



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

Spanish Language Pacing Guide

Emily Wojdyla-Corbin



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Language Power: Grades 3-5 Level A Teacher's Guide Elizabeth C. McNally, Emily Corbin, 2012-10-30 *Language Power: Grades 6-8 Level A Teacher's Guide* Ericka Davis Wien, 2012-10-30 Language Power: Grades 6-8 Level B Teacher's Guide Elizabeth C. McNally, 2012-10-30 *Language Power: Grades 3-5 Level C Teacher's Guide* Nancy Bosse, Christine Dugan, 2012-10-30 *Language Power: Grades K-2 Level A Teacher's Guide* Rosie Orozco-Robles, 2012-09-30 *Language Power: Grades K-2 Level C Teacher's Guide* Hayley Lehoski, Linda Vander Wende, 2012-09-30 *Academic Language in Diverse Classrooms: Mathematics, Grades 6-8* Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-09 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning Language Power: Grades 3-5 Level B Teacher's Guide Christine Dugan, 2012-10-30 **Language Power: Grades 6-8 Level C Teacher's Guide** Emily Wojdyla-Corbin, 2012-10-30 *Language Power: Grades K-2 Level B Teacher's Guide* Hayley Lehoski, 2012-09-30 Teaching Foreign Languages in the Block Deborah Blaz, 2013-11-20 Provides detailed instructional strategies sample lesson plans and sample assessments so that foreign language teachers can make the best use of the additional time Teaching Harry Potter C. Belcher, B. Stephenson, 2011-08-29 Given the current educational climate of high stakes testing standardized curriculum and approved reading lists incorporating unauthorized popular literature into the classroom becomes a political choice The authors examine why teachers choose to read Harry Potter how they use the books and the resulting teacher student interactions Resources in Education , 1997 **Transforming World Language Teaching and Teacher Education for Equity and Justice** Beth Wassell, Cassandra Glynn, 2022-04-29 This edited book expands the current scholarship on teaching world languages for social justice and equity in K 12 and postsecondary contexts in the US Over the past decade demand has been growing for a more critical approach to teaching languages and cultures in response this volume brings together a group of scholars whose work bridges the fields of world language education and critical approaches to education Within the current US context the chapters address the following key questions 1 How are pre service or in service world language teachers professors embedding issues understandings or content related to social justice human rights access critical pedagogy and equity into their teaching and curriculum 2 How are teacher educators preparing language teachers to teach for social justice human rights access and equity *The 4 X 4 Block Schedule* J. Allen Queen, Kimberly Gaskey Isenhour, 1998 This practical book shows you how to motivate and train teachers establish

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

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