SUBJECT AREA: Spanish (Vigueras) LEVEL: 2 SEMESTER: Fall 2022-Spring 2023

UNIT TITLE/ESSENTI AL QUESTION(S)	UNIT SKILLS AND CONTENT	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	COMMON CORE/CONTENT STANDARDS
1: Preparing for Learning What is required of me in order to be success ful this year? 	 RCHS Focus Skills for Spanish: Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences. Students comprehend topics that were explicitly taught to them. They can respond to questions. Students are able to read and answer questions, using comprehension strategies to help them as they encounter unfamiliar topics. They 	 Introduction to Google Classroom features layout organizat ion Social/Emotiona I Learning how to best schedule your time Getting to know you, student survey https://do Cs.googl e.com/fo rms/d/1q pyag-2V OXMaXR jA6VjZN TdKFMQ Bt16oKM 	 Writing Baseline https://docs.goo gle.com/forms/d /1jZOpU4bTatA 3u0rsRg5ObXM 8bE0_rsgcLFD- L203dKg/edit Listening Practice (teacher reads prompts) https://docs.goo gle.com/forms/d /1GZNk-2JpTqH 9D585ljgfMbFy UWDw2z39fbau AmvSra8/edit Reading Diagnostic https://drive.goo gle.com/file/d/1 wUGwAyO36-H FVtbe-3 n0HTf XkGBgnv9/view ?usp=sharing (questions), https://docs.goo gle.com/forms/d /153kdX5L7eMr QWVjGrQHXjV 	 Students will acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Students will take risks and view mistakes as opportunities to grow academically and emotionally. 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are primary communic ative goals in modern language learning. These skills are used for the purposes of socializing , providing

can provide proof for their answers within a text. • Students will decipher between preterite and imperfect tenses and will be able to determine how the use of each affects the meaning of a text.	 P_sdK5_ zs/edit Course content review What is compreh ensible input? Why is this the way we will be learning this year? How to utilize El Mundo En Tus Manos 2022-2023 Subscription, using TPT digital activities platforms that link to Google Classroom (bi-weekly news publication that provides comprehensible news summaries from Spanish speaking countries to students.) <u>https://di</u> gital.teac herspayt <u>https://di</u> 	FxL9UX4zyqog FfcxVcNFE/edit (answer doc)		and acquiring informatio n, expressing personal feelings and opinions, and getting others to adopt a course of action. 2. Reading and writing are used in languages other than English for the purposes of socializing , providing and acquiring informatio n, expressing personal feelings and opinions, and getting others to
--	---	--	--	---

1 1		I
<u>com/acti</u>		adopt a
vities/59		course of
79907		action.
Complete		
listening,		
reading, and		Standard 2:
writing		Cultural
		Understanding
baseline/diagno		
stic		1.
assessments		Effective
(results to be		communic
used by teacher		ation
to group		involves
students and to		meanings
inform		that go
instruction)		beyond
		words and
		require an
		understan
		ding of
		perception
		S,
		gestures,
		folklore,
		and family
		and
		community
		dynamics.
		All of
		these
		elements
		can affect
		whether
		and how
		well a
		message
		is
		received.

				-	
 2. <u>Tumba</u> How do our celebrat ions express 	RCHS Focus Skills for Spanish: • Students are able to express their own thoughts, provide	 <u>Tumba</u>by Mira Canion Teacher guide: <u>https://drive.google.co</u> m/file/d/1AD7KB-XGJH <u>Nrl49F-EZBHUJnLgKO</u> 	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing atudont'a 	 Students will express respectful agreement or disagreement with opinions, validating the 	Learning Standards for Languages Other Than English (Checkpoint B-Modern
		NrI49F-EZBHUJnLgKO 2NO8/view?usp=sharin g • *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: • Señor Wooly website and interactiv e student accounts (to highlight grammat ical	· · /		
	decipher between preterite and imperfect	structure s found in book) <u>www.sen</u>		perspectives, experiences, strengths,	g personal feelings and opinions,

tenses and will be able to determine how the use of each affects the meaning of a text.	orwooly. <u>com</u> El Mundo en Tus Manos Subscrip tion (weekly current event	 needs, and opinions. Students will take risks and view mistakes as opportunities to grow academically and emotionally. 	and getting others to adopt a course of action. 2. Reading and writing are used in
	er written for languag e learners) https://di gital.teac herspayt eachers. com/acti vities/59 79907 https://drive.google.co m/file/d/1erGDItXsnS30 uhaZ6Tz_OfFVcVQ5v OZS/view?usp=sharing • Various teacher-created Reading and strategy resources • Various vocabulary games/activities		other than English for the purposes of socializing , providing and acquiring informatio n, expressin g personal feelings and opinions, and getting others to adopt a course of action. Standard 2: Cultural Understanding

		Various texts and graphic organizers			1. Effective communic ation involves meanings that go beyond words and require an understan ding of perception s, gestures, folklore, and family and communit y dynamics. All of these elements can affect whether and how well a message
					message is received.
 3. Fiesta Fatal: How do we celebrat e special 	RCHS Focus Skills for Spanish: • Students are able to express their own thoughts, provide	 <u>Fiesta Fatal</u> by Mira Canion Teacher guide: <u>https://drive.google.co</u> m/file/d/12WDKHFeSS <u>apggP0c_DL8SaVDOC</u> 	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's 	 Students will express respectful agreement or disagreement with opinions, validating the 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)

hirthdov	descriptions	9hc5Xs/view?usp=shari	independent	knowledge of	Standard 1:
birthday s?	descriptions, and		independent work and	peers, or	Communication
• How	communicate	ng			Communication
	about familiar		group/partner	challenging their	1.
does			work	viewpoints in	Listening
the way	topics using	 *Within each 	Strategic	constructive	and
we	sentences.	novel unit, I also	questioning	ways.	speaking
celebrat	Students	incorporate any	during lessons	Students will	are
e	comprehend	relevant	Student	collaborate with	primary
birthday	topics that were	grammatical	annotations	peers to	communic
s reflect	explicitly taught	structures,		demonstrate	ative
how we	to them. They	holidays, or		their knowledge	goals in
value	can respond to	current events.		and growth over	modern
people?	questions.	I use the		time and align	language
Are the	 Students are 	following two		to the varied	learning.
concept	able to read and	platforms for		learning styles	These
s of	answer	this:		and interests in	skills are
"quince	questions, using	○ Señor		the class	used for
anera"	comprehension	Wooly		community.	
and	strategies to	website		 Students will 	the
"sweet	help them as	and		acknowledge	purposes
sixteen"	they encounter	interactiv		and try to	of
more	unfamiliar	е		incorporate the	socializing
alike or	topics. They	student		ideas of peers	, providing
different	can provide	accounts		respectfully,	and
?	proof for their	(to		recognizing that	acquiring
How	answers within	highlight		other students	informatio
does	a text.	grammat		may have vastly	n,
setting	Students will	ical		different	expressin
affect a	decipher	structure		perspectives,	g personal
story?	between	s found		experiences,	feelings
	preterite and	in book)		strengths,	and
	imperfect	www.sen		needs, and	opinions,
	tenses and will	orwooly.		opinions.	and
	be able to	<u>com</u>		 Students will 	getting
	determine how	• El		take risks and	others to
	the use of each	Mundo		view mistakes	adopt a
	affects the	en Tus		as opportunities	course of
	meaning of a	Manos		to grow	action.
	text.	Subscrip			2.
		Cassonp			Reading

event newspap er written for languag e e e languag e e learners) https://di learners) https://di learners) https://di learners) https://di eachers. com/acti vities/59 79907 Various teacher-created Reading and strategy resources Various texts and graphic organizers language other to acquiring nersources language other to action. Standard 2: Cultural Understanding 1. Effective		tion (weekly	academically and emotionally.	and writing are
newspap er other that English er scientish for for purposes languag of e socializin learners) , providin https://di acquiring herspayt ginformatic gachers expressin com/acti expressin vitics/59 g person T3907 feelings exources opinions, and strategy getting resources others vocabulary course of action. various adopt a vocabulary strateg games/activities Standard 2: Cultural understanding 1, Effective communi ation		current		used in
er the written for for generating for the purposes of socializin and acquiring informatic n, providin and acquiring informatic n, com/acti generating of generating of generating teacher-created Reading and strategy resources of Various vocabulary games/activities and graphic organizers of standard 2: Cultural Understanding 1. Effective communication involves		event		languages
written for for the purposes languag of e socializin learners) and https://di acquiring https://di acquiring https://di acquiring https://di gerson gerson gerson com/acti gerson vities/59 g person 79907 feelings various and strategy getting resources others to various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communiation ation		newspap		other than
for languag e learners) https://di learners) https://di learners) https://di learners) https://di learners) herspayt eachers. com/acti vities/59 79907 Various teacher-created Reading and strategy resources Various vocabulary games/activities Various texts and graphic organizers Various Various learners l				
languag e e ilangers) https://di informatic dital.teac informatic e informatic informatic informatic eachers. com/acti vittes/59 79907 Various teacher-created Reading and strategy resources Various vocabulary games/activities Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communic involves				for the
e socializin learners) https://di dital.teac herspayt eachers. com/acti vities/59 79907 • Various teacher-created Reading and strategy resources • Various vocabulary games/activities • Various texts and graphic organizers • Standard 2: Cultural Understanding 1. Effective communi ation involves		for		purposes
Image: learners) , providin and ititics://di gital.teac acquiring informatic herspayt acquiring herspayt informatic com/acti expressing vities/S59 g person 79907 feelings • Various and teacher-created opinions, and Reading and strategy getting • Various adopt a vocabulary course of action. games/activities Standard 2: Cultural • Various texts and graphic organizers 1. Effective communi ation		languag		
https://di and gital.teac acquiring herspayt information herspayt information com/acti expressing ytiles/59 g person 79907 feelings and acquiring information expressing ytiles/59 g person 79907 feelings and and iteacher-created opinions, Reading and and strategy getting resources others to Various adopt a vocabulary course of games/activities standard 2: Cultural Understanding 1. Effective organizers 1.		е		socializing
gital.teac herspayt acquiring information occom/acti vities/59 vities/59 vities/59 vities/59 vogeon acquiring information occom/acti vexpressing gerson feelings and strategy resources • Various teacher-created Reading and strategy resources and getting opinions, and getting course of actor. • Various vocabulary games/activities actor. • Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communi ation involves		learners)		, providing
herspayt information eachers. com/acti expressin com/acti expressin gperson ruties/59 various and resources opinions, and vocabulary getting others to games/activities action. action. Various texts and graphic organizers organizers 1. Effective communication 1. Effective ation information information ation information information and strategy and games/activities action. action. Various texts and graphic action. organizers information information information information i		<u>https://di</u>		and
eachers. com/acti vities/59 79907 n, expressir g person feelings and opinions, Reading and strategy resources • Various teacher-created games/activities and opinions, and getting others to adopt a course of action. • Various vocabulary games/activities adopt a course of action. • Various texts and graphic organizers 5 tandard 2: Cultural Understanding 1. Effective communi ation involves		<u>gital.teac</u>		acquiring
com/acti vities/59 r9907 expressin g persona feelings · Various teacher-created Reading and strategy resources and opinions, and getting · Various vocabulary games/activities adopt a course of action. · Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communiation involves		<u>herspayt</u>		informatio
vities/59 79907 g persona feelings and opinions, Reading and strategy resources and opinions, and getting others to adopt a course of action. Various vocabulary games/activities organizers strategy others to adopt a course of action. Various texts and graphic organizers strategy others to action. strategy others to adopt a course of action. Image: texts and graphic organizers standard 2: Cultural Understanding Standard 2: Cultural Understanding				n,
Image: space		<u>com/acti</u>		expressin
 Various teacher-created Reading and strategy resources Various vocabulary games/activities Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communi ation involves 		vities/59		g personal
teacher-created opinions, Reading and strategy resources others to Various occurse of vocabulary course of games/activities action. Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communication ation involves involves		<u>79907</u>		feelings
Reading and strategy resources • Various vocabulary games/activities • Various texts and graphic organizers • Standard 2: Cultural Understanding 1. Effective communi ation involves		 Various 		and
strategy resources getting others to adopt a course of action. Various vocabulary games/activities course of action. Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communi ation involves		teacher-created		opinions,
resources others to adopt a vocabulary games/activities Various texts and graphic organizers adopt a course of action. Standard 2: Cultural Understanding 1. Effective communi ation involves		Reading and		and
 Various vocabulary games/activities Various texts and graphic organizers Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communi ation involves 		strategy		getting
vocabulary games/activities Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communication ation involves involves		resources		others to
games/activities action. Various texts and graphic organizers Standard 2: Cultural Understanding Image:		Various		adopt a
games/activities action. Various texts and graphic organizers Standard 2: Cultural Understanding Image:		vocabulary		course of
 Various texts and graphic organizers Various texts and graphic organizers Standard 2: Cultural Understanding 1. Effective communi ation involves 				action.
organizers Cultural Understanding 1. Effective communi ation involves				
organizers Cultural Understanding 1. Effective communi ation involves		and graphic		
Cultural Understanding 1. Effective communi ation involves				
1. Effective communi ation involves		5		
Effective communi ation involves				Understanding
Effective communi ation involves				1.
communi ation involves				
ation involves				communic
involves				
that go				
beyond				

					words and require an understan ding of perception s, gestures, folklore, and family and communit y dynamics. All of these elements can affect whether and how well a message is received.
 4. Escape Cubano: How do my surroun dings influenc e who I am and what I fear? 	RCHS Focus Skills for Spanish: • Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences.	 <u>Escape Cubano</u> by Mira Canion Teacher guide: <u>https://drive.google.co</u> m/file/d/1hpESvAraA_z <u>ETI_vw3Aq_cBTHe5P</u> <u>YlkM/view?usp=sharing</u> *Within each novel unit, I also incorporate any relevant grammatical structures, 	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work Strategic questioning during lessons 	 Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Students will collaborate with 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are

Students	holidova or	Student	poora to	primon/
	holidays, or		peers to	primary
comprehend	current events.	annotations	demonstrate	communic
topics that were	I use the		their knowledge	ative
explicitly taught	following two		and growth over	goals in
to them. They	platforms for		time and align	modern
can respond to	this:		to the varied	language
questions.	 Señor 		learning styles	learning.
Students are	Wooly		and interests in	These
able to read and	website		the class	skills are
answer	and		community.	used for
questions, using	interactiv		 Students will 	the
comprehension	e		acknowledge	purposes
strategies to	student		and try to	of
help them as	accounts		incorporate the	socializing
they encounter	(to		ideas of peers	, providing
unfamiliar	highlight		respectfully,	and
	•••		recognizing that	
topics. They	grammat		3 3	acquiring
can provide	ical		other students	informatio
proof for their	structure		may have vastly	n,
answers within	s found		different	expressin
a text.	in book)		perspectives,	g personal
Students will	www.sen		experiences,	feelings
decipher	<u>orwooly.</u>		strengths,	and
between	<u>com</u>		needs, and	opinions,
preterite and	• EI		opinions.	and
imperfect	Mundo		 Students will 	getting
tenses and will	en Tus		take risks and	others to
be able to	Manos		view mistakes	adopt a
determine how	Subscrip		as opportunities	course of
the use of each	tion		to grow	action.
affects the	(weekly		academically	2.
meaning of a	current		and emotionally.	Reading
text.	event		and emetality.	and
	newspap			writing are
	er			used in
	written			languages
	for			other than
	languag			English
	e			for the

learners)		purposes
<u>https://di</u>		of
<u>gital.teac</u>		socializing
herspayt		, providing
eachers.		and
<u>com/acti</u>		acquiring
vities/59		informatio
79907		n,
Various		expressin
teacher-created		g personal
Reading and		feelings
strategy		and
resources		opinions,
Various		and
vocabulary		getting
games/activities		others to
Various texts		adopt a
and graphic		course of
organizers		action.
organizero		aotioni
		Standard 2:
		Cultural
		Understanding
		1.
		Effective
		communic
		ation
		involves
		meanings
		that go
		beyond
		words and
		require an
		understan
		ding of
		perception
		S,
		gestures,

					folklore, and family and communit y dynamics. All of these elements can affect whether and how well a message is received.
 5. <u>Patricia Va</u> <u>A California:</u> How do we define prejudic e? What makes a good friend? How do others influenc e our actions ? 	 RCHS Focus Skills for Spanish: Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences. Students comprehend topics that were explicitly taught to them. They can respond to questions. Students are able to read and 	 <u>Patricia Va A</u> <u>California by</u> Blaine Ray <u>https://www.wssd.org/c</u> <u>ms/lib/PA01001072/Ce</u> <u>ntricity/Domain/775/Pat</u> <u>ricia-Va-a-California.pdf</u> *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: 	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work Strategic questioning during lessons Student annotations 	 Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Students will collaborate with peers to demonstrate their knowledge and growth over time and align to the varied learning styles 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are primary communic ative goals in modern language learning.

answer	○ Señor	and interests in	These
		the class	skills are
questions, using	Wooly		
comprehension	website	community.Students will	used for
strategies to	and		the
help them as	interactiv	acknowledge	purposes
they encounter	e	and try to	of
unfamiliar	student	incorporate the	socializing
topics. They	accounts	ideas of peers	, providing
can provide	(to	respectfully,	and
proof for their	highlight	recognizing that	acquiring
answers within	grammat	other students	informatio
a text.	ical	may have vastly	n,
Students will	structure	different	expressin
decipher	s found	perspectives,	g personal
between	in book)	experiences,	feelings
preterite and	www.sen	strengths,	and
imperfect	<u>orwooly.</u>	needs, and	opinions,
tenses and will	com	opinions.	and
be able to	o El	Students will	getting
determine how	Mundo	take risks and	others to
the use of each	en Tus	view mistakes	adopt a
affects the	Manos	as opportunities	course of
meaning of a	Subscrip	to grow	action.
text.	tion	academically	2.
	(weekly	and emotionally.	Reading
	current		and
	event		writing are
	newspap		used in
	er		languages
	written		other than
	for		English
	languag		for the
	e		purposes
	learners)		of
	https://di		socializing
	gital.teac		, providing
	herspayt		and
			acquiring
	<u>eachers.</u> com/acti		informatio
	<u>com/acu</u>		iniormatio

vities/59 79907 Various teacher-created Reading and strategy resources Various vocabulary games/activities Various texts and graphic organizers	n, expressin g personal feelings and opinions, and getting others to adopt a course of action.
	Standard 2: Cultural Understanding
	1. Effective communic ation involves meanings that go beyond words and require an understan ding of perception s, gestures,
	folklore, and family and communit y dynamics. All of

					these elements can affect whether and how well a message is received.
 6. <u>Vidas</u> <u>Impactantes:</u> How can a person' s decision s and actions change his or her life? What is the role of a "hero" in a culture? In the face of adversit y, what causes some individu als to prevail while 	 RCHS Focus Skills for Spanish: Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences. Students comprehend topics that were explicitly taught to them. They can respond to questions. Students are able to read and answer questions, using comprehension strategies to help them as they encounter unfamiliar 	 <u>Vidas</u> <u>Impactantes</u> by Kristy Placido <u>https://fluencym</u> <u>atters.com/prod</u> <u>uct/vidas-impact</u> <u>antes-e-book/</u> Teacher guide: <u>https://drive.google.co</u> <u>m/file/d/1PqLC_YK-Bgn</u> <u>QwY9IkoelwQt8251Pk</u> <u>nlp/view?usp=sharing</u> *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: Señor Wooly 	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work Strategic questioning during lessons Student annotations 	 Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Students will collaborate with peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests in the class community. Students will acknowledge and try to incorporate the 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are primary communic ative goals in modern language learning. These skills are used for the purposes of socializing

others	topics. They	website	ideas of peers , providing
fail?	can provide	and	respectfully, and
	proof for their	interactiv	recognizing that acquiring
	answers within	e	other students informatio
	a text.	student	may have vastly n,
	 Students will 	accounts	different expressin
	decipher	(to	perspectives, g personal
	between	highlight	experiences, feelings
	preterite and	grammat	strengths, and
	imperfect	ical	needs, and opinions,
	tenses and will	structure	opinions. and
	be able to	s found	Students will getting
	determine how	in book)	take risks and others to
	the use of each	www.sen	view mistakes adopt a
	affects the	orwooly.	as opportunities course of
	meaning of a	com	to grow action.
	text.	∘ <mark>El</mark>	academically 2.
		Mundo	and emotionally. Reading
		en Tus	and
		Manos	writing are
		Subscrip	used in
		tion	languages
		(weekly	other than
		current	English
		event	for the
		newspap	purposes
		er	of
		written	socializing
		for	, providing
		languag	and
		e	acquiring
		learners)	informatio
		https://di	n,
		gital.teac	expressin
		herspayt	g personal
		eachers.	feelings
		com/acti	and
		vities/59	opinions,
		<u>79907</u>	and

Various		getting
teacher-created		others to
Reading and		adopt a
strategy		course of
resources		action.
Various		
vocabulary		Standard 2:
games/activities		Cultural
 Various texts 		Understanding
and graphic		Understanding
organizers		1.
		Effective
		communic
		ation
		involves
		meanings
		that go
		beyond
		words and
		require an
		understan
		ding of
		perception
		S,
		gestures,
		folklore,
		and family
		and
		communit
		У
		dynamics.
		All of
		these
		elements
		can affect
		whether
		and how
		well a
		message

		is received.