

Ganado Unified School District

High School Spanish 2

(10-12)

2018-2019

PACING Guide SY: 2018/2019

Timeline & Resources	AZ Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Quarter 1-(9 weeks)</p> <p><u>Text:</u> Asi se dice Lv 2</p> <p><u>Web:</u> https://srlivisclass.weebly.com/</p>	<p>STANDARD COMMUNICATION</p> <p>Students understand and interpret written and spoken communication on a variety of topics in the target language</p>	<ul style="list-style-type: none"> -What benefits can come from learning a second/third language? -How can I use Spanish in my future? 	<ul style="list-style-type: none"> -Talk about when/how knowing Spanish will benefit an individual intellectually, educationally, and monetarily. 	<ul style="list-style-type: none"> -Basic classroom lingo/policies.
<p>Capitulo 1 - En avion</p> <p>Pages 2 -32</p>	<p>WNLS-IC.N1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> -What are verbs that have G in the YO form of the present tense? -What is the present progressive tense? 	<ul style="list-style-type: none"> -Talk about packing for a trip and getting to the airport -Tell what you do at the airport -Talk about being on an airplane -Discuss air travel in S. America 	<ul style="list-style-type: none"> -Leaving for a trip -Describing airport activities -Describing a flight
<p>Capítulo 2-Una rutina diferente</p> <p>Pages 36-66</p>	<p>WNLS-PS.N1</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<ul style="list-style-type: none"> -What are reflexive verbs? -What are commands with favor de? -How are reflexive verbs conjugated? 	<ul style="list-style-type: none"> -Identify more parts of the body -Talk about daily routine -Talk about backpacking and camping 	<ul style="list-style-type: none"> -Stating daily activities -Identifying articles for grooming and hygiene -Identifying more parts of the body -Describing camping
<p>Quarter 2-(9 weeks)</p> <p>Capítulo 3-En tren</p> <p>Pages 70-100</p>	<p>WNLS-CUL.N1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> -What is the preterite of irregular verbs? -How is the verb DECIR conjugated? -What are prepositional pronouns? 	<ul style="list-style-type: none"> -Use vocabulary related to train travel -Discuss interesting train trips in Peru and Mexico 	<ul style="list-style-type: none"> -Getting around a train station -At a kiosk -On board the train -Describing an excursion

<p>Capítulo 4-En el restaurante</p> <p>Pages 104-132</p>	<p>WNLS-CON.N1</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> -What are stem-changing verbs in the present/preterite? -What are the adjectives of nationality? -How is the passive voice with se used? 	<ul style="list-style-type: none"> -Order and pay for a meal at a restaurant -Identify more foods -Identify eating utensils and dishes -Discuss restaurants in Spain and Latin America 	<ul style="list-style-type: none"> -Getting along at a restaurant -Identifying a place setting -Identifying more foods -Describing some restaurant activities
<p>Capítulo 5-Que se celebra</p> <p>Pages 136-166</p>	<p>WNLS-COMP.N1</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> -What are the regular and irregular forms of the imperfect tense? 	<ul style="list-style-type: none"> -Talk about several Hispanic holidays -Compare holidays that you celebrate with those in some Spanish-speaking countries 	<ul style="list-style-type: none"> -Talking about a patron saint's day -Talking about the Day of the Dead -Talking about Christmas and Three Kings Day -Talking about Hanukkah -Talking about Independence Day
<p>Quarter 3-(9 weeks)</p> <p>Capítulo 6- Tecnomundo</p> <p>Pages 170-198</p>	<p>WNLS-IC.I1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> -What are the preterite and imperfect tenses? 	<ul style="list-style-type: none"> -Talk about computers, the Internet, and email. -Talk about a digital camera and an MP3 player -Make and receive phone calls -Discuss technology in Hispanic countries. 	<ul style="list-style-type: none"> -Describing a computer -Discussing email -Describing computer activities -Discussing cell phones and other tech -Making a phone call -Discussing telephone numbers
<p>Capítulo 7-En el hotel</p> <p>Pages 202-226</p>	<p>WNLS-PS.I1</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<ul style="list-style-type: none"> -What is the present perfect tense? -What are double object pronouns? 	<ul style="list-style-type: none"> -Check into a hotel or hostel -Ask for things you may need while at a hotel or hostel -Discuss hotel stays in Latin America and Spain 	<ul style="list-style-type: none"> -Making a hotel reservation -Arriving at/leaving a hotel -Having breakfast in a hotel -Talking about a hotel room -Talking about a bathroom

				-Talking about cleaning a hotel room
Capítulo 8-Cuidad y campo Pages 230-260	WNLS-CUL.II Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	-What is the future tense? -What are object pronouns with infinitives and gerunds?	-Describe life in the city -Describe life in the country -Discuss the differences between the city and the country in Latin America	-Talking about the city -Talking about public transportation -Talking about an amusement park and a zoo -Talking about the country -Talking about farming -Talking about some farm animals
Quarter 4-(9 weeks) Capítulo 9-Vas en carro Pages 264-294	WNLS-CON.II Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	-What are TU affirmative commands -What is the conditional tense?	-Talk about cars and driving -Give directions -Discuss the Pan American Highway	-Talking about driving on the highway -Giving directions -Talking about the city -Talking about cars -Identifying parts of a car
Capítulo 10-Cocina hispana Pages 298-322	WNLS-COMP.II Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	-What is the subjunctive tense? -What are formal commands? -What are negative informal commands?	-Talk about foods and food preparation -Talk about a Hispanic recipe	-Talking about some kitchen appliances and utensils -Talking about food preparation -Identifying more foods
Capítulo 11-Cuidate bien Pages 326-354	WNLS-COM.II Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	-What is the subjunctive tense with impersonal expressions? -What do the following mean: ojala, quizás, tal vez? -How are verbs conjugated in the subjunctive of stem-changing verbs?	-Identify more parts of the body -Talk about exercise -Talk about having a little accident and a trip to the emergency room -Discuss physical fitness	-Identifying more parts of the body -Talking about physical fitness -Talking about an accident -Talking about medical emergencies and a hospital -Talking about medical care