

Spanish 2
Curriculum Mapping
2019-2020
Christina Strid

Unit: <i>Preliminary Lesson- Florida- My Friends and I</i>		Time: <i>August-2019</i>
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary/Communication	Assessments
<i>Students needed to know have a foundation in their home language.</i>	<i>Descriptions, activities, places, emotions, food Grammar- subject pronouns, present tense verbs, ser/estar</i>	<i>Students will communicate informally and formally with conversation.</i>

		<i>Students will complete a written assessment.</i>
Reflection: <i>This unit is a review of skills learned in Spanish 1 using reading, writing, listening and speaking skills.</i>	Essential Questions:	<ul style="list-style-type: none"> • <i>What is the influence of the Hispanic community in the United States?</i> • <i>How can artists participate in their community?</i>
Relevance	In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.	

Unit: <i>Unit 1 - Getting to Know New Places – Costa Rica</i>	Time: <i>September – October 2019</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of Other Disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Analyze how the target culture has influenced the development of the home culture. (3.3)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and Spanish 1.</i></p>	<p><i>Chapter 1-Travel at airport and around town</i> <i>Grammar- personal a, direct and indirect object pronouns</i> <i>Chapter 2- Vacation vocabulary words</i> <i>Grammar- question words, preterite ar verbs, preterite ir, ser, hacer, dar, ver</i></p>	<p><i>Students will communicate informally and formally with conversation.</i> <i>Students will complete a written assessment.</i></p>
<p>Reflection: <i>This chapter engages students by discussing vacations and travel. The students did well on starting the preterite tense in this unit.</i></p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>Do you know other countries? Where do you want to go?</i> • <i>How does art reflect the life and values of a country?</i> • <i>Why should a country preserve their nature?</i> • <i>What activities can you do in ecological parks?</i> • <i>What is Costa Rican culture like?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Where do you go on vacation?</i> • <i>How do artists show the customs of a country?</i> • <i>What benefits can the establishment of national parks have on a country?</i> • <i>How does climate and geography affect the vacation activities in Costa Rica and Chile?</i> • <i>What relationship can climate and geography have on a countries traditions?</i> • <i>What can you do on vacation in Costa Rica and Chile?</i> 	
<p>Relevance</p>	<p>In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.</p>	

Unit: <i>Unit 2 We are healthy! Unit 2</i>	Time: <i>October-November 2019</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of Other Disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Analyze how the target culture has influenced the development of the home culture. (3.3)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i></p>	<p><i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and Spanish 1.</i></p>	<p><i>Chapter 1- Sports and staying healthy, Grammar- mente, preterite of er and ir verbs, demonstrative adjectives and pronouns Chapter 2- Daily routine, parts of the body Grammar- pensar, reflexive tense, present progressive</i></p>	<p><i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i></p>
<p>Reflection: <i>This chapter discusses daily routing. The reflexive pronouns are a review from Spanish 1. Students build their knowledge of pronouns in this unit.</i></p>	<p>Essential Questions: <i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>What are the sports or games that you and your friends practice?</i> • <i>How do sports songs unify a community?</i> • <i>What influence do the personal interests of artists have on their art?</i> • <i>What is the World Cup?</i> • <i>How are the cultures of Argentina and Spain?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Is there a special place downtown where you live?</i> • <i>How does an artist use abstract art to communicate?</i> • <i>How do comics represent culture?</i> • <i>How is the life for a gaucho in Argentina and a cafetero in Colombia?</i> • <i>How do we use gestures in communication?</i> • <i>What are the cultures of Argentina and Colombia like?</i> 	
<p>Relevance</p>	<p>In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.</p>	

Unit: <i>Unit 3 Let's Go Shopping!</i>	Time: <i>December 2019-January 2020</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of Other Disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Analyze how the target culture has influenced the development of the home culture. (3.3)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i></p>	<p><i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and Spanish 1.</i></p>	<p><i>Chapter 1- Clothing and personal items, shopping and opinions</i> <i>Grammar- gustar, irregular yo verbs, pronouns after prepositions</i> <i>Chapter 2-Items at a marketplace, courtesy expressions</i> <i>Grammar- hace + time, irregular preterite verbs, preterite ir stem changing verbs</i></p>	<p><i>Students will communicate informally and formally with conversation.</i> <i>Students will complete a written assessment.</i></p>
<p>Reflection: The students enjoyed working on this chapter as it dealt with shopping and the marketplace. The class is becoming more fluent in preterite tense use.</p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>How are the clothing stores in your community?</i> • <i>What importance do artists have in history?</i> • <i>What are popular cultural expressions?</i> • <i>What are the cultures of Puerto Rico and Peru like?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Is your downtown new or old?</i> • <i>How is art reflected in your community?</i> • <i>How are festivals important?</i> • <i>What are the handicrafts of Puerto Rico and Panama?</i> • <i>What aspects of culture are reflected in celebrations and festivals?</i> • <i>How are the cultures of Puerto Rico and Panama?</i> 	
<p>Relevance</p>	<p>In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.</p>	

Unit: <i>Unit 4 Ancient culture, modern city</i>	Time: <i>February 2020</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of Other Disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Analyze how the target culture has influenced the development of the home culture. (3.3)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i></p>	<p><i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and Spanish 1.</i></p>	<p><i>Chapter 1- Legends and descriptions</i> <i>Grammar- past participles, imperfect tense, preterite and imperfect</i> <i>Chapter 2- Ancient civilization words, modern city words and directions</i> <i>Grammar- preterite spell changing and irregular preterite verbs</i></p>	<p><i>Students will communicate informally and formally with conversation.</i> <i>Students will complete a written assessment.</i></p>
<p>Reflection: This chapter introduces students to legends and discusses ancient civilizations. The students learn some of the irregular part of the preterite tense.</p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>What activities do you do in your school?</i> • <i>What can we learn from archeology sites?</i> • <i>How do artists represent their community?</i> • <i>How are the cultures of Mexico and Nicaragua?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Do you like to visit museums? Why?</i> • <i>How can a language influence another language?</i> • <i>How did sports endure over time?</i> • <i>What are the zapotecs and otavelnos like?</i> • <i>Why do traditional songs vary in a country?</i> • <i>What are the indigenous cultures in Mexico and Ecuador like?</i> 	
<p>Relevance</p>	<p>In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.</p>	

Unit: <i>Unit 5 Let's eat!</i>		Time: <i>March 2020</i>
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of Other Disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Analyze how the target culture has influenced the development of the home culture. (3.3)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i>	<i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and Spanish 1.</i></p>	<p><i>Chapter 1- Food and Food Preparation</i> <i>Grammar- adjectives, formal commands, pronouns with commands</i> <i>Chapter 2- Restaurants and phrases, menu and table settings</i> <i>Grammar- affirmative and negative words, double object pronouns</i></p>	<p><i>Students will communicate informally and formally with conversation.</i> <i>Students will complete a written assessment.</i></p>
<p>Reflection: This chapter dealt with food. Due to covid-19 the students made ethnic meals in their own homes and shared the results with their classmates. They enjoyed learning about the food of other cultures.</p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>Is there a place where young people gather in your community?</i> • <i>What do style and theme reveal about an artist?</i> • <i>What is the relationship between traditions and food?</i> • <i>What are Pablo Neruda’s poems like?</i> • <i>What is Spanish culture like?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Do you like to eat in a restaurant?</i> • <i>How do artists choose their themes?</i> • <i>How do schedules vary?</i> • <i>What are traditional dishes from Madrid and Montevideo?</i> • <i>How can food represent a style of life?</i> • <i>What are some aspects of culture from Spain, El Salvador and Uruguay?</i> 	
<p>Relevance</p>	<p>In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.</p>	

Unit: Unit 6 Do you like the movies? US	Time: April 2020	
Standards Taught		
<ul style="list-style-type: none"> • Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1) • Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2) • Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3) • Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4) • Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1) • Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2) • Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of Other Disciplines 3.1) • Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2) • Analyze how the target culture has influenced the development of the home culture. (3.3) • Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1) • Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2) 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i></p>	<p><i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • Warm up exercises • Speaking and listening practice • assignments • Assessments

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and Spanish 1.</i></p>	<p><i>Chapter 1- Movie vocabulary Grammar- simple future, affirmative and negative commands Chapter 2- Invitations, convincing others, email and phone use, movie premiers and speeches Grammar- subjunctive and verbs</i></p>	<p><i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i></p>
<p>Reflection: This unit was taught in an online format. They were able to find out about the influences of culture on the movies.</p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>Have you been to a movie theater?</i> • <i>How do artists express their cultural identity?</i> • <i>What is the importance of festivals?</i> • <i>How is the novel- The House of the Spirits?</i> • <i>What is the Hispanic culture in Los Angeles like?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Do you like to go to the movies?</i> • <i>Why do artists use different mediums?</i> • <i>How much do you know about the heritage of popular actors?</i> • <i>What are the similarities and differences of the Oscar and Ariel awards?</i> • <i>What are the benefits that tourists bring?</i> • <i>What influence do Hispanics have on the movie industry?</i> 	
<p>Relevance</p>	<p>In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.</p>	

Unit: <i>Unit 7 – I am a journalist.</i>	Time: <i>May 2020</i>	
Standards Taught		
<ul style="list-style-type: none"> • <i>Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications. (Engage in conversation 1.1)</i> • <i>Comprehend the main ideas and significant details in oral and written presentation in the target language. (Understand language 1.2)</i> • <i>Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations. (Present information 1.3)</i> • <i>Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages. (Circumlocution 1.4)</i> • <i>Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)</i> • <i>Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)</i> • <i>Analyze how linguistic elements are used to convey meaning in the home and target languages. (Knowledge of Other Disciplines 3.1)</i> • <i>Analyze how grammatical structures of the target language correlate to the home language. (Acquire information 3.2)</i> • <i>Analyze how the target culture has influenced the development of the home culture. (3.3)</i> • <i>Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)</i> • <i>Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)</i> 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</i></p>	<p><i>The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Warm up exercises</i> • <i>Speaking and listening practice</i> • <i>assignments</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary/Communication	Assessments
<p><i>Students needed to know have a foundation in their home language and Spanish 1.</i></p>	<p><i>Chapter 1- Newspaper and opinion vocabulary Grammar- subjunctive tense and por/para use Chapter 2- Extended family and relationships- long form possessive adjectives, comparatives, superlatives</i></p>	<p><i>Students will communicate informally and formally with conversation. Students will complete a written assessment.</i></p>
<p>Reflection: <i>This unit deals with newspapers and family relationships. The students had the opportunity to explore family words in a fun project.</i></p>	<p>Essential Questions:</p> <p><i>Chapter 1</i></p> <ul style="list-style-type: none"> • <i>What activities do you participate in during school?</i> • <i>What attracts tourists to a region?</i> • <i>What influence do modern indigenous cultures have on modern art?</i> • <i>What advice do you think a journalist gives?</i> • <i>What is Dominican culture like?</i> <p><i>Chapter 2</i></p> <ul style="list-style-type: none"> • <i>Is there a park near your house?</i> • <i>How have universities changed with time?</i> • <i>How do illustrations tell a story?</i> • <i>What is the importance of padrinos in the US?</i> 	
<p>Relevance</p>	<p>In order to learn a language, students need to experience hearing and listening to the spoken language and practice writing. This unit is a review of Spanish 1 skills.</p>	