

**Middlesex County Schools Curriculum Pacing Guide**

**School Year**

**Grade/Course**

Spanish II

2014-2015

<b>Time Frame</b>	<b>Unit/SOLs</b>	<b>SOL #</b>	<b>Strand</b>	<b>Essential Knowledge/ Understandings</b>	<b>Date of Common Formative Assessment (i.e. Unit Tests/Benchmark Tests)</b>
<b>Quarter 1</b>					
Week 1	Preliminary Chapter	SII.1  SII. 1.1	The student will exchange spoken and written information and ideas in Spanish.  Give and follow basic instructions.	<ul style="list-style-type: none"> <li>Discuss Class Essentials: rules and regulations</li> <li>Present course overview</li> <li>Review Spanish I basic concepts</li> </ul>	Written Assessment  Spanish I review assessment quiz
Week 2	Unidad 1 Etapa 1	SII.1  SII. 1.2  SII. 5	The student will exchange spoken and written information and ideas in Spanish.  Ask and answer questions about oneself, others, and the immediate environment, such as exchanges concerning people, things, plans, events, feelings, emotions, and geographic direction and location.  The student will present in Spanish information orally and in writing, combining learned and original language in connected sentences and paragraphs.	<ul style="list-style-type: none"> <li>Exchange Greetings and Introductions</li> <li>Express Likes/Dislikes</li> <li>Describe people and places</li> <li>Ask for and give information</li> <li>Conjugate verb: ir, Irregular yo verbs</li> </ul>	Oral assessment  Written Assessment  Activities Vocabulary Quiz
Week 3	Unidad 1 Etapa 1	SII. 1. 2  SII. 4.1  SII. 5.2	Ask and answer questions about oneself, others, and the immediate environment, such as exchanges concerning people, things, plans, events, feelings, emotions, and geographic direction and location.  Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.  Present information, using structures that reflect present, past, and future time.	<ul style="list-style-type: none"> <li>Ask and Tell Time</li> <li>Discuss School life</li> <li>Conjugate Regular Present Tense Verbs: -ar, -er, -ir</li> <li>Regular Preterit verbs: -ar, -er, -ir</li> </ul>	Written Assessment: What time is it?  Project 1: "Yo soy"  Telling time quiz  Unit 1, Etapa 1 Test

Week 4	Unidad 1 Etapa 2	SII. 1	Ask and answer questions about oneself, others, and the immediate environment, such as exchanges concerning people, things, plans, events, feelings, emotions, and geographic direction and location.	<ul style="list-style-type: none"> <li>• Discuss leisure time (dialog)</li> <li>• Irregular Past Tense</li> </ul>	Written assessment: Describe a fictional character
		SII. 2	The student will initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.	<ul style="list-style-type: none"> <li>• Talk about travel Vocabulary</li> </ul>	Vocabulary Quiz: Leisure time
		SII. 3.3	Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.	<ul style="list-style-type: none"> <li>• Olmera Street</li> </ul>	Written assessment: Colors, clothing, physical characteristics
		SII. 10	The student will demonstrate understanding of cultural similarities and differences between the Spanish-speaking cultures studied and the United States.		
Week 5	Unidad 1 Etapa 2	SII. 7.3	Explore the influence of the geography and history of Spanish-speaking countries or regions, such as food, clothing, dwellings, transportation, language, music, and art.	<ul style="list-style-type: none"> <li>• Latino Art in Chicago</li> </ul>	Food Vocabulary Quiz
		SII. 11.2	Reinforce cultural knowledge through the use of Spanish-language resources, such as individuals and organizations in the community or accessible through technology.	<ul style="list-style-type: none"> <li>• Discuss Food Vocabulary</li> </ul>	Written Assessment
		SII. 5	The student will present in Spanish information orally and in writing, combining learned and original language in connected sentences and paragraphs.	<ul style="list-style-type: none"> <li>• Conjugate Irregular Past Tense</li> </ul>	Unit 1, Etapa 2 Test
Week 6	Unidad 1 Etapa 3	SII. 1 SII. 2 SII. 3 SII. 4.1	The student will exchange spoken and written information and ideas in Spanish.	<ul style="list-style-type: none"> <li>• Express Activity Preferences</li> </ul>	Project 2: Menu, " <i>Mi Restaurante</i> "
			The student will initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.	<ul style="list-style-type: none"> <li>• Stem-changing Verbs</li> </ul>	
			The student will understand basic spoken and written Spanish presented through a variety of media in familiar contexts.	<ul style="list-style-type: none"> <li>• Stem-changing Past Tense</li> </ul>	Unit 1. Final Test
			Differentiate among increasingly complex types of statements, questions, and exclamations.		

Week 7	Unidad 1 Etapa 3	SII. 7  SII. 3  SII. 5	<p>The student will demonstrate understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways these cultural aspects are interrelated.</p> <p>The student will understand basic spoken and written Spanish presented through a variety of media in familiar contexts.</p> <p>The student will present in Spanish information orally and in writing, combining learned and original language in connected sentences and paragraphs.</p>	<ul style="list-style-type: none"> <li>• Media: The News</li> <li>• Demonstrative Adjectives and Pronouns</li> <li>• Stem-Changing Verbs in the Preterit</li> </ul>	<p>Written Assessment Adjectives</p> <p>Verb conjugation Quiz</p> <p>Unit 1, Etapa 3 Test</p>
Week 8	Unidad 2 Etapa 1	SII. 1.2  SII. 11.2  SII. 5.2	<p>Ask and answer questions about oneself, others, and the immediate environment, such as exchanges concerning people, things, plans, events, feelings, emotions, and geographic direction and location.</p> <p>Recognize differences in social practices and personal interactions among cultures.</p> <p>Present basic information about topics such as oneself, family members and others, events, interests, school, recreational activities, and personal</p>	<ul style="list-style-type: none"> <li>• Describe childhood experiences</li> <li>• Discuss Possessive Adjectives/Pronouns</li> <li>• Past Imperfect</li> </ul>	<p>Group assessment: Listening and Speaking. Creating a dialog</p> <p>Vocabulary Quiz: School</p> <p>Written Assessment</p>
Week 9	Review and Assessment of 1 <sup>st</sup> Quarter Unidad 2 Etapa 1	SII. 7 SII. 6 SII. 5	<p>Identify main viewpoints of the cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</p> <p>The student will present in Spanish rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect Spanish cultures.</p> <p>The student will present in Spanish information orally and in writing, combining learned and original language in connected sentences and paragraphs.</p>	<ul style="list-style-type: none"> <li>• Nationalities</li> <li>• Reflexive</li> <li>• Pronouns/Verbs</li> <li>• Folkloric tradition: Mexican legend</li> </ul>	<p>Written Assessment</p> <p>Project: <i>Mi país de origen</i></p> <p>Unit 2, Etapa 1 Test</p>