



# Spanish 2 Pacing Guide

**Course Description:** Continued development of language skills to produce in the language. Students will be able to combine and recombine learned elements to produce simple conversations, interact on issues of everyday life in present and past time, and compose related sentences which narrate, describe, compare, summarize and synthesize on familiar topics.

☐ EOC ☐ VOCATS  
☐ AP/IB ☒ Teacher-made final exam

Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
1		1.01, 1.02, 1.03, 1.04, 1.05	<b>Para empezar</b> <ul style="list-style-type: none"> <li>How do we describe people?</li> </ul>	<b>Vocabulary for Communication:</b> greetings introductions adjectives nationalities  <b>Structures needed</b> Comprehensive Spanish 1 review Formulaic expressions ser word attack skills regular present tense verb conjugation Interrogatives Subject pronouns Study skills for foreign language (in English)  <b>Culture</b> Geography review with nationalities	<b>Suggested Activities</b> Pair activities  Role-play with greetings/intros  Maps  Graphic Organizers  Tongue-twisters  Skits  Bio-poems
2		2.01, 2.03, 2.04, 2.06	<ul style="list-style-type: none"> <li>How do we communicate in the classroom?</li> </ul>		
3		3.01, 3.04	<ul style="list-style-type: none"> <li>Why learn Spanish?</li> </ul>		
4		4.01, 4.04, 4.06, 4.07	<ul style="list-style-type: none"> <li>How does language work?</li> </ul>		
5		5.01, 5.02, 5.03, 5.04, 5.05, 5.06			
6		6.01, 6.03, 6.04, 6.05			
7		7.05, 7.06			
8		1.01, 1.02, 1.03, 1.04, 1.05	<b>Tu día escolar</b> ¿Qué haces en la escuela? ¿Qué haces después de las clases?	<b>Vocabulary for Communication:</b> School and after-school activities	<b>Suggested Activities</b> Pair activities Skits Interviews/surveys Graphic organizers
9		2.01, 2.02, 2.03, 2.04, 2.05, 2.06	How does our school day compare with those in Spanish-speaking countries?		
10		3.01, 3.04, 3.06, 3.07	Who and what do know?	<b>Structures Needed:</b>	Authentic maps, pictures, Internet
11		4.01, 4.02, 4.06, 4.07	How long have we been doing activities?	Continue comprehensive Spanish 1 review stem-changing verbs affirmative and negative words comparisons of equality (tan expressions) saber & conocer hacer + time expressions  <b>Culture:</b> Compare/contrast leisure activities	Illustrations
12		5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09	What do we do after school?		Role play
13		6.01, 6.03, 6.04, 6.05	How do we exchange personal information?		TPR
14		7.04, 7.05, 7.06			En busca de la verdad video
15		1.01, 1.02, 1.03, 1.04, 1.05	<b>Un evento especial</b> ¿Cómo te preparas? ¿Qué ropa compraste?	<b>Vocabulary for Communication:</b> Discuss daily routines  <b>Give Assessment #1 or #8</b> Discuss shopping for clothing and accessories	<b>Suggested Activities</b> Catalogs  Discuss preferences
16		2.01, 2.02, 2.03, 2.04, 2.05, 2.06	What do we do every day?		
17		3.01, 3.03, 3.04, 3.06, 3.07 4.01, 4.02, 4.06, 4.07	How do we get ready for our day?		Interviews/surveys TPR
18		5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09, 5.10	What clothing do we wear?		Internet

# Spanish Language Pacing Guide

**Margarita Espino Calderón, Shawn  
Slakk**



## **Spanish Language Pacing Guide:**

**Language Power: Grades 6-8 Level A Teacher's Guide** Ericka Davis Wien,2012-10-30 *Language Power: Grades 6-8 Level B Teacher's Guide* Elizabeth C. McNally,2012-10-30 **Language Power: Grades 3-5 Level A Teacher's Guide** Elizabeth C. McNally,Emily Corbin,2012-10-30 Language Power: Grades 3-5 Level C Teacher's Guide Nancy Bosse,Christine Dugan,2012-10-30 **Language Power: Grades 6-8 Level C Teacher's Guide** Emily Wojdyla-Corbin,2012-10-30 Language Power: Grades K-2 Level A Teacher's Guide Rosie Orozco-Robles,2012-09-30

**Language Power: Grades K-2 Level C Teacher's Guide** Hayley Lehoski,Linda Vander Wende,2012-09-30

**Language Power: Grades 3-5 Level B Teacher's Guide** Christine Dugan,2012-10-30 *Language Power: Grades K-2 Level B Teacher's Guide* Hayley Lehoski,2012-09-30 **Academic Language in Diverse Classrooms: Mathematics, Grades 6-8** Margo Gottlieb,Gisela Ernst-Slavit,2013-05-09

Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

**Teaching Foreign Languages in the Block** Deborah Blaz,2013-11-20 Provides detailed instructional strategies sample lesson plans and sample assessments so that foreign language teachers can make the best use of the additional time **Teaching Harry Potter** C. Belcher,B.

Stephenson,2011-08-29 Given the current educational climate of high stakes testing standardized curriculum and approved reading lists incorporating unauthorized popular literature into the classroom becomes a political choice The authors examine why teachers choose to read Harry Potter how they use the books and the resulting teacher student interactions

Transforming World Language Teaching and Teacher Education for Equity and Justice Beth Wassell,Cassandra Glynn,2022-04-29 This edited book expands the current scholarship on teaching world languages for social justice and equity in K 12 and postsecondary contexts in the US Over the past decade demand has been growing for a more critical approach to teaching languages and cultures in response this volume brings together a group of scholars whose work bridges the fields of world language education and critical approaches to education Within the current US context the chapters address the following key questions 1 How are pre service or in service world language teachers professors embedding issues understandings or content related to social justice human rights access critical pedagogy and equity into their teaching and curriculum 2 How are teacher educators preparing language teachers to teach for social justice human rights access and equity *Improving the No Child Left Behind Act's Accountability System* United States. Congress. House. Committee on

Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education, 2008      **Resources in Education**, 1997      Teaching Discipline-Specific Literacies in Grades 6-12 Vicki I. Zygmouris-Coe, 2014-10-30

Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides      *A Casebook of Decolonizing Pedagogical Practices for Second Language Teacher Education* Amy B. Gooden, 2024-09-23 Authentic practice for promoting equitable learning environments for all students      *The Educational Leader's Guide for School Scheduling* Elliot Y. Merenbloom, Barbara A. Kalina, 2017-04-07 This essential resource provides strategies for the effective and equitable distribution of available FTEs throughout the district while helping you work through the many critical questions and decisions involved in the scheduling process      *Success with Multicultural Newcomers & English Learners* Margarita Espino Calderón, Shawn Slakk, 2019-05-14 This book is a road map for teachers and school leaders who need to meet the needs of increasing numbers of Newcomers and other English Learners ELs The authors draw from years of experience in working with listening to and coaching administrators teachers and coaches nationwide to help you develop and implement an effective plan for your school Beginning with the core belief that getting to know the student is pivotal the authors show how to address both the academic and the social needs of Newcomers to help them integrate and excel from their first day of school The main components of the plan are the following Identifying your students and assessing educational and socioemotional needs Identifying qualified teachers and staff Developing highly effective programs for Newcomers and other ELs Accelerating English learners acquisition of language literacy and knowledge through proven classroom teaching techniques Supporting Newcomers socioemotional well being through classroom and administrative structures Designing implementing and sustaining professional development for all staff If you already have a plan for integrating Newcomers and

ELs you can use the information in this book to assess and strengthen it and to learn more about resources for continued coaching and growth Whether your school has a formal plan or not the information in this practical guide can help your staff better collaborate to attend to the needs and build on the strengths of Newcomers and ELs in your school *Creative Scheduling for Diverse Populations in Middle and High School* Elliot Y. Merenbloom, Barbara A. Kalina, 2012-11-02 Diverse needs streamlined schedule find out how with this all in one resource How can each school day be inclusive for all learners while making the most of limited time and resources Help has arrived with this latest book from school scheduling gurus Elliot Merenbloom and Barbara Kalina You ll find Best practices for program specific scheduling including RTI credit recovery special education second language learning career technical education work study Advanced Placement and International Baccalaureate Guidance on scheduling that supports small learning communities teacher collaboration and other activities crucial to meeting diverse learning needs User friendly templates and a professional development Q A for every chapter

## Reviewing **Spanish Language Pacing Guide**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Spanish Language Pacing Guide**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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