**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 1  Quiz-vocab1-train travel  Quiz-vocab2-inside the train and purchasing tickets  Quiz- Preterit of regular verbs  Quiz-Preterit of irregular verbs  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about your travel experiences  Turn to partner (speaking)-talk about purchasing tickets  Oral questioning  Written work  Teacher observation | Train travel  Purchasing train tickets  Preterit 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 | |
| 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 2  Quiz-vocab1 Restaurant related vocab  Quiz-vocab2-Food and ordering in a restaurant  Quiz- Stem changing verbs  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about your experience ordering food in a restaurant  Turn to partner (speaking)-talk about making a reservation, have a mock conversation to a person living in a Spanish speaking country  Oral questioning  Written work  Teacher observation | Restaurant and Food  Stem 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 3  Quiz-vocab1-computer related vocab  Quiz-vocab2-telephone calls and making international calls vocab  Quiz- Imperfect of regular verbs  Quiz-Imperfect of irregular verbs  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about your experiences making an international phone call  Turn to partner (speaking)-talk about making an international phone call, have a mock conversation to a person living in a Spanish speaking country  Oral questioning  Written work  Teacher observation | Computer and Phone Technology and its changes over the years  Imperfect 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 4  Quiz-vocab 1-clothing store  Quiz-vocab 2-Food stores vocab  Quiz- Preterit vs Imperfect  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about your experiences purchasing food and clothing in a store  Turn 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 country  Oral questioning  Written work  Teacher observation | Clothing and Food Stores.  How to make purchase in a store and/or an open air market  Differentiating 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 5  Quiz-vocab 1-hobbies and games  Quiz-vocab 2-parks and entertainment  Quiz- Future  Quiz-comparative vs. superlative  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about your experiences on Sunday afternoons and the activities that you do with your friends and family  Turn 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 country  Oral questioning  Written work  Teacher observation | Hobbies and pastimes  Sunday afternoon activities with friends and Families  Future verb tense  Comparative 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 6  Quiz-vocab 1-Hotel and making reservations  Quiz-vocab 2-hotel room furniture and amenities  Quiz- Future or irregular verbs  Quiz-direct and indirect object pronouns  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about making a reservation at a hotel and your hotel experience  Turn 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 country  Oral questioning  Written work  Teacher observation | Making a Hotel Reservation  Vocab relating to the hotel room and its amenities  Future of irregular verbs  Direct 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 7  Quiz-vocab 1-Airplane reservations  Quiz-vocab 2-aiport  Quiz-Conditional of regular and irregular verbs  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about making a reservation for a plane and making your way through an airport  Turn to partner (speaking)-talk about making a reservation for a plane ticket, have a mock conversation to a person living in a Spanish speaking country  Oral questioning  Written work  Teacher observation | Airplane and the inside of the plane vocab  The airport and plane vocab  Conditional of regular and irregular verbs  Purchasing 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 8  Quiz-vocab 1-Medical emergencies and body parts  Quiz-vocab 2-Hospital and reception desk and telling a Dr. whats wrong  Quiz-Present Perfect regular and irregular verbs  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit 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 wrong  Oral questioning  Written Work: Filling out a medical form  Teacher observation | Hospital vocab-relating to the reception desk, body parts, telling Dr. what’s ailing person, filling out medical forms  Present Perfect verb tense and its irregulars  Recognizing 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 9  Quiz-vocab 1-The city (buildings, streets, transportation)  Quiz-vocab 2-the Country (farm, foods grown)  Quiz-Imperfect Progressive  Quiz-Demonstrative Pronouns  Guided practice- teacher/student  Individual practice-students translate vocab, practice conjugating verbs  Group work- students work cooperatively to answer question related to vocab and grammar  Choral response  Exit ticket-fill out ticket info  Short essay-about navigating their way through a city and using a MAP  Turn 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 MAP  Oral questioning  Written work-describing the city vs the countryside  Teacher observation | City related vocab and the usage of maps  Country and farm related vocab  Imperfect Progressive  Demonstrative 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) |