

Spanish 2 Pacing Guide

1st Nine Weeks Preliminary Lesson – Unit 2	2nd Nine Weeks Units 3-4	3rd Nine Weeks Units 5-6	4th Nine Weeks Units 7-8
<u>Vocabulary</u> Identify and describe people, definite & indefinite articles, activities, food, feelings, travel preparations & vacation, informational questions, buying gifts & souvenirs, sporting events, athletics, & health	<u>Vocabulary</u> Vocab. in relation to Day of the Dead, words in the marketplace, clothing/accessories and shopping, words/phrases used in stories and legends, describe past activities, polite self-expressions, early civilizations, giving directions	<u>Vocabulary</u> Food ingredients, preparation of food, instructions, ordering meals, food description, service description, movies, movie equipment, words about technology, invitations, & phone conversations	<u>Vocabulary</u> logical & persuasive arguments, opinions, newspaper terms, relationships, extended family & family names, places in town, environmental problems & solutions, professions & hobbies
<u>Grammar</u> <i>Review quarter</i> Identify/describe people, talk about likes & dislikes, near future tense, personal <i>a</i> , direct & indirect obj. pronouns, interrogatives, review present tense, preterite tense, adverbs, demonstrative pronouns, pensar + infinitive, reflexive verbs & present progressive	<u>Grammar</u> Verbs like “gustar”, irregular “yo” verbs in present tense, pronouns after prepositions, expressions of time with “hacer”, irregular & stem-changing preterite verbs, past participles, imperfect tense, & preterite vs. imperfect	<u>Grammar</u> Adj. ending in –ísimo, commands, pronoun placement, affirmative/negative words, double obj. pronouns, vamos+a+infinite, & subjunctive tense	<u>Grammar</u> Continue subjunctive, impersonal expressions, “por” vs. “para”, comparatives, long forms of possessive adjectives, superlatives, future tense, pronouns
<u>Reading</u> Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)	<u>Reading</u> Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)	<u>Reading</u> Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)	<u>Reading</u> Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)

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<p style="text-align: center;"><u>Writing</u></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>	<p style="text-align: center;"><u>Writing</u></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>	<p style="text-align: center;"><u>Writing</u></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>	<p style="text-align: center;"><u>Writing</u></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons <i>Quarterly project demonstrating writing ability</i></p>
<p style="text-align: center;"><u>Listening</u></p> <p>Begin to be able to understand instructions related to lessons, continue practice understanding class instructions & responses to questions</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Begin to be able to understand lectures related to lessons, continue practice of understanding class instructions & responses to questions, gradually begin to use Spanish in class discussion</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Be able to understand lectures related to lessons, continue practice of understanding class instructions & responses to questions, gradually use more Spanish in class discussion</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Be able to understand lectures related to lessons, continue practice of understanding class instructions & responses to questions, almost no English in lessons & class instructions</p>
<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><u>Speaking</u></p> <p>Conversational activities related to grammar topics Presentation of culture project <i>Quarterly project demonstrating speaking ability</i></p>
<p style="text-align: center;"><u>Culture</u></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><u>Culture</u></p> <p><i>Day of the Dead project</i> Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><u>Culture</u></p> <p><i>Food project</i> Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><u>Culture</u></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>

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<u>Standards</u>	<u>Standards</u>	<u>Standards</u>	<u>Standards</u>
<p>MLII.IP1: Express needs and preferences. Express feelings and emotions. Request help and clarification. Give descriptions. Give and follow directions and instructions. Ask questions and provide responses based on topics such as self, others, and the immediate environment.</p> <p>MLII.P1: Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>MLII.INT1: Identify main ideas and essential details when reading and listening</p> <p>MLII.CCC3: Compare vocabulary usage and structural patterns of the target language with English.</p> <p>MLII.CCC4: Give information regarding major current events of the culture. Understand the impact of major current events of the target cultures.</p>	<p>MLII.IP2: Initiate, participate in, and close an oral or written exchange. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p> <p>MLII.P1: Relate main ideas and essential details from level-appropriate print or non-print material. Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>MLII.CU1: Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.</p> <p>MLII.CCC2: Compare and contrast traditions, such as holidays, foods, and celebrations.</p> <p>MLII.CCC4: Give information regarding major current events of the culture. Understand the impact of major current events of the target cultures.</p>	<p>MLII.P1: Write short, organized compositions, using visual and technological support as appropriate.</p> <p>MLII.P1: Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>MLII.INT2: Differentiate among increasingly complex statements, questions, and exclamations.</p> <p>MLII.CCC4: Give information regarding major current events of the culture. Understand the impact of major current events of the target cultures.</p>	<p>MLII.P1: Relate main ideas and essential details from level-appropriate print or non-print material. Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>MLII.P1: Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>MLII.CU1: Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.</p> <p>MLII.CCC2: Compare and contrast traditions, such as holidays, foods, and celebrations.</p> <p>MLII.CCC4: Give information regarding major current events of the culture. Understand the impact of major current events of the target cultures.</p>

**Source for Standards: GeorgiaStandards.org