**PACING GUIDE**

**COURSE:** Spanish 2 **GRADE(S):** 10

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| **MONTH** | **UNIT** | **STANDARDS/SKILLS** | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices |
| Sept | 1 |  | Test-unit 1Quiz-vocab1-train travelQuiz-vocab2-inside the train and purchasing ticketsQuiz- Preterit of regular verbsQuiz-Preterit of irregular verbsGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about your travel experiencesTurn to partner (speaking)-talk about purchasing ticketsOral questioningWritten workTeacher observation | Train travelPurchasing train ticketsPreterit of verbs | * Introduction to Unit:  vocabulary through PowerPoint, DVD, Worksheet, Discussion
* Grammar: (preterit of irregular verbs) discussion, note taking and practice exercises
* Vocabulary: vocab lists though wkbk ex.’s, stories and news articles (train station and boarding related vocab)
* Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-Un viaje en tren)
* Short/long dialogues of native speakers (En la ventanilla-purchasing tickets at a ticket window)
* Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article
* Partner/Group Work:  Oral, Written, Conversation (train schedules-ask partner questions about schedule, discuss advantages and disadvantages of train travel. Include things such as speed, price,location of stations)
* Pronunciation:  Listen to CD/Teacher and repeat (vocab 1&2 Train related vocabulary, pronunication of the consonants n and ch)
* Review/Reinforcement Activities:   Whiteboard Relay, Smartboard:  Purpose Games, Quizlet, Quia, glencoe.com
* Textbook Exercises:  Oral and Written Responses
* Workbook: In-class and Homework Exercises
* Cultural:  Authentic Text, Videos, Websites (El Ave train in Madrid, Train ride from Cuzco to Manchu Picchu
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| Oct | 2 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3  | Test-unit 2Quiz-vocab1 Restaurant related vocabQuiz-vocab2-Food and ordering in a restaurant Quiz- Stem changing verbsGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about your experience ordering food in a restaurantTurn to partner (speaking)-talk about making a reservation, have a mock conversation to a person living in a Spanish speaking countryOral questioningWritten workTeacher observation | Restaurant and FoodStem changing verbs  | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar: (stem changing verbs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles (Restaurant menus, where located)•Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-Un restaurante)•Short/long dialogues of native speakers (Phone conversations)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (making reservations to a restaurant)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 Phone and computer related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (La cocina mexicana, español y del caribe. Discuss the differences between these countries and the traditional foods they make) |
| Oct-Nov | 3 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3  | Test-unit 3Quiz-vocab1-computer related vocabQuiz-vocab2-telephone calls and making international calls vocabQuiz- Imperfect of regular verbsQuiz-Imperfect of irregular verbsGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about your experiences making an international phone callTurn to partner (speaking)-talk about making an international phone call, have a mock conversation to a person living in a Spanish speaking countryOral questioningWritten workTeacher observation | Computer and Phone Technology and its changes over the yearsImperfect verb tense to describe habitual actions in the past | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar : (imperfect of irregular verbs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles (train station and boarding related vocab)•Audio texts: listening to authentic podcasts, CD’s, conversations. ( episodio 1-Una llamada telefónica)•Short/long dialogues of native speakers (Phone conversations)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (phone conversations-what numbers to dial when making an international call, calling cards)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 Phone and computer related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (el palacio Real, La plaza de los cibles) |
| Nov-Dec | 4 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3 | Test-unit 4Quiz-vocab 1-clothing storeQuiz-vocab 2-Food stores vocabQuiz- Preterit vs ImperfectGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about your experiences purchasing food and clothing in a storeTurn to partner (speaking)-talk about purchasing food and clothing in a store or market, have a mock conversation to a person living in a Spanish speaking countryOral questioningWritten workTeacher observation | Clothing and Food Stores. How to make purchase in a store and/or an open air marketDifferentiating between preterit or imperfect when creating a sentence. | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar: (preterit and imperfect verbs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles clothing and food store related vocab)•Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-de compras)•Short/long dialogues of native speakers (conversations that take place in a market)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (shopping in a store or and open air market for clothing or food)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 clothing and food related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (open air markets-chichicastenango, markets vs. supermarkets vs. hypermarkets) |
| Dec- Jan | 5 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3 | Test-unit 5Quiz-vocab 1-hobbies and gamesQuiz-vocab 2-parks and entertainmentQuiz- FutureQuiz-comparative vs. superlativeGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about your experiences on Sunday afternoons and the activities that you do with your friends and familyTurn to partner (speaking)-talk about your favorite hobbies and what you like to do for fun, have a mock conversation to a person living in a Spanish speaking countryOral questioningWritten workTeacher observation | Hobbies and pastimesSunday afternoon activities with friends and FamiliesFuture verb tenseComparative and Superlative use in Spanish. | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar: (FUTURE verbs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles hobby and park related vocab)•Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-Los pasatiempos and El Parque)•Short/long dialogues of native speakers (conversations that take place in a park with friends and family)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (talking to friend about what they do for fun and what to do in a park)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 hobby and parks/entertainment related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (El Retiro Park in Madrid) |
| Jan-Feb | 6 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3 | Test-unit 6Quiz-vocab 1-Hotel and making reservationsQuiz-vocab 2-hotel room furniture and amenitiesQuiz- Future or irregular verbsQuiz-direct and indirect object pronounsGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about making a reservation at a hotel and your hotel experienceTurn to partner (speaking)-talk about making a reservation at a hotel and speaking with the hotel clerk., have a mock conversation to a person living in a Spanish speaking countryOral questioningWritten workTeacher observation | Making a Hotel ReservationVocab relating to the hotel room and its amenitiesFuture of irregular verbsDirect and Indirect Object Pronouns | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar: (Irreg Future verbs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles hotel related vocab)•Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-La llegada al hotel)•Short/long dialogues of native speakers (conversations that take place in a hotel while making reservations or asking a maid for service needed in hotel room)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (talking to friend about making reservations for a hotel room)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 hotel related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (Paradores and Albergues in Spain, also Hostales in Spanish speaking countries) |
| Feb-Mar | 7 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3 | Test-unit 7Quiz-vocab 1-Airplane reservationsQuiz-vocab 2-aiportQuiz-Conditional of regular and irregular verbsGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about making a reservation for a plane and making your way through an airportTurn to partner (speaking)-talk about making a reservation for a plane ticket, have a mock conversation to a person living in a Spanish speaking countryOral questioningWritten workTeacher observation | Airplane and the inside of the plane vocabThe airport and plane vocabConditional of regular and irregular verbsPurchasing a ticket to get on a plane and how to get around an airport | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar: (Conditional of regular and irregular verbs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles airplane and airport related vocab)•Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-” en el avión”)•Short/long dialogues of native speakers (conversations that take place in an airport to make reservation)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (talking to friend about making reservations for a plane ticket and how to get around an airport)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 airport related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (peru-Los Quechuas) |
| April-may | 8 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3 | Test-unit 8Quiz-vocab 1-Medical emergencies and body partsQuiz-vocab 2-Hospital and reception desk and telling a Dr. whats wrongQuiz-Present Perfect regular and irregular verbsGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about going to hospital and telling Dr. what’s wrong Turn to partner (speaking)-talk about what is ailing them, have a mock conversation about going to the hospital and telling Dr. what is wrongOral questioningWritten Work: Filling out a medical formTeacher observation | Hospital vocab-relating to the reception desk, body parts, telling Dr. what’s ailing person, filling out medical formsPresent Perfect verb tense and its irregularsRecognizing cognates | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar: (Present Perfect of reg and irreg verbs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles hospital related vocab)•Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-” En el hospital-Una fractura”)•Short/long dialogues of native speakers (conversations that take place in a hospital)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (talking to friend about not feeling well and needing to go to the hospital)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 hospital related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (Filling out medical forms, difference between hospitals here in the US and Spanish speaking countries) |
| May-June | 9 | WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.L.1.a WL.7.1.NH.B.L.1.b WL.7.1.NH.C.2 WL.7.1.NH.C.3 | Test-unit 9Quiz-vocab 1-The city (buildings, streets, transportation)Quiz-vocab 2-the Country (farm, foods grown)Quiz-Imperfect ProgressiveQuiz-Demonstrative PronounsGuided practice- teacher/student Individual practice-students translate vocab, practice conjugating verbsGroup work- students work cooperatively to answer question related to vocab and grammarChoral responseExit ticket-fill out ticket info Short essay-about navigating their way through a city and using a MAPTurn to partner (speaking)-talk about what is ailing them, have a mock conversation about being in the city and getting from point A to B using a MAPOral questioningWritten work-describing the city vs the countrysideTeacher observation | City related vocab and the usage of mapsCountry and farm related vocabImperfect ProgressiveDemonstrative Pronouns | •Introduction to Unit: vocabulary through PowerPoint, DVD, Worksheet, Discussion•Grammar: (imperfect progressive verbs and demonstrative adjs) discussion, note taking and practice exercises•Vocabulary: vocab lists though wkbk ex.’s, stories and news articles city and country related vocab)•Audio texts: listening to authentic podcasts, CD’s, conversations. (episodio 1-” En la ciudad y en el campo”)•Short/long dialogues of native speakers (conversations that take place in the city and in the country)•Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article •Partner/Group Work: Oral, Written, Conversation (talking to friend about how to navigate through the city with a MAP)•Pronunciation: Listen to CD/Teacher and repeat (vocab 1+2 city and country related vocabulary)•Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com•Textbook Exercises: Oral and Written Responses•Workbook: In-class and Homework Exercises•Cultural: Authentic Text, Videos, Websites (understanding a map and using it to visit a city that you may not know) |