



Spanish 2 Pacing Guide

Course Description: Continued development of language skills to produce in the language. Students will be able to combine and recombine learned elements to produce simple conversations, interact on issues of everyday life in present and past time, and compose related sentences which narrate, describe, compare, summarize and synthesize on familiar topics.

☐ EOC ☐ VOCATS
☐ AP/IB ☒ Teacher-made final exam

Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
1		1.01, 1.02, 1.03, 1.04, 1.05	Para empezar How do we describe people?	Vocabulary for Communication: greetings introductions adjectives nationalities Structures needed Comprehensive Spanish 1 review Formulaic expressions ser word attack skills regular present tense verb conjugation Interrogatives Subject pronouns Study skills for foreign language (in English) Culture Geography review with nationalities	Suggested Activities Pair activities Role-play with greetings/intros Maps Graphic Organizers Tongue-twisters Skits Bio-poems
2		2.01, 2.03, 2.04, 2.06	How do we communicate in the classroom?		
3		3.01, 3.04	Why learn Spanish?		
4		4.01, 4.04, 4.06, 4.07	How does language work?		
5		5.01, 5.02, 5.03, 5.04, 5.05, 5.06			
6		6.01, 6.03, 6.04, 6.05			
7		7.05, 7.06			
8		1.01, 1.02, 1.03, 1.04, 1.05	Tu día escolar ¿Qué haces en la escuela? ¿Qué haces después de las clases?	Vocabulary for Communication: School and after-school activities	Suggested Activities Pair activities Skits Interviews/surveys Graphic organizers
9		2.01, 2.02, 2.03, 2.04, 2.05, 2.06	How does our school day compare with those in Spanish-speaking countries?		
10		3.01, 3.04, 3.06, 3.07	Who and what do know?	Structures Needed:	Authentic maps, pictures, Internet
11		4.01, 4.02, 4.06, 4.07	How long have we been doing activities?	Continue comprehensive Spanish 1 review stem-changing verbs affirmative and negative words comparisons of equality (tan expressions) saber & conocer hacer + time expressions Culture: Compare/contrast leisure activities	Illustrations
12		5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09	What do we do after school?		Role play
13		6.01, 6.03, 6.04, 6.05	How do we exchange personal information?		TPR
14		7.04, 7.05, 7.06			En busca de la verdad video
15		1.01, 1.02, 1.03, 1.04, 1.05	Un evento especial ¿Cómo te preparas? ¿Qué ropa compraste?	Vocabulary for Communication: Discuss daily routines Give Assessment #1 or #8 Discuss shopping for clothing and accessories	Suggested Activities Catalogs
16		2.01, 2.02, 2.03, 2.04, 2.05, 2.06	What do we do every day?		Discuss preferences
17		3.01, 3.03, 3.04, 3.06, 3.07 4.01, 4.02, 4.06, 4.07	How do we get ready for our day?		Interviews/surveys TPR
18		5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09, 5.10	What clothing do we wear?		Internet

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community support develop new classroom strategies and measure success of the 4 X 4 block schedule *Improving the No Child Left Behind Act's Accountability System* United States. Congress. House. Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education, 2008 [The Educational Leader's Guide for School Scheduling](#) Elliot Y. Merenbloom, Barbara A. Kalina, 2017-04-07 This essential resource provides strategies for the effective and equitable distribution of available FTEs throughout the district while helping you work through the many critical questions and decisions involved in the scheduling process **A Casebook of Decolonizing Pedagogical Practices for Second Language Teacher Education** Amy B. Gooden, 2024-09-23 Authentic practice for promoting equitable learning environments for all students [Teaching Discipline-Specific Literacies in Grades 6-12](#) Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides [Handbook of Latinos and Education](#) Enrique G. Murillo, Jr, Dolores Delgado Bernal, Socorro Morales, Luis Urrieta, Jr, Eric Ruiz Bybee, Juan Sánchez Muñoz, Victor B. Saenz, Daniel Villanueva, Margarita Machado-Casas, Katherine Espinoza, 2021-07-29 Now in its second edition this Handbook offers a comprehensive review of rigorous innovative and critical scholarship profiling the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is now organized around four tighter key themes of history theory and methodology policies and politics language and culture teaching and learning New chapters broaden the scope of theoretical lenses to include intersectionality as well as coverage of dual language education discussion around the Latinx and other recent updates to the field The Handbook of Latinos and Education is a must have resource for educational

researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions that share a common interest in and commitment to the educational issues that impact Latinos

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