



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
High School Spanish 2

Purpose of Planning	Introduction: Para empezar Q1 W 1-3	Unit One: Tu día escolar Q1 W4-6	Unit Two: Un evento especial Q1 W 7-9
<p>Unit Topic and Overview:</p>	<p>Vocabulary: A ¿Cómo eres tú? Repaso: Describing people; asking for information; nationalities; adjective agreement; the verb ser. B ¿Qué haces? Repaso: Leisure activities; seasons of the year; regular AR, ER and IR verbs.</p>	<p>Unit 1A- ¿Qué haces en la escuela? Vocabulary: Classroom items; activities and rules. Grammar: Repaso: Stem-changing verbs; affirmative and negative words. Unit 1B- ¿Qué haces después de las clases? Vocabulary: Extracurricular activities. Grammar: Making comparisons; (Repaso) the verbs saber and conocer; hace+ time expressions.</p>	<p>Unit 2A- ¿Cómo te preparas? Vocabulary: Daily routines; getting ready for an event. Grammar: Reflexive verbs; (Repaso) the verbs ser and estar; possessive adjectives mío, tuyo y suyo. Unit 2B- ¿Qué ropa compraste? Vocabulary: Shopping vocabulary, prices, money. Grammar: (Repaso) the preterite of regular verbs; demonstrative adjectives.</p>
<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance 	<ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance 	<ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: How do you describe others based on what they like to do?</p>	<p>Students should be able to answer in Spanish: How is my school day the same and different from other students around the world? What do you do during the day, after school, and at night?</p>	<p>Students should be able to answer in Spanish: What do you do during the day, after school, and at night? What do you go to the mall for?</p>
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 2 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 2 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 2 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 2 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 2 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 2 21 Minicuentos by Tom Alsop</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>
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<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 1 Project: Fashion brochure and daily routine poster</p> <ul style="list-style-type: none"> • Marketing • Technology • Economics 	<p>Quarter 1 Project: Fashion brochure and daily routine poster</p> <ul style="list-style-type: none"> • Marketing • Technology • Economics 	<p>Quarter 1 Project: Fashion brochure and daily routine poster</p> <ul style="list-style-type: none"> • Marketing • Technology • Economics
<p>Honors Course Differentiation(s):</p>	<p>Readings: La gran aventura de Alejandro</p> <p style="text-align: center;">Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: La gran aventura de Alejandro</p> <p style="text-align: center;">Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: La gran aventura de Alejandro</p> <p style="text-align: center;">Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar</p>



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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.IL.1.1 WL.K12.IL.1.6 WL.K12.IL.2.2 WL.K12.IL.2.4 WL.K12.IL.3.1 WL.K12.IL.4.1 WL.K12.IL.4.5 WL.K12.IL.5.4 WL.K12.IL.6.2 WL.K12.IL.6.4 WL.K12.IL.7.2 WL.K12.IL.8.3 WL.K12.IL.9.2 WL.K12.IM.1.4 WL.K12.IM.1.6 WL.K12.IM.2.2 WL.K12.IM.3.2 WL.K12.IM.3.7 WL.K12.IM.4.5 WL.K12.IM.5.5 WL.K12.IM.5.7 WL.K12.IM.6.4 WL.K12.IM.7.1 WL.K12.IM.8.3 WL.K12.IM.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.IL.1.1 WL.K12.IL.1.6 WL.K12.IL.2.2 WL.K12.IL.2.4 WL.K12.IL.3.1 WL.K12.IL.4.1 WL.K12.IL.4.5 WL.K12.IL.5.4 WL.K12.IL.6.2 WL.K12.IL.6.4 WL.K12.IL.7.2 WL.K12.IL.8.3 WL.K12.IL.9.2 WL.K12.IM.1.4 WL.K12.IM.1.6 WL.K12.IM.2.2 WL.K12.IM.3.2 WL.K12.IM.3.7 WL.K12.IM.4.5 WL.K12.IM.5.5 WL.K12.IM.5.7 WL.K12.IM.6.4 WL.K12.IM.7.1 WL.K12.IM.8.3 WL.K12.IM.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.IL.1.1 WL.K12.IL.1.6 WL.K12.IL.2.2 WL.K12.IL.2.4 WL.K12.IL.3.1 WL.K12.IL.4.1 WL.K12.IL.4.5 WL.K12.IL.5.4 WL.K12.IL.6.2 WL.K12.IL.6.4 WL.K12.IL.7.2 WL.K12.IL.8.3 WL.K12.IL.9.2 WL.K12.IM.1.4 WL.K12.IM.1.6 WL.K12.IM.2.2 WL.K12.IM.3.2 WL.K12.IM.3.7 WL.K12.IM.4.5 WL.K12.IM.5.5 WL.K12.IM.5.7 WL.K12.IM.6.4 WL.K12.IM.7.1 WL.K12.IM.8.3 WL.K12.IM.9.2</p>
	<p>School 5700 Saddlebrook Way</p>	<p>Wesley Chapel, FL 33543</p>	<p>813 907-4500</p>



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>
<p>Purpose of Planning</p>	<p>Unit Three: Tú y tu comunidad Q2 W 10-13</p>	<p>Unit Four: Recuerdos del pasado Q2 W 14-18</p>	<p>Unit Five: En las noticias Q3 W 19-22</p>
<p>Unit Topic and Overview:</p>	<p>Unit 3A- ¿Qué hiciste ayer? Vocabulary: Running errands; location in a downtown; items purchased. Grammar: (Repaso) direct object pronouns; the irregular preterite of the verbsir, ser, hacer, tener, estar, poder. Unit 3B- ¿Cómo se va...? Vocabulary: Places in a city or town; driving terms; modes of transportation. Grammar: (Repaso) direct object pronouns: me, te, nos; irregular affirmative tú commands; (Repaso) present progressive; irregular forms.</p>	<p>Unit 4A- Cuando éramos niños Vocabulary: Toys; play terms; describing children. Grammar: The imperfect tense: regular verbs and irregular verbs; (Repaso) indirect object pronouns. Unit 4B- Celebrando los días festivos Vocabulary: Expressions describing etiquette; holiday and family celebrations. Grammar: The imperfect tense: describing a situation; reciprocal actions.</p>	<p>Unit 5A- Un acto heroico Vocabulary: Natural disasters; emergencies; rescues; heroes. Grammar: The imperfect tense: other uses; the preterite of the verbs oir, leer, creer and destruir. Unit 5B- Un accidente Vocabulary: Parts of the body; accidents; events in the emergency room. Grammar: The irregular preterites: venir, poner, decir, traer; the imperfect progressive and preterite.</p>



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: How have stores changed over the years? What makes a good driver?</p>	<p>Students should be able to answer in Spanish: What were your favorite childhood toys and games? What do holidays reveal about cultural perspectives?</p>	<p>Students should be able to answer in Spanish: How do you respond to an emergency? Have you ever been involved in an accident?</p>



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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>



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<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests Midterm Exam <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 2 Writing Project: Hispanic Holidays and children’s book</p> <ul style="list-style-type: none"> • Marketing • Tourism • Geography • World History • Technology • Humanities 	<p>Quarter 2 Writing Project: Hispanic Holidays and children’s book</p> <ul style="list-style-type: none"> • Marketing • Tourism • Geography • World History • Technology • Humanities 	<p>Quarter 3 Writing Project: A natural disaster In class project: Magazine article</p> <ul style="list-style-type: none"> • Social Studies • Technology
<p>Honors Course Differentiation(s):</p>	<p>Readings: La gran aventura de Alejandro</p> <p>Questionnaire Chapters 7-11 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: La gran aventura de Alejandro</p> <p>Questionnaire Chapters 7-11 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: La gran aventura de Alejandro</p> <p>Questionnaire Chapters 12-16 Writing activity about characters Worksheet: Vocabulary, grammar</p>



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>
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Purpose of Planning	Unit Six: La televisión y el cine Q3 W 23-27	Unit Seven: Buen provecho Q4 W 28-31	Unit Eight: Cómo ser un buen turista Q4 32-36
Unit Topic and Overview:	<p>Unit 6A- ¿Viste el partido en la televisión? Vocabulary: Watching television programs; sporting events. Grammar: The preterite of –ir stem-changing verbs; other reflexive verbs.</p> <p>Unit 6B- ¿Qué película has visto? Vocabulary: Movies; making a movie. Grammar: Verbs that use indirect objects; the present perfect.</p>	<p>Unit 7A-¿Cómo se hace la paella? Vocabulary: Cooking expressions; food; appliances; following a recipe; giving directions in a kitchen. Grammar: Negative tú commands; the impersonal se.</p> <p>Unit 7B- ¿Te gusta comer al aire libre? Vocabulary: camping and cookouts; food. Grammar: Usted and Ustedes commands; uses of por.</p>	<p>Unit 8A- Un viaje en avión Vocabulary: Visiting an airport; planning a trip; traveling safely. Grammar: The present subjunctive; irregular verbs in the subjunctive.</p> <p>Unit 8B- Quiero que disfrutes de tu viaje Vocabulary: Staying in a hotel; appropriate tourist behaviors; traveling in a foreign city. Grammar: The present subjunctive with impersonal expressions; the present subjunctive of stem-changing verbs.</p>
<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: What makes you decide to watch one television show over other ones? How to the TV shows/ movies I watch influence me?</p>	<p>Students should be able to answer in Spanish: How do people use the resources available to them to make nutritious and special holiday foods? What is your favorite outdoor cooking?</p>	<p>Students should be able to answer in Spanish: How can traveling to places around the world enhance my life? What do you do when visiting a new place?</p>
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 2 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 2 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 2 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 2 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 2 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 2 21 Minicuentos by Tom Alsop</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/</p>

<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>
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<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • Final Exam • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 3 Writing Project: A natural disaster In class project: Magazine article</p> <ul style="list-style-type: none"> • Social Studies • Technology 	<p>Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book</p> <ul style="list-style-type: none"> • Technology • Marketing 	<p>Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book</p> <ul style="list-style-type: none"> • Technology • Marketing
<p>Honors Course Differentiation(s):</p>	<p>Readings: La gran aventura de Alejandro</p> <p>Questionnaire Chapters 12-16 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: La gran aventura de Alejandro</p> <p>Questionnaire Chapters 17-21 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: La gran aventura de Alejandro</p> <p>Questionnaire Chapters 17-21 Writing activity about characters Worksheet: Vocabulary, grammar</p>

<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.IL.1.1 WL.K12.IL.1.6 WL.K12.IL.2.2 WL.K12.IL.2.4 WL.K12.IL.3.1 WL.K12.IL.4.1 WL.K12.IL.4.5 WL.K12.IL.5.4 WL.K12.IL.6.2 WL.K12.IL.6.4 WL.K12.IL.7.2 WL.K12.IL.8.3 WL.K12.IL.9.2</p> <p>WL.K12.IM.1.4 WL.K12.IM.1.6 WL.K12.IM.2.2 WL.K12.IM.3.2 WL.K12.IM.3.7 WL.K12.IM.4.5 WL.K12.IM.5.5 WL.K12.IM.5.7 WL.K12.IM.6.4 WL.K12.IM.7.1 WL.K12.IM.8.3 WL.K12.IM.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: Languages: WL.K12.IL.1.1 WL.K12.IL.1.6 WL.K12.IL.2.2 WL.K12.IL.2.4 WL.K12.IL.3.1 WL.K12.IL.4.1 WL.K12.IL.4.5 WL.K12.IL.5.4 WL.K12.IL.6.2 WL.K12.IL.6.4 WL.K12.IL.7.2 WL.K12.IL.8.3 WL.K12.IL.9.2</p> <p>WL.K12.IM.1.4 WL.K12.IM.1.6 WL.K12.IM.2.2 WL.K12.IM.3.2 WL.K12.IM.3.7 WL.K12.IM.4.5 WL.K12.IM.5.5 WL.K12.IM.5.7 WL.K12.IM.6.4 WL.K12.IM.7.1 WL.K12.IM.8.3 WL.K12.IM.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.IL.1.1 WL.K12.IL.1.6 WL.K12.IL.2.2 WL.K12.IL.2.4 WL.K12.IL.3.1 WL.K12.IL.4.1 WL.K12.IL.4.5 WL.K12.IL.5.4 WL.K12.IL.6.2 WL.K12.IL.6.4 WL.K12.IL.7.2 WL.K12.IL.8.3 WL.K12.IL.9.2</p> <p>WL.K12.IM.1.4 WL.K12.IM.1.6 WL.K12.IM.2.2 WL.K12.IM.3.2 WL.K12.IM.3.7 WL.K12.IM.4.5 WL.K12.IM.5.5 WL.K12.IM.5.7 WL.K12.IM.6.4 WL.K12.IM.7.1 WL.K12.IM.8.3 WL.K12.IM.9.2</p>
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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>
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