shopping and stores • Compare cultural perspectives about shopping malls in Chile and the United States • Explain the role of markets and specialty stores in Spanish-speaking countries • Compare the significance of gifts in a Mexican festival and in holidays in the United States
Assessments Products, Vocabulary, practice	DE COMPRAS: ¿CUÁNTO CUESTA and ¡QUÉ REGALO!
Text, Materials And Resources	No materials provided by the system. Modeled activities in textbook and workbook samples from “Auténtico 1” from Savvas TPT bought by teacher Materials created by teacher
	Name of Course: Spanish 2 Http://www.doe.mass.edu/frameworks/world_languages Syllabus: in Google Classroom stream

	UNIT: School Life/Classroom environment (Lesson 2 in Avancemos1) Proficiency Level: Novice Mid-Intermediate Low AP Themes: *Personal and Public Identity *Interdisciplinary
Essential Questions	What do I need to succeed in school? How do my decisions and actions affect my success in school? How does one's daily routine affect the outcome of academic life?
Standards	1.a; 1.b; 2.b; 2.c; 3.a; 3.c; 4.a; 5.a; 5.b; 6.a.1; 6.a.2; 6.b.1; 6.b.3; 7.a
Concepts and skills	• Giving basic information • Asking and answering questions (interrogatives and word order) • Describe classes and classroom objects (gender/number) • Describe where things are located (verb estar) • Describe feelings and location (verb estar) (verb ir)
Content Objectives "I can..." Statements	• I can talk and write about the importance of a productive daily routine • I can talk/write about what and where essential classroom objects are located • I can identify my feelings in various situations • I can explain the importance of collaborative learning • I can explain the use or misuse of technology • I can evaluate and compare different daily routines to be academically successful • I can interview a friend about their routines and give them constructive feedback • I can compare my school routine and classes to a Mexican school routine and classes
Assessments Products, Vocabulary, practice	Located in the Google Classroom listed below Avancemos Uno Digital Program TPT Self-made in Google Classroom
Text, Materials And Resources	Avancemos Uno: Unit 2, Lesson 2 "En la Escuela" (Mexico) Google Classroom posted Resources for Spanish 2 C.P. and Honors- Semester 1