

## **Scope & Sequence 2019-2020**

School: Carrizo Springs High School.

Subject: Languages Other Than English- Spanish I I

Teacher: M. Arroniz

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade level expectations, proficiency level expectations	Theme/big idea/concept	Enduring understanding and /or Essential questions
<p>August 26/December -20 First Semester. First six weeks Second six weeks And Third six weeks.</p> <hr/> <p><b>*Classroom Rules &amp; Procedures</b> <b>** Student Expectations</b></p> <p><b>Unit 1: Review of Spanish 1 Basics</b></p> <p>Unit 2: Interests and Leisure Activities</p> <p>Unit 3: Weather and Seasons</p>	<p>Classroom Culture and Relationships.</p> <p>1.1: Interpersonal Communication: Students introduce their classmates, name, objects, places and actions and respond to commands and questions</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words.</p> <p>1.3 Students recite, sing, dance, role play and perform skits</p>	<p>Social Life</p>	<p>What Spanish do I remember?</p> <p>I am able to generate basic phrases with gender and number agreement.</p> <p>I am able to construct basic present tense sentences, starting with I love, I like, I dislike and I go.</p> <p>I am able to accurately describe my interests using nouns and adjectives.</p> <p>I am able to discuss the weather and seasons in simple present tense.</p> <p>What do I want to know about others? What do I want others to know about me?</p>
<p>Semester 2: January 8 /May 28 Fourth Six weeks. Fifth Six weeks. Sixth Six weeks.</p> <p>Unit 4: Cities, Places, Activities and Transportation</p> <p>Unit 5: Shopping</p> <p>Unit 6: Restaurants and Food</p>	<p>1.1: Interpersonal Communication: Students introduce their classmates, name, objects, places and actions and respond to commands and questions</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words.</p> <p>1.3 Students recite, sing, dance, role play and perform skits</p> <p>3.1 Connections to other Disciplines: Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects or geographical concepts. 5.2: Enjoyment/Lifelong Learning: Students make choices to present information based on their personal interest</p> <p>Trimester</p>	<p>Community Life</p>	<p>What skills do you need to get around a city/use public transportation?</p> <p>I can use appropriate simple present tense sentences to describe places, activities, shopping, and food.</p> <p>I can accurately use common restaurant phrases.</p>

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<p>Unit 7: Cultural Holidays and Traditions (Topic will be covered during each unit)</p> <p>Unit 8: Language and Cultural Comparisons</p>	<p>2.1: Cultural Practices and Perspectives: Students recognize cultural practices in holidays and traditions 2.2 Cultural Products and Perspectives: Students recognize cultural artifacts relating to holidays and traditions 3.2 Access to Information: Students participate in cultural traditions and use authentic materials to access information about the target-language cultures. 4.1 Language Comparisons: Students recognize and group together cognates and those that are false cognates. 4.2 Students become aware of cultural similarities and difference in holidays and traditions 5.1 Students make posters about holidays and traditions and display them in their school of the community library.</p>	<p>Culture</p> <p>Holidays and Traditions</p>	<p>What are the culinary traditions in my community and in other communities?</p> <p>How does food reflect culture?</p> <p>Compare and contrast holidays and traditions.</p>
<p>Note : We will use Auténtico 2 textbook , Realidades Textbook and Teacher made assignments</p> <p>We will be recycling from Spanish 1 course that allows for important review and re teaching.</p> <p>In addition, students expand their vocabulary, grammar, and cultural understanding as they revisit each theme in greater depth.</p>			

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<p>Unit 1: Greetings and Introduction</p> <p>Unit 2: Physical Descriptions and Personality Characteristics, Feelings and Emotions</p> <p>Unit 3: Family Members</p> <p>Unit 4: Clothing and Colors</p>	<p>1.1 Students introduce themselves and others, name objects, places and action in response to teacher questions.</p> <p>1.2 Students understand isolate words and memorized chunks used by their teacher and their friends. They react to comments, questions and storytelling.</p> <p>1.3 Presentational Communication: Students recite, sing and role play.</p> <p>5.2 Enjoyment/Lifelong Learning: Students have fun learning to dance, sing, play games and respond in the target language</p>	<p>Personal and Family Life</p>	<p>Essential Questions</p> <p>I recite, identify, and write the letters in the alphabet.</p> <p>How does a person initiate and respond to simple greetings and introductions?</p> <p>What strategies are used to recognize functional sight vocabulary I am able to use simple nouns and adjectives to describe. • Feelings • Emotions • Clothing • Colors</p> <p>I am able to identify immediate family members using appropriate vocabulary.</p> <p>I am able to construct basic present tense sentences, starting with I am, I have, I need, and I want</p>
<p>Unit 5: Numbers and Time</p> <p>Unit 6: Days, Months and Calendar Unit 7: Classes, Schedules and Supplies</p>	<p>1.1 Students introduce themselves and others, name objects, places and action in response to teacher questions.</p> <p>1.2 Students understand isolate words and memorized chunks used by their teacher and their friends. They react to comments, questions and storytelling.</p> <p>1.3 Presentational Communication: Students recite, sing and role play.</p> <p>3.1 Connections to other Disciplines: Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc. 5.2 Enjoyment/Lifelong Learning: Students have fun learning to dance, sing, play games and respond in the target language</p>	<p>School Life</p>	<p>I am able to identify and recite numbers 1-50.</p> <p>I am able to use the names of the days of the week and vocabulary associated with the calendar.</p> <p>I am able to acknowledge and give affirmative commands related to the classroom.</p> <p>I am able to accurately use question words, cual, que, cuantos, and cuando.</p>
<p>Unit 8: Cultural Awareness</p> <p>Unit 9: Cultural and Language Comparisons</p>	<p>1.2 Students understand isolate words and memorized chunks used by their teacher and their friends. They react to comments, questions and storytelling.</p> <p>1.3 Presentational Communication: Students recite, sing and role play.</p> <p>2.1 Cultural Practices and Perspectives: Students recognize cultural practices in school routines and family activities</p>	<p>Culture</p>	<p>Discuss why it is important to study another language.</p> <p>Explore and examine aspects of a Spanish speaking culture in terms of • Community • Family • Daily Life • School</p> <p>Compare and contrast the difference between Latin American schools and North American schools.</p>

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	<p>2.2 Cultural Products: Students recognize cultural products relating to school, family and community</p> <p>3.2 Access to Information: Students read, listen to and talk about age appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language</p> <p>4.1 Language Comparisons: Students recognize and group together cognates and those that are false cognates</p> <p>4.2 Cultural Comparisons: Students become aware of culture similarities and differences in school routines and family activities.</p> <p>5.1 Transfer to Communities: Students perform for the school community during special school events.</p> <p>5.2 Enjoyment/Lifelong Learning: Students have fun learning to dance, sing, play games and respond in the target language</p>		Students will be able to describe the cultural significance of soccer
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