

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Spanish 2

Grade Level: 9-12

Date of Board Approval: _____2018_____

Planned Instruction

Title of Planned Instruction: Spanish 2

Subject Area: World Language

Grade(s): 9-12

Course Description: This course is designed as a logical progression from Spanish 1. Students will continue their development of listening, speaking, reading and writing, while developing a deeper appreciation for the Spanish culture. Students will be introduced to new thematic vocabulary and grammatical concepts while building upon previous vocabulary and grammar to facilitate communication and understanding in authentic language situations. Students will exercise with rigor the four language skills regularly to develop proficiency in the second language. This course is conducted for the most part in Spanish and technology is integrated whenever appropriate to support and enhance learning in the second language.

Time/Credit for the Course: 1 Year/1 Credit

Curriculum Writing Committee: Raycharlyn Krasulski

Curriculum Map

1. Marking Period One

- **Overview:**

Students will explore the influence of the Hispanic community in the United States as well as study the travel theme by describing personal vacations with those taken by others to various locations around the world. (45 Days)

- **Goals:**

- Understanding of:**

- **PRELIMINARY CHAPTER**
 - Culture
 - The influence of the Hispanic community in the United States
 - Vocabulary
 - Descriptions of People
 - Activities
 - Places
 - Emotions
 - Food
 - Grammar
 - Definite & Indefinite Articles
 - Subject Pronouns & SER
 - Adjectives
 - The verb TENER
 - The verb GUSTAR
 - IR + A
 - SER or ESTAR
 - Present Tense Regular Verbs
 - Present Tense Stem-changing Verbs
 - Communication: Interpretational, Interpersonal & Presentational
 - Identify & describe people
 - Talk about likes & dislikes
 - Say where you and your friends go
 - Describe how you and others feel
 - Talk about what you and your friends do
- **UNIT 1: Lesson 1 & 2**
 - Culture
 - Explore the Costa Rica and its culture
 - Vocabulary
 - Travel Preparations
 - At the airport

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- Around town
- Vacation Activities
- Vacation Lodgings
- Gifts & Souvenirs
- Grammar
 - Using the Personal A
 - Direct Object Pronouns
 - Indirect Object Pronouns
 - Using Interrogatives
 - Preterite of Regular -ar Verbs
 - Preterite of Irregular Verbs: IR, SER, HACER, VER & DAR
- Communication: Interpretational, Interpersonal & Presentational
 - Discuss travel preparations
 - Talk about things you do at the airport
 - Ask how to get around town
 - Say where you went and what you did on vacation
 - Ask informative questions
 - Talk about buying gifts & souvenirs

2. Marking Period Two -Overview with time range in days:

- **Overview:**

Students will talk about sporting events and ways to stay healthy. Students will discuss their daily routines while exploring the culture of Argentina. Students will study shopping in a Spanish-speaking community and compare and contrast that to shopping in the U.S. Students will also investigate the differences in the way that cities in Puerto Rico and Panama are structured, both physically and in the way that communities are built and comprised. (45 days)
- **Goals:**

Understanding of:

 - **UNIT 2: Lesson 1 & 2**
 - Culture
 - Explore Argentina, the World Cup, & Daily Routines
 - Vocabulary
 - Sports
 - Staying Healthy
 - Daily Routines
 - Sequencing Words
 - Parts of the Body
 - Grammar
 - Adverbs with -mente
 - Preterite of -ER and -IR verbs
 - Demonstrative adjectives and pronouns

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- Reflexive Verbs
- Present Progressive
- Communication: Interpretational, Interpersonal & Presentational
 - Talk about sporting events and athletes
 - Discuss ways to stay healthy
 - Point out specific people and things
 - Retell events from the past
 - Discuss your daily routine
 - Clarify the sequence of events
 - Say what you and others are doing right now or intend to do
- **UNIT 3 Lesson 1**
 - Culture
 - Explore Puerto Rico & shopping.
 - Vocabulary
 - Clothing and personal items
 - Places to shop
 - Expressing opinions
 - Grammar
 - Verbs like GUSTAR
 - Present Tense of irregular **yo** verbs
 - Pronouns after prepositions
 - Communication: Interpretational, Interpersonal & Presentational
 - Talk about clothing, shopping and personal needs
 - Say whom things are for
 - Express opinions

3. Marking Period Three -Overview with time range in days:

- **Overview:**

Students will continue their study on shopping in a Spanish-speaking community and compare and contrast that to shopping in the U.S. Students will also discuss ancient civilizations and modern cities along with their influences. (45 days)
- **Goals:**

Understanding of:

 - **UNIT 3: Lesson 2**
 - Culture
 - Explore Puerto Rico and Panama, handicrafts and cultural practices.
 - Vocabulary
 - Items at a marketplace
 - Expressions of courtesy
 - Grammar
 - HACE + Expressions of Time

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- Irregular preterite verbs
- Preterite of -ir stem-changing verbs
- **Communication: Interpretational, Interpersonal & Presentational**
 - Describe past activities and events
 - Ask for and talk about items at a marketplace
 - Express yourself courteously

- **UNIT 4 Lesson 1 & 2**
 - **Culture**
 - Explore Mexico and storytelling
 - **Vocabulary**
 - Legend terms
 - Words to describe people
 - Words associated with ancient civilizations and modern cities
 - Giving directions
 - **Grammar**
 - Past Participles as Adjectives
 - The imperfect tense
 - Preterite versus imperfect
 - Verbs with i→ y spelling changes in the preterite
 - Preterite of -car, -gar, -zar verbs
 - More verbs with irregular preterite stems
 - **Communication: Interpretational, Interpersonal & Presentational**
 - Describe continuing activities in the past
 - Narrate past events and activities
 - Describe people, places, and things
 - Describe early civilizations and their activities
 - Describe the layout of a modern city
 - Ask for and give directions

Marking Period Four -Overview with time range in days:

- **Overview:**

Students will learn to order in a restaurant and comment on the taste of food, how to politely request items and foods associated with a restaurant setting. Students will follow a recipe and learn how to create a recipe for a Spanish dish. Students will also explore the cultures of Spanish-speaking countries by investigating intensively select aspects of culture of a designated country. (45 days)

- **Goals:**

Understanding of:

 - **UNIT 5: Lesson 1 & 2**
 - **Culture**
 - Explore Spain including mealtimes and the food practices

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- Vocabulary
 - Ingredients
 - Food Preparation
 - Food Description
 - Meals
 - Phrases used in a Restaurant
 - Restaurant Dishes
- Grammar
 - Formal Commands
 - Formal Commands with Pronouns
 - Affirmative and Negative Words
- Communication: Interpretational, Interpersonal & Presentational
 - Identify and describe ingredients
 - Talk about food preparations and follow recipes
 - Give instructions and make recommendations
 - Order meals in a Restaurant
 - Talk about meals & dishes
 - Describe food & service

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UNIT: 1-6

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

Big Idea #2: Gain Knowledge and Understanding of Other Cultures

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

- Social interactions, practices, and perspectives Students know abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

Big Idea #3: Connect with Other Disciplines and Acquire Information

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

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Big Idea #4: Develop Insight into the Nature of Language and Culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

Big Idea #5: Participate in Multilingual Communities at Home and Around the World

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

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Curriculum Plan

Unit: PRELIMINARY

Time Range in Days: 15 Days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: My friends & I

Goals: Students will be able to identify and describe people, talk about likes and dislikes, say where you and your friends go, describe how you and others feel, and talk about what you and your friends do.

Objectives:

1. Review vocabulary in context: greetings, how to identify people, describe people, activities, food, places, feelings, & plans. (DOK Level 1, 2, 3, 4)
2. Practice definite and indefinite articles, subject pronouns, and **ser** in the present tense. (DOK Level 1, 2)
3. Practice adjective agreement and the verb **tener** in the present. (DOK Level 1, 2)
4. Practice the verb **gustar**. (DOK Level 1, 2)
5. Differentiate between the verbs **ser** and **estar** to describe people and things. (DOK Level 1, 2, 3)
6. Practice the **ir + a** structure to state what one is going to do or where one is going to. (DOK Level 1, 2)
7. Use the present tense of both regular and stem-changing verbs to describe what people are doing. (DOK Level 1, 2, 3)
8. To use grammar and vocabulary concepts presented in the Preliminary chapter to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)
9. Recognize and identify examples of how Hispanic culture has influenced the United States. (DOK Level 1, 2, 3, 4)

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Core Activities and Corresponding Instructional Methods:

- VOCABULARIO:
 - Libro p. 29 En resumen: Vocabulario
- GRAMÁTICA:
 - Libro p. 4-5 Definite & Indefinite Articles, Subjects Pronouns & SER
 - Libro p. 8-9 Adjectives & the Verb TENER
 - Libro p. 16 Go to a place or activity
 - Libro p. 21 SER or ESTAR
 - Libro p. 24-25 Present Tense Regular & Stem-changing Verbs

Suggested activities that incorporate vocabulario y gramática:

- ESCUCHAR:
 - Libro p. 3 A responder
 - Libro p. 15 A responder
 - Libro p. 19 A responder
 - Libro p. 23 A responder
- LEER:
 - Libro p. 4 Act. 1
 - Libro p. 5 Act. 3
 - Libro p. 12 Act. 9
 - Libro p. 16 Act. 12
 - Libro p. 25 Act. 24
- HABLAR:
 - Libro p. 4 Act. 2
 - Libro p. 9 Act. 7
 - Libro p. 13 Act. 11
 - Libro p. 17 Act. 16
 - Libro p. 24 Act. 22
 - Libro p. 25 Act. 25
 - Libro p. 28 Act. 28
- ESCRIBIR:
 - Libro p. 4 Act. 4
 - Libro p. 8 Act. 5
 - Libro p. 16 Act. 13
 - Libro p. 20 Act. 18
 - Libro p. 21 Act. 20
 - Libro p. 24 Act. 22
 - Libro p. 25 Act. 24

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Assessments:

Diagnostic:

- Spanish 2 Diagnostic Exam
- Class discussions & oral questions
- Graphic Organizers

Formative:

- VOCABULARIO:
 - PREL Test: On-level: p. 8 Act. C
- GRAMÁTICA:
 - Libro: Repaso: p. 31 Act. 4
 - Libro: Repaso: p. 31 Act. 5
- ESCUCHAR:
 - Libro: Repaso: p. 30 Act. 1
 - PREL Test: On-level: p. 7 Act. A
- LEER:
 - Libro: Repaso: p. 31 Act. 3
 - PREL Test: On-level: p. 10 Act. I
- HABLAR:
 - Libro: Repaso: p. 30 Act. 6
 - Libro: p. 17 Act. 15
- ESCRIBIR:
 - PREL Test: On-level p. 12

Summative:

- None applicable

Extensions:

- Supplemental vocabulary, grammar, listening, reading, & writing activities from Cuaderno: Práctica por niveles II
- Cultural discussions, activities and/or projects

Correctives:

1. More extensive direct instruction, practice, and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly using “Did you get It?” activities and Unit Resource Book: Practice Games
3. Use of technological resources available at my.hrw.com

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Materials and Resources:

PRINT RESOURCES:

- ¡Avancemos! Level 2 textbook
- Cuaderno: Práctica por Niveles Level 2

NON-PRINT RESOURCES:

- www.classzone.com:
 - Animated Grammar
 - Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
 - @Home Tutor
 - conjuguemos.com
 - Downloads

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

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Unit: 1

Time Range in Days: 24-30 Days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Travel: Let's take a trip and tell others about the trip.

Goals: Students will be able to discuss travel preparations, talk about things that one can do in an airport, as well as ways of getting around town. Students will also describe where they went and what they did on vacation. They will demonstrate an ability to ask for information and talk about buying gifts and souvenirs on their trip.

Objectives:

1. Identify travel preparations for travel to a foreign country correctly. (DOK level 1)
2. Explain what they do in the airport as well as how they got around town while traveling properly using the direct and indirect object pronouns. (DOK level 1, 2, 3, 4)
3. Compose information questions using the Spanish interrogatives to use while while traveling. (DOK level 4)
4. Sequence events that detail where they went using the preterite of –ar verbs. (DOK level 3)
5. Describe what they saw and what they did using the preterite of the verbs **ir, ser, ver, dar, hacer**. (DOK level 1, 2, 4)
6. Use grammar and vocabulary concepts presented in Unit 1 to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- VOCABULARIO:
 - U1L1: Libro p. 55 En resumen: Vocabulario
 - U1L2: Libro p. 79 En resumen: Vocabulario
- GRAMÁTICA:
 - U1L1: Libro p. 41 Direct Object Pronouns
 - U1L1: Libro p. 46 Indirect Object Pronouns
 - U1L2: Libro p. 64 Interrogatives

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- U1L2: Libro p. 65 Preterite of -ar Verbs
- U1L2: Libro p. 70 Preterite of Irregular Verbs: IR, SER, HACER, VER, DAR

Suggested activities that incorporate vocabulario & gramática:

ESCUCHAR:

- U1L1: Libro p. 37 A RESPONDER
- U1L1: Libro p. 56 Act. 1
- U1L1: CDP: Escuchar A, B, C
- U1L2: Libro p. 61 A RESPONDER
- U1L2: Libro p. 71 Act. 14
- U1L2: Libro p. 80 Act. 1
- U1L2: CDP: Escuchar A, B, C

LEER:

- U1L1: Libro p. 40 Act. 4
- U1L1: Libro p. 57 Act. 3
- U1L1: CDP: Leer A, B, C
- U1L2: Libro p. 71 Act. 13
- U1L2: Libro p. 75 Act. 20
- U1L2: CDP: Leer A, B, C

HABLAR:

- U1L1: Libro p. 38 Act. 2
- U1L1: Libro p. 40 Act. 5
- U1L1: Libro p. 42 Act. 6
- U1L1: Libro p. 45 Act. 11
- U1L2: Libro p. 62 Act. 2
- U1L2: Libro p. 67 Act. 7
- U1L2: Libro p. 80 Act. 2

ESCRIBIR:

- U1L1: Libro p. 38 Act. 3
- U1L1: Libro p. 47 Act. 12
- U1L1: Libro p. 51 Act. 22
- U1L2: Libro p. 62 Act. 1

- U1L2: Libro p. 66 Act. 5, 6
- U1L2: Libro p. 71 Act. 12

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- U1L2: Una tarjeta postal

Assessments:

Diagnostic:

- Class discussions & oral questions
- Graphic Organizers

Formative:

- VOCABULARIO:
 - U1L1: On-level: p. 17 Prueba I
 - U1L1: On-level: p. 23 Vocabulario & Gramática Part C
 - U1L2: On-level: p. 34 Prueba I
 - U1L2: Modified: p. 24 Part D
- GRAMÁTICA:
 - U1L1: On-level: Gramática I Quiz Part A
 - U1L1: Modified: p. 13 Gramática Part F
 - U1L2: On-level: p. 41 Part G
 - U1L2: Modified: p. 24 Part E
 - U1L2: On-level: p. 53 Part H
- ESCUCHAR:
 - U1L1: Modified: p. 11 Escuchar Part A
 - U1L1: Modified: p. 11 Escuchar Part B
 - U1L2: Modified: p. 23 Part A
- LEER:
 - U1L1: On-Level: p. 25 Leer Part H
 - U1L2: Modified: p. 26 Part I
- HABLAR:
 - U1L1: Modified: p. 16 Hablar Part L
 - U1L2: Modified: p. 28 Part M
- ESCRIBIR:
 - U1L1: Modified: p. 17 Escribir Part M
 - U1L2: Modified p. 29 Part N

Summative:

- U1 Project: Travel: Create a conversation about what is needed at different points of an excursion to another country using SLIDES.

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Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cuaderno Práctica por niveles II
- Cultural discussions, activities and/or projects:
Lección 1:
 - ESCRIBIR: Create a tourist brochure for Costa Rica. (Avancemos, p. 34)
 - HABLAR: Charades: Ask students to act out the vocabulary for travel, airport terms, getting around town. (Avancemos, p. 36)
 - ESCUCHAR: Listen as a family plans a vacation. Then describe things that you see in an airport. (Avancemos, p. 39)
 - ESCRIBIR: Write an email describing your first flight. How did you prepare for the flight? What happened before, during, and after the flight? (Avancemos, p. 51)
 - LEER: Read about an eco-adventure park and write about the things that one can do there. (Avancemos, p. 52-53)

Lección 2:

- ESCRIBIR: Write about the places and things that you would visit on a trip to Costa Rica. (Avancemos, p. 58)
- ESCRIBIR, ESCUCHAR & HABLAR: Make some notes of your best and worst vacations. Where did you go? What did you do? Discuss in small groups and decide who has had the best vacation as well as the worst. (Avancemos, p. 66)
- ESCUCHAR & ESCRIBIR: Listen to a description of what some did earlier in that day. Then write about the things that you did in and out of school with your group. (Avancemos, p. 68)
- LEER: Read about climate and geographic differences between Costa Rica and Chile. Discuss how the differences influence the vacation activities of each country. (Avancemos, p. 76-77)

Correctives:

1. More extensive direct instruction, practice, and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly using “Did you get it?” activities and Unit Resource Book: Practice Games
3. Use of technological resources available at my.hrw.com

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Materials and Resources:

PRINT RESOURCES:

- ¡Avancemos! Level 2 textbook
- Cuaderno, Práctica por Niveles Level 2

NON-PRINT RESOURCES:

- www.classzone.com: Available for Unidad 1 Lecciones 1 & 2
 - Animated Grammar
 - Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
 - @Home Tutor
 - conjuguemos.com
 - Downloads

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

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Unit: 2

Time Range in Days: 24-30 Days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: The World Cup & our Daily Routine

Goals: Students will be able to discuss sporting events and athletes, explain ways to stay healthy, identify specific people and places, and sequence events from the past. Students will also discuss daily routines, and explain what one is doing now and what one plans to do.

Objectives:

1. Students will be able to examine the importance of competitive sporting events and be able to discuss them. (DOK level 4)
2. Students will explain ways of staying healthy. (DOK level 1, 2, 3, 4)
3. Students will formulate sentences using adverbs that explain how someone does something. (DOK level 3, 4)
4. Students will explain where they went using the preterite of –er/-ir verbs. (DOK level 2, 3 4)
5. Students will classify actions as present tense or preterite tense. (DOK level 3)
6. Students will determine what people and things are using demonstratives. (DOK level 3)
7. Use grammar and vocabulary concepts presented in Unit 2 to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- VOCABULARIO:
 - U2L1: Libro p. 109 En resumen: Vocabulario
 - U2L2: Libro p. 133 En resumen: Vocabulario
- GRAMÁTICA:
 - U2L1: Libro p. 94 Adverbs with -mente
 - U2L1: Libro p. 95 Preterite of -er/-ir verbs
 - U2L1: Libro p. 100 Demonstrative Adjectives & Pronouns

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- U2L2: Libro p. 119 Reflexive Verbs
- U2L2: Libro p. 124 Present Progressive

Suggested activities that incorporate vocabulario y gramática:

- **ESCUCHAR:**

- U2L1: Libro p. 91 A RESPONDER
- U2L1: Libro p. 110 Act. 1
- U2L1: CDP ESCUCHAR A, B, C
- U2L2: Libro p. 115 A RESPONDER
- U2L2: Libro p. 125 Act. 14
- U2L2: CDP ESCUCHAR A, B, C

- **LEER:**

- U2L1: Libro p. 92 Act. 2
- U2L1: Libro p. 94 Act. 3
- U2L1: Libro p. 104 Act. 19
- U2L1: CDP LEER A, B, C
- U2L2: Libro p. 116 Act. 3
- U2L2: Libro p. 120 Act. 7
- U2L2: CDP LEER A, B, C

- **HABLAR:**

- U2L1: Libro p. 94 Act. 4
- U2L1: Libro p. 96 Act. 6
- U2L2: Libro p. 116 Act. 1, 2
- U2L2: Libro p. 121 Act. 8
- U2L2: Libro p. 123 Act. 12
- U2L2: Libro p. 125 Act. 14
- U2L2: Libro p. 126 Act. 16

- **ESCRIBIR:**

- U2L1: Libro p. 96 Act. 5
- U2L1: Libro p. 101 Act. 13
- U2L1: Libro p. 105 Act. 21
- U2L1: Libro p. 110 Act. 2
- U2L2: Libro p. 121 Act. 9
- U2L2: Libro p. 128 Act. 20

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Assessments:

Diagnostic:

- Class discussions & oral questions
- Graphic Organizers

Formative:

- VOCABULARIO:
 - U2L1: On-level: p. 63 Vocabulario MC
 - U2L1: On-level: p. 69 Part D
 - U2L2: On-level: p. 80 MC
 - U2L2: Modified: p. 60 Part C
- GRAMÁTICA:
 - U2L1: Modified: p. 48 Part E
 - U2L1: Modified: p. 49 Part F & G
 - U2L2: On-level: p. 86 Part D & E
 - U2L2: On-level: p. 83 Part A
- ESCUCHAR:
 - U2L1: On-level: p. 8 Part A
 - U2L1: Modified: p. 47 Part B
 - U2L2: On-level: p. 97 Part B
 - U2L2: On-level: p. 85 Part A
- LEER:
 - U2L1: On-level: p. 71 Part I
 - U2L2: Modified: p. 62 Part H
- HABLAR:
 - U2L1: Modified: p. 52 Part M
 - U2L2: On-level: p. 90 Part L
- ESCRIBIR:
 - U2L1: Modified: p. 53 Part N
 - U2L2: On-level: p. 91 Part M

Summative:

- U2 Project: Newscasters OR Celebrity Routine Speaking Presentation using SLIDES

Extensions:

- Supplemental vocabulary, grammar, listening, reading & writing activities from Cuaderno de Práctica niveles II & Did you get it? practice pages
- Cultural discussions, activities and/or projects

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Lección 1:

- **ESCRIBIR:** Research a popular athlete and write a short biographical excerpt. (Avancemos, p. 88)
- **HABLAR:** Charades: Ask students to act out the vocabulary terms for staying healthy and playing competitive sports. (Avancemos, p. 90-91)
- **ESCUCHAR:** Listen as Diego, Mateo, and Luisa make the movie about soccer. Are they happy with the practice they've done to make the video? (Avancemos, p. 93)
- **ESCRIBIR:** Write about the activities of last weekend in your journal. Explain what you did, where you went, and with whom you spent time. (Avancemos, p. 105)
- **LEER:** Read about the World Cup soccer tournament and write about its history. (Avancemos, p. 106-107)
- **CULTURA:** Recreate the Argentine Soccer Jersey using cultural highlights. Explain your designs.
- **ESCRIBIR: Storytelling:** Fill in the oral cloze. Then, transform the simple sentences into descriptive thoughts by adding to it.

Lección 2:

- **ESCRIBIR:** Write about the things that you do after school. Describe how often you do each thing. (Avancemos, p. 113)
- **ESCRIBIR, ESCUCHAR & HABLAR:** Have students act out sentences that they have written detailing the details of one's daily routine. (Avancemos, p. 121)
- **ESCUCHAR & ESCRIBIR:** Listen to a description of what someone did as a part of their routine and answer questions based on what you heard. (Avancemos, p. 125)
- **LEER:** Read about daily routines of a gaucho in Argentina and a coffee grower in Colombia. Compare their routines with your own. Discuss how the differences influence the routine activities of each country. (Avancemos, p. 130-131)
- **ESCRIBIR:** Describe today's routine. Then, describe yesterday's daily routine.

Correctives:

1. More extensive direction instruction, practice, and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly.
3. Use of technological resources available at classzone.com

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Materials and Resources:

PRINT RESOURCES:

- ¡Avancemos! Level 2 textbook
- Cuaderno, Práctica por Niveles Level 2

NON-PRINT RESOURCES:

- www.classzone.com: Available for Unidad 2 Lecciones 1 & 2
 - Animated Grammar
 - Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
 - @Home Tutor
 - conjuguemos.com
 - Downloads

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smart Board Notebook files and activities.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3

Time Range in Days: 18-22 Days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Shopping: Let's go shopping at the store and the market.

Goals: Students will be able to examine the role of shopping in the local traditions of the area, identify and describe items in a marketplace, compare likes and dislikes of clothing and other items, express to whom things belong, tell how long something has been going on, interact courteously with someone whom you do not know and describe events both in the present and the past.

Objectives:

1. Students will be able to express an opinion about shopping plans and preferences. (DOK level 3, 4)
2. Students will recognize various specialty stores and their relevance. (DOK level 1, 3)
3. Students will formulate sentences using verbs that have irregular yo forms in the present tense, as well as verbs that are followed by required prepositions. (DOK level 2, 3, 4)
4. Students will explain what they did using the preterite tense of irregular verbs and the *hace + preterite* expression. (DOK level 2, 3, 4)
5. Students will compare and contrast the *artesanía* of different Hispanic countries, and explore into the importance and significance of each type in relation to the inhabitants of the country. (DOK level 4)
6. Use grammar and vocabulary concepts presented in Unit 3 to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- VOCABULARIO:
 - U3L1: Libro p. 163 En resumen: Vocabulario
 - U3L2: Libro p. 187 En resumen: Vocabulario

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- GRAMÁTICA:
 - U3L1: Libro p. 148 Gustar & Similar Verbs
 - U3L1: Libro p. 149 Present Tense of Irregular Yo Verbs
 - U3L1: Libro p. 155 Pronouns after Prepositions
 - U3L2: Libro p. 172 Expressions of Time
 - U3L2: Libro p. 173 Irregular Preterite Verbs
 - U3L2: Libro p. 178 Preterite of -Ir Stem-Changing verbs

Suggested activities that incorporate vocabulario y gramática:

- ESCUCHAR:
 - U3L1: Libro p. 145 A RESPONDER
 - U3L1: CDP ESCUCHAR A, B, C
 - U3L1: Libro p. 164 Act. 1
 - U3L2: Libro p. 169 A RESPONDER
 - U3L2: CDP ESCUCHAR A, B, C
- LEER:
 - U3L1: Libro p. 144-145
 - U3L1: CDP LEER A, B, C
 - U3L2: Libro p. 170 Act. 1
 - U3L2: Libro p. 179 Act. 11
 - U3L2: CDP LEER A, B, C
- HABLAR:
 - U3L1: Libro p. 146 Act. 1, 2
 - U3L1: Libro p. 150 Act. 6
 - U3L1: Libro p. p. 153 Act. 11
 - U3L1: Libro p. 156 Act. 15
 - U3L2: Libro p. 175 Act. 8
 - U3L2: Entre dos prompts
- ESCRIBIR:
 - U3L1: Libro p. 148 Act. 5
 - U3L1: Libro p. 150 Act. 8
 - U3L1: Libro p. 151 Act. 9
 - U3L2: Libro p. 172 Act. 4
 - U3L2: Libro p. 180 Act. 13
 - U3L2: CDP ESCRIBIR A, B, C

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Assessments:

Diagnostic:

- Class discussions & oral questions, KWL charts, Think/Pair/Share, graphic organizers

Formative:

- VOCABULARIO:
 - U3L1: On-level: p. 109 Vocabulario MC
 - U3L1: Modified: p. 84 Part C, D
 - U3L2: On-level: p. 126 MC
 - U3L2: On-level: p. 132 Part C, D
- GRAMÁTICA:
 - U3L1: Modified: p. 85 Part E
 - U3L1: On-level: p. 112
 - U3L2: Modified: p. 96 Part E
 - U3L2: On-level: p. 129 Part A
- ESCUCHAR:
 - U3L1: Modified: p. 83 Part A, B
 - U3L2: Modified: p. 95 Part A, B
- LEER:
 - U3L1: On-level: p. 117 Part H
 - U3L2: On-level: p. 134 Part H
- HABLAR:
 - U3L1: On-level: p. 119 Part L
 - U3L2: Modified: p. 97 Act. G
 - U3L2: Modified: p. 100 Act. L
- ESCRIBIR:
 - U3L1: On-level: p. 120 Part M
 - U3L2: Libro p. 177 Act. 10
 - U3L2: On-level: p. 137 Part M

Summative:

- U3 Project: Fashion Show using SLIDES

Extensions:

Lección 1:

- ESCRIBIR: Create a tourist brochure to promote shopping in your local area. (Avancemos, p. 142)

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- HABLAR: Charades: Ask students to act out the vocabulary for articles of clothing, sizing adjectives, and types of specialty stores. (Avancemos, p. 144, 145)
- ESCUCHAR: Listen as two girls plan a shopping trip. Then describe things that you want to buy. (Avancemos, p. 147)
- LEER: Read about arte histórico and compare it with contemporary views of recording history. (Avancemos, p. 150)
- LEER/ESCRIBIR: Read about ways to organize your clothes, and then discuss these suggestions and compare them to your own ways of organizing your closet. (Avancemos, p. 160-161)

Lección 2:

- ESCUCHAR & HABLAR: Listen to a scene in the marketplace and a friend's excuse for being late. Then describe ongoing events and situations and how long people have owned certain items. (Avancemos, p. 171)
- ESCUCHAR & ESCRIBIR: Listen to a friend describe what he did on the way to the marketplace. Then use irregular preterite verbs to describe what this characters did in the video. What did you do last week? (Avancemos, p. 176)
- LEER: Read about traditional crafts of Puerto Rico and Panama. Discuss the differences in the crafts of the two countries. (Avancemos, p. 184-185)

Correctives:

1. More extensive direction instruction, practice, and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly using "Did you get it?" activities and Unit Resource Book: Practice Games
3. Use of technological resources available at my.hrw.com

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Materials and Resources:

PRINT RESOURCES:

- ¡Avancemos! Level 2 textbook
- Cuaderno: Práctica por Niveles Level 2

NON-PRINT RESOURCES:

- www.classzone.com:
 - Animated Grammar
 - Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
 - @Home Tutor
 - conjuguemos.com
 - Downloads

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smartboard Notebook files and activities.

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Unit: 4

Time Range in Days: 18-22 Days

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed: PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Ancient culture, modern city: Students will learn about the ways that Mexicans are working to preserve their rich history through descriptions of the past, and narrating past events and activities.

Goals: Students will be able to narrate events of the past and describe things as they used to be. Students will also describe early civilizations and their activities, as well as describe the layout of a modern city.

Objectives:

1. Students will be able to examine the importance of being able to express what happened in the past. (DOK level 4)
2. Students will explain why people, places, and things are as they are. (DOK level 2, 3, 4)
3. Students will formulate sentences using verbs in the preterite and imperfect tenses that describe continuing activities of the past. (DOK level 1, 2, 3, 4)
4. Students will explain the activities of early civilizations and how this has impacted the present. (DOK level 4)
5. Students will ask for and give directions and assess them for accuracy. (DOK level 1, 2, 3, 4)
6. Use grammar and vocabulary concepts presented in Unit 4 to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- VOCABULARIO:
 - U4L1: Libro p. 217 En resumen: Vocabulario
 - U4L2: Libro p. 241 En resumen: Vocabulario

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- GRAMÁTICA:
 - U4L1: Libro p. 202 Past Participles as Adjectives
 - U4L1: Libro p. 203 The Imperfect Tense
 - U4L1: Libro p. 208 Preterite and Imperfect
 - U4L2: Libro p. 227 Preterite of -car, -gar & -zar Verbs
 - U4L2: Libro p. 226/232 More Verbs with Irregular Preterite Stems

Suggested activities that incorporate vocabulario y gramática:

- ESCUCHAR:
 - U4L1: Libro p. 199 A RESPONDER
 - U4L1: CDP ESCUCHAR A, B, C
 - U4L2: Libro p. 223 A RESPONDER
 - U4L2: CDP ESCUCHAR A, B, C
- LEER:
 - U4L1: Libro p. 198-199
 - U4L1: CDP LEER A, B, C
 - U4L2: Libro p. 224 Act. 1, 2
 - U4L2: Libro p. 228 Act. 6
 - U4L2: Libro p. 233 Act. 12
 - U4L2: CDP LEER A, B, C
- HABLAR:
 - U4L1: Libro p. 204 Act. 5
 - U4L1: Libro p. 205 Act. 8
 - U4L2: Libro p. 229 Act. 7
 - U4L2: Entre dos prompts
- ESCRIBIR:
 - U4L1: Libro p. 202 Act. 4
 - U4L1: Libro p. 205 Act. 7
 - U4L1: Libro p. 207 Act. 10
 - U4L1: Libro p. 209 Act. 13
 - U4L1: CDP A, B, C
 - U4L2: Libro p. 226 Act. 4
 - U4L2: Libro p. 231 Act. 10
 - U4L2: Libro p. 234 Act. 13
 - U4L2: CDP ESCRIBIR A, B, C

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Assessments:

Diagnostic:

- Class discussions & oral questions, KWL charts, Think/Pair/Share, graphic organizers

Formative:

- VOCABULARIO:
 - U4L1: On-level: p. 155 Vocabulario MC
 - U4L1: On-level: p. 161 Part C
 - U4L2: On-level: p. 172 MC
 - U4L2: Modified: p. 132 Part C
- GRAMÁTICA:
 - U4L1: On-level: p. 157 Part A
 - U4L1: Modified: p. 120 Part E
 - U4L1: Modified: p. 121 Act. F
 - U4L2: On-level: p. 175 Prueba 2
 - U4L2: Modified: p. 133 Part E
- ESCUCHAR:
 - U4L1: Modified: p. 119 Act. A, B
 - U4L2: Modified: p. 131 Part A, B
 - U4L2: On-level: p. 189 Part A
- LEER:
 - U4L1: Modified: p. 122 Act. H
 - U4L2: On-level: p. 192 Part H
 - U4L2: On-level: p. 180 Part H
- HABLAR:
 - U4L1: Modified: p. 124 Part L
 - U4L2: Modified: p. 136 Act. L
- ESCRIBIR:
 - U4L1: On-level: p. 166 Act. M
 - U4L2: Modified: p. 137 Part M

Summative:

- U4 Project: Photo Story using the Imperfect Tense

Extensions:

Lección 1:

- ESCRIBIR: Ask students to tell what they used to do on Saturdays when they were five years old. (Avancemos, p. 204)

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- HABLAR: Pair students and have them ask a partner about five things that they used to do. (Avancemos, p. 204)
- ESCUCHAR: Listen to a story and answer the questions based on what you have heard. (Avancemos, p. 205)
- ESCRIBIR: Write an email describing where you were at 9:00 last night to prove your innocence in a crime that was committed in your neighborhood. (Avancemos, p. 207)
- LEER: Read about a Mexican legend that explains the origin of fire and why the tail of the opossum is bare. (Avancemos, p. 214)
- ESCRIBIR: Write a children's story.

Lección 2:

- ESCRIBIR: Write about the things that you did at the mall the last time you were there. (Avancemos, p. 229)
- ESCUCHAR & HABLAR: Have student pairs play a scene about a visitor to el centro histórico. Have the first student look at the map, decide where they are and where they want to go. Then have the students switch roles. (Avancemos, p. 228)
- ESCRIBIR: Create a map using vocabulary from U4L2 and list directions for a pizza delivery from the restaurant to your house.
- ESCUCHAR & ESCRIBIR: Divide students into groups of 3 and listen to a passage that will be read about the past. Have students write every verb that they hear and then classify each verb as preterite or imperfect. (Avancemos, p. 231)
- LEER: Read about the presence of the indigenous cultures in Oaxaca and Otavalo, Mexico. Then discuss the contributions of indigenous societies to Mexico, Ecuador, and the U.S. . Discuss how the differences influence the vacation activities of each country. (Avancemos, p. 238)

Correctives:

1. More extensive direction instruction, practice, and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly.
3. Use of technological resources available at classzone.com

Materials and Resources:

PRINT RESOURCES:

- [¡Avancemos!](#) Level 2 textbook
- Cuaderno, Práctica por Niveles

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NON-PRINT RESOURCES:

- www.classzone.com: Available for Unidad 4 Lecciones 1 & 2
 - Animated Grammar
 - Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
 - @Home Tutor
 - conjuguemos.com
 - Downloads

OTHER RESOURCES: Teacher may incorporate additional websites for grammar practice, vocabulary games, and listening activities as well as incorporate current events, teacher-developed rubrics and scoring guides, and teacher developed Smart Board Notebook files and activities.

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Unit: 5

Time Range in Days: 18-22 days

Standard(s): PA Core State Standards, ACTFL Standards

Standards Addressed:

PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Let's eat!: Naming foods & flavors and a trip to the restaurant.

Goals: Students will be able to describe foods that they like and dislike. They will describe how different foods taste, use recipes and create menus. They will also be able to order food in a restaurant setting.

Objectives:

Students will be able to:

- Describe food using the present tense of regular and irregular verbs and vocabulary for meals. (DOK level 1,2,3)
- Talk about what they ate using the preterite tense of both regular and irregular verbs. (DOK level 3)
- Talk about food using the present, preterite and future tenses. (DOK level 3)
- Compare the dishes and culture of Spain. (DOK level 3)
- Describe tastes of dishes from their own personal experiences. (DOK level 3)
- Describe a future trip to a restaurant by listing foods, talking about what they want to order using the present and future tenses and identifying preferences with use of direct and indirect object pronouns. (DOK level 2,3)
- Describe what you want someone to do for them by using commands and requests. (DOK level 3)
- Describe their experiences at a restaurant with friends and by practicing the preterite tense in context. (DOK level 3)
- Use grammar and vocabulary concepts presented in Unit 5 to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

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Core Activities and Corresponding Instructional Methods:

- VOCABULARIO:
 - U5L1: Libro p. 273 En resumen: Vocabulario
 - U5L2: Libro p. 297 En resumen: Vocabulario
- GRAMÁTICA:
 - U5L1: Libro p. 259 Formal Commands
 - U5L1: Libro p. 264 Formal Commands with Pronouns
 - U5L2: Libro p. 283 Affirmative & Negative Words

Suggested activities that incorporate vocabulario y gramática:

- ESCUCHAR:
 - U5L1: Libro p. 255 A RESPONDER
 - U5L1: Libro p. 260 Act. 7
 - U5L1: CDP ESCUCHAR A, B, C
 - U5L2: Libro p. 279 A RESPONDER
 - U5L2: CDP ESCUCHAR A, B, C
- LEER:
 - U5L1: Libro 256 Act. 2
 - U5L1: CDP LEER A, B, C
 - U5L2: Libro p. 280 Act. 1, 2
 - U5L2: CDP LEER A, B, C
- HABLAR:
 - U5L1: Libro p. 261 Act. 8
 - U5L1: Libro p. 265 Act. 13
 - U5L2: Libro p. 282 Act. 5
 - U5L2: Entre dos prompts
- ESCRIBIR:
 - U5L1: Libro p. 258 Act. 5
 - U5L1: Libro p. 263 Act. 11
 - U5L1: Libro p. 266 Act. 15
 - U5L1: CDP A, B, C
 - U5L2: Libro p.280 Act. 3
 - U5L2: CDP ESCRIBIR A, B, C

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Assessments:

Diagnostic:

- Class discussions & oral questions
- Graphic organizers

Formative:

- VOCABULARIO:
 - U5L1: On-level: p. 216 Vocabulario MC
 - U5L1: On-level: p. 217
 - U5L2: On-level: p. 233 Vocabulario MC
 - U5L2: On-level: p. 234
- GRAMÁTICA:
 - U5L1: On-level: p. 218 Part B
 - U5L1: On-level: p. 219
 - U5L2: On-level: p. 235
- ESCUCHAR:
 - U5L1: Modified: p. 170 Part A
 - U5L1: CDP A
 - U5L2: Modified: p. 182 Part A
- LEER:
 - U5L1: Modified: p. 173
 - U5L1: CDP A
 - U5L2: On-level: p. 185
- HABLAR:
 - U5L1: On-level: p. 226
 - U5L2: On-level: 187
- ESCRIBIR:
 - U5L1: On-level: p. 227 Part M
 - U5L2: Modified: p. 188 Part M

Summative:

- U5 Project: Programa de cocina

Extensions:

Lección 1:

- ESCRIBIR: Write a list of ingredients and directions on how to complete a dish. (Cuaderno: Práctica por Niveles, p.214, 215, or 216.)

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- HABLAR: Orally add to the directions by saying what needs to still be completed or that can be done differently. (Cuaderno: Práctica por Niveles, p. 206)
- ESCUCHAR: Write all of the ingredients that you hear listed and where they can be bought. (Cuaderno: Práctica por Niveles, p. 208, 209, or 210.)
- LEER: Read directions on how to create a dish and what a person needs to buy. Answer questions regarding the short articles. (Cuaderno: Práctica por Niveles, p. 211, 212, or 213.)

Lección 2:

- ESCRIBIR: Write about what you eat at home vs in a restaurant. (Cuaderno: Práctica por Niveles, p. 237, 238, or 239.)
- HABLAR: Orally explain to the waiter what your friends are going to order and why they have selected each dish. (Cuaderno: Práctica por Niveles, p. 229)
- ESCUCHAR: Listen to a conversation and comment on what is ordered. (Cuaderno: Práctica por Niveles, p. 231, 232, or 233.)
- LEER: Read a flyer about food and answer corresponding questions. (Cuaderno: Práctica por Niveles, p. 234, 235, or 236.)

Correctives:

1. More extensive direct instruction, practice and modeling of listening, speaking, reading and writing strategies.
2. More supplemental activities to apply concepts correctly.
3. Use of technological resources available at my.hrw.com

Materials and Resources:

PRINT RESOURCES:

- [¡Avancemos!](#) Level 2 textbook
- Cuaderno, Práctica por Niveles Level 2
- Lección 2: Cuaderno, Práctica por Niveles p. 220-245

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NON-PRINT RESOURCES:

- www.classzone.com:
 - Animated Grammar
 - Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
 - @Home Tutor
 - conjuguemos.com
 - Downloads

OTHER RESOURCES: Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: ¡Avancemos! Spanish 2

Textbook ISBN #: 978-0-547-87196-7

Textbook Publisher & Year of Publication:
Houghton Mifflin Harcourt Publishing Company, 2013

Curriculum Textbook is utilized in (title of course): Spanish 2

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Appendix

Core Standards: Reading

- 1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- 1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 1.2 D – Assess how point of view or purpose shapes the content and style of a text.
- 1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 1.2 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.
- 1.3 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- 1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

ACTFL Standards aligned to Core Standards: Reading

Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.
- Make cross-curricular connections.

Connections: Acquiring New Information (Standard 3.2)

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- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

Core Standards: Writing

1.4 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.4 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1.4 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.4 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

1.4 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.4 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1.4 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ACTFL Standards aligned to Core Standards: Writing

Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

Presentational Communication (Standard 1.3)

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- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches and write persuasive essays.
 4. Produce expository writing.
 5. Self-edit written work for content, organization, and grammar.
 6. Self-monitor and adjust language production.

Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Connections: Reinforce Other Disciplines (Standard 3.1)

- Reinforce and further knowledge of other disciplines through the target language.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

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Core Standards: Speaking and Listening

1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1.5 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5 C – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.5 E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.5 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ACTFL Standards aligned to Core Standards: Speaking and Listening

Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
 1. Engage in the oral exchange of ideas in formal and informal situations.
 2. Elicit information and clarify meaning by using a variety of strategies.
 3. State and support opinions in oral interactions.
 4. Self-monitor and adjust language production.
 5. Converse in ways that reflect knowledge of target culture communities (e.g, geographic, historical, artistic, social and/or political).

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches.
 4. Expound on familiar topics and those requiring research.
 5. Self-monitor and adjust language production.
 6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
 7. Incorporate content across disciplines in presentations.

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Cultures: Practices and Perspectives (Standard 2.1)

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

Comparisons: Language (Standard 4.1)

- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.12.A – Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12.G – Create an advanced digital project using sophisticated design and appropriate software/applications

15.4.12.K – Evaluate advanced multimedia work products and make recommendations based on the evaluation

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Checklist to Complete and Submit:

(Scan and email)

- Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- The primary textbook form(s).

- The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____