

# SUBJECT AREA: Spanish (Vigueras)

LEVEL: 2

SEMESTER: Fall 2022-Spring 2023

UNIT TITLE/ESSENTIAL QUESTION(S)	UNIT SKILLS AND CONTENT	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	COMMON CORE/CONTENT STANDARDS
<p>1: Preparing for Learning</p> <ul style="list-style-type: none"> <li>What is required of me in order to be successful this year?</li> </ul>	<p>RGHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences.</li> <li>Students comprehend topics that were explicitly taught to them. They can respond to questions.</li> <li>Students are able to read and answer questions, using comprehension strategies to help them as they encounter unfamiliar topics. They</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Google Classroom               <ul style="list-style-type: none"> <li>features</li> <li>layout</li> <li>organization</li> </ul> </li> <li>Social/Emotional Learning               <ul style="list-style-type: none"> <li>how to best schedule your time</li> <li>Getting to know you, student survey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing Baseline <a href="https://docs.google.com/forms/d/1jZOpU4bTatA3u0rsRg5ObXM8bE0_rsgcLFD-L2o3dKg/edit">https://docs.google.com/forms/d/1jZOpU4bTatA3u0rsRg5ObXM8bE0_rsgcLFD-L2o3dKg/edit</a></li> <li>Listening Practice (teacher reads prompts) <a href="https://docs.google.com/forms/d/1GZnk-2JpTqH9D585ljgfMbFyUWDw2z39fbauAmvSra8/edit">https://docs.google.com/forms/d/1GZnk-2JpTqH9D585ljgfMbFyUWDw2z39fbauAmvSra8/edit</a></li> <li>Reading Diagnostic <a href="https://drive.google.com/file/d/1wUGwAyO36-HFVtbe-3_n0HTfXkGBqnv9/view?usp=sharing">https://drive.google.com/file/d/1wUGwAyO36-HFVtbe-3_n0HTfXkGBqnv9/view?usp=sharing</a> (questions), <a href="https://docs.google.com/forms/d/153kdX5L7eMrQWVjGrQHxjV">https://docs.google.com/forms/d/153kdX5L7eMrQWVjGrQHxjV</a></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students will take risks and view mistakes as opportunities to grow academically and emotionally.</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing</p>

	<p>can provide proof for their answers within a text.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><a href="#">P_sdK5_zs/edit</a></p> <ul style="list-style-type: none"> <li>• Course content review <ul style="list-style-type: none"> <li>○ What is comprehensible input?</li> <li>○ Why is this the way we will be learning this year?</li> </ul> </li> <li>• 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.) <ul style="list-style-type: none"> <li>○ <a href="https://digital.teacherspayteachers.com/Product/El-Mundo-En-Tus-Manos-2022-2023-Subscription-11111111">https://digital.teacherspayteachers.com/Product/El-Mundo-En-Tus-Manos-2022-2023-Subscription-11111111</a></li> </ul> </li> </ul>	<p><a href="#">Fxl9UX4zyqogFfcxVcNFE/edit</a> (answer doc)</p>		<p>and acquiring information, 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 information, expressing personal feelings and opinions, and getting others to</p>
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		<p><a href="http://com/activities/5979907">com/activities/5979907</a></p> <ul style="list-style-type: none"><li>• Complete listening, reading, and writing baseline/diagnostic assessments (results to be used by teacher to group students and to inform instruction)</li></ul>			<p>adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>
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<p>2. <u>Tumba</u></p> <ul style="list-style-type: none"> <li>• How do our celebrations express our cultural values?</li> <li>• What does “Dia De Los Muertos” show about how death is viewed in Mexican culture? Can you relate to any of the beliefs?</li> </ul>	<p>RGHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>• Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences.</li> <li>• Students comprehend topics that were explicitly taught to them. They can respond to questions.</li> <li>• Students are able to read and answer questions, using comprehension strategies to help them as they encounter unfamiliar topics. They can provide proof for their answers within a text.</li> <li>• Students will decipher between preterite and imperfect</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Tumba</u> by Mira Canion</li> <li>• Teacher guide: <a href="https://drive.google.com/file/d/1AD7KB-XGJHNrI49F-EZBHUJnLgKO2NO8/view?usp=sharing">https://drive.google.com/file/d/1AD7KB-XGJHNrI49F-EZBHUJnLgKO2NO8/view?usp=sharing</a></li> <li>• *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> <li>○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) <a href="http://www.seniorwooly.com">www.seniorwooly.com</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Para Empezar (do now) questions</li> <li>• Antes de Salir (exit slips)</li> <li>• Analyzing student’s independent work and group/partner work</li> <li>• Strategic questioning during lessons</li> <li>• Student annotations</li> </ul>	<ul style="list-style-type: none"> <li>• Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>• 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.</li> <li>• Students will acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions,</p>
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	<p>tenses and will be able to determine how the use of each affects the meaning of a text.</p>	<p><a href="http://orwooly.com">orwooly.com</a></p> <ul style="list-style-type: none"> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners)</li> </ul> <p><a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></p> <p><a href="https://drive.google.com/file/d/1erGDItXsnS30uhaZ6Tz_OfFVcVQ5vOZS/view?usp=sharing">https://drive.google.com/file/d/1erGDItXsnS30uhaZ6Tz_OfFVcVQ5vOZS/view?usp=sharing</a></p> <ul style="list-style-type: none"> <li>● Various teacher-created Reading and strategy resources</li> <li>● Various vocabulary games/activities</li> </ul>		<p>needs, and opinions.</p> <ul style="list-style-type: none"> <li>● Students will take risks and view mistakes as opportunities to grow academically and emotionally.</li> </ul>	<p>and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p>
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		<ul style="list-style-type: none"> <li>• Various texts and graphic organizers</li> </ul>			<p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>
<p>3. <u>Fiesta Fatal</u>:</p> <ul style="list-style-type: none"> <li>• How do we celebrate special</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>• Students are able to express their own thoughts, provide</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Fiesta Fatal</u> by Mira Canion</li> <li>• Teacher guide: <a href="https://drive.google.com/file/d/12WDKHFESSapggP0c_DL8SaVDOC">https://drive.google.com/file/d/12WDKHFESSapggP0c_DL8SaVDOC</a></li> </ul>	<ul style="list-style-type: none"> <li>• Para Empezar (do now) questions</li> <li>• Antes de Salir (exit slips)</li> <li>• Analyzing student's</li> </ul>	<ul style="list-style-type: none"> <li>• Students will express respectful agreement or disagreement with opinions, validating the</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p>

<p>birthdays?</p> <ul style="list-style-type: none"> <li>• How does the way we celebrate birthdays reflect how we value people?</li> <li>• Are the concepts of “quinceañera” and “sweet sixteen” more alike or different?</li> <li>• How does setting affect a story?</li> </ul>	<p>descriptions, and communicate about familiar topics using sentences.</p> <ul style="list-style-type: none"> <li>• Students comprehend topics that were explicitly taught to them. They can respond to questions.</li> <li>• Students are able to read and answer questions, using comprehension strategies to help them as they encounter unfamiliar topics. They can provide proof for their answers within a text.</li> <li>• 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.</li> </ul>	<p><a href="#">9hc5Xs/view?usp=sharing</a></p> <ul style="list-style-type: none"> <li>• *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> <li>○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) <a href="http://www.senorwooly.com">www.senorwooly.com</a></li> <li>○ El Mundo en Tus Manos Subscripción</li> </ul> </li> </ul>	<p>independent work and group/partner work</p> <ul style="list-style-type: none"> <li>• Strategic questioning during lessons</li> <li>• Student annotations</li> </ul>	<p>knowledge of peers, or challenging their viewpoints in constructive ways.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Students will take risks and view mistakes as opportunities to grow</li> </ul>	<p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>2. Reading</p>
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		<p>tion (weekly current event newspap er written for languag e learners) <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></p> <ul style="list-style-type: none"> <li>• Various teacher-created Reading and strategy resources</li> <li>• Various vocabulary games/activities</li> <li>• Various texts and graphic organizers</li> </ul>		<p>academically and emotionally.</p>	<p>and writing are used in languages other than English for the purposes of socializing , providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond</p>
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					words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.
<p>4. <u>Escape Cubano</u>:</p> <ul style="list-style-type: none"> <li>How do my surroundings influence who I am and what I fear?</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences.</li> </ul>	<ul style="list-style-type: none"> <li><u>Escape Cubano</u> by Mira Canion</li> <li>Teacher guide: <a href="https://drive.google.com/file/d/1hpESvAraA_zETI_vw3Aq_cBThe5PYlkM/view?usp=sharing">https://drive.google.com/file/d/1hpESvAraA_zETI_vw3Aq_cBThe5PYlkM/view?usp=sharing</a></li> <li>*Within each novel unit, I also incorporate any relevant grammatical structures,</li> </ul>	<ul style="list-style-type: none"> <li>Para Empezar (do now) questions</li> <li>Antes de Salir (exit slips)</li> <li>Analyzing student's independent work and group/partner work</li> <li>Strategic questioning during lessons</li> </ul>	<ul style="list-style-type: none"> <li>Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>Students will collaborate with</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are</p>

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		<p>learners)  <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></p> <ul style="list-style-type: none"> <li>• Various teacher-created Reading and strategy resources</li> <li>• Various vocabulary games/activities</li> <li>• Various texts and graphic organizers</li> </ul>			<p>purposes of socializing , providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2:  Cultural Understanding</p> <p>1.  Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures,</p>
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					folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.
<p>5. <u>Patricia Va A California:</u></p> <ul style="list-style-type: none"> <li>• How do we define prejudice?</li> <li>• What makes a good friend?</li> <li>• How do others influence our actions?</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>• Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences.</li> <li>• Students comprehend topics that were explicitly taught to them. They can respond to questions.</li> <li>• Students are able to read and</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Patricia Va A California by Blaine Ray</u> <a href="https://www.wssd.org/cms/lib/PA01001072/Centricity/Domain/775/Patricia-Va-a-California.pdf">https://www.wssd.org/cms/lib/PA01001072/Centricity/Domain/775/Patricia-Va-a-California.pdf</a></li> <li>• *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this:</li> </ul>	<ul style="list-style-type: none"> <li>• Para Empezar (do now) questions</li> <li>• Antes de Salir (exit slips)</li> <li>• Analyzing student's independent work and group/partner work</li> <li>• Strategic questioning during lessons</li> <li>• Student annotations</li> </ul>	<ul style="list-style-type: none"> <li>• Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>• Students will collaborate with peers to demonstrate their knowledge and growth over time and align to the varied learning styles</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning.</p>

	<p>answer questions, using comprehension strategies to help them as they encounter unfamiliar topics. They can provide proof for their answers within a text.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) <a href="http://www.senorwooly.com">www.senorwooly.com</a></li> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) <a href="https://digital.teacherspayteachers.com/acti">https://digital.teacherspayteachers.com/acti</a></li> </ul>		<p>and interests in the class community.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will take risks and view mistakes as opportunities to grow academically and emotionally.</li> </ul>	<p>These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring informatio</p>
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					these elements can affect whether and how well a message is received.
<p>6. <u>Vidas Impactantes</u>:</p> <ul style="list-style-type: none"> <li>How can a person's decisions and actions change his or her life?</li> <li>What is the role of a "hero" in a culture?</li> <li>In the face of adversity, what causes some individuals to prevail while</li> </ul>	<p>RGHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>Students are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences.</li> <li>Students comprehend topics that were explicitly taught to them. They can respond to questions.</li> <li>Students are able to read and answer questions, using comprehension strategies to help them as they encounter unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li><u>Vidas Impactantes</u> by Kristy Placido <a href="https://fluencymatters.com/product/vidas-impactantes-e-book/">https://fluencymatters.com/product/vidas-impactantes-e-book/</a></li> <li>Teacher guide: <a href="https://drive.google.com/file/d/1PqLC_YK-BgnQwY9lkoelwQt8251Pknlp/view?usp=sharing">https://drive.google.com/file/d/1PqLC_YK-BgnQwY9lkoelwQt8251Pknlp/view?usp=sharing</a></li> <li>*Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> <li>Señor Wooly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Para Empezar (do now) questions</li> <li>Antes de Salir (exit slips)</li> <li>Analyzing student's independent work and group/partner work</li> <li>Strategic questioning during lessons</li> <li>Student annotations</li> </ul>	<ul style="list-style-type: none"> <li>Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</li> <li>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.</li> <li>Students will acknowledge and try to incorporate the</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing</p>

<p>others fail?</p>	<p>topics. They can provide proof for their answers within a text.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>website and interactive student accounts (to highlight grammatical structures found in book)</p> <p><a href="http://www.senorwooly.com">www.senorwooly.com</a></p> <ul style="list-style-type: none"> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners)</li> </ul> <p><a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></p>		<p>ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</p> <ul style="list-style-type: none"> <li>• Students will take risks and view mistakes as opportunities to grow academically and emotionally.</li> </ul>	<p>, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and</p>
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