

**Tigard High School
Unit Planning Organizer**

Subject: Spanish 2

Grade: 9-12

Quarter/Weeks: 1 Semester

Unit: 4B

Pacing: 5 (90-minute periods) days

Essential Questions:

1. How do we describe things using two past tenses?
2. What holidays do we celebrate?
3. What activities do we do at celebrations?
4. How do people interact in different cultures at celebrations?

Big Idea: Discussing and describing celebrations and events in the past

Oregon State Standards

I. Communication Skills: *Benchmark I/Pre-Novice to Benchmark II/Novice-Low, emerging control*

A.1 Students are able to communicate in an on-demand interview at the Intermediate-Low level/ACTFL

A.2 Students can use target language to participate in communicative classroom activities and discussions with peers and teachers

B.1 Students use writing processes such as brainstorming, drafting, revising and proofing to produce short texts in the target language

B.2 Students can use some basic cohesive devices in discourses in the target language.

II. Culture

A.1 Students can identify on a map countries and continents relevant to target language

A.2 Students know basic historical facts and cultural traits of the language country or countries, including the range of languages spoken

A.4 Students are able to identify and articulate in their first language, if necessary, perspectives embodied in the culture that uses the target language.

III. Structure: *Benchmark I/Pre-Novice to Benchmark II/Novice-Low, emerging control*

A.1 Student can recognize most common parts of speech, including nouns, verbs, adjectives, articles and adverbs in English and the target language.

A.2 Students can understand the role of grammar and context in various linguistic functions in English and the target language

*Blooms level: 1-Remember, 2-Understand, 3-apply, 4-Analyze, 5-Evaluate, 6-Create

- A.4 Students are able to identify and compare the coding of tense and aspect in English and the target language
- A.5 Students apply writing conventions accurately in English and the target language (Benchmark I, emerging control)
- A.6 Students know that a second language cannot be thought of as a simple word-for-word translation of English.

IV. Learning Behaviors

- A.3 Students are willing to speak in the target language in front of teachers, peers and those who are fluent in the target language.
- A.7 Students use questions and other strategies to elicit responses from classmates as well as from fluent speakers of the target language.
- A.8 Students use mnemonic and memorization strategies to enhance the learning of the target language.

“Unwrapped” Concepts and Skills, and Bloom Levels (BL)

Concepts (Need to Know)	Skills (Able to Do)	BL*
Celebrations and meals and festival vocabulary Cultural differences of celebration traditions Uses of the two past tenses and their differences and contextual uses	Can create some complete sentences Can understand short texts written with two past tenses Can understand respond to simple questions about the past from audio and written cues	1, 2, 3

Assessments:

- Common Formative Pre-Assessments: Chapter 4A final exam, check-point quizzes
- Progress Monitoring: Daily written and oral work check-offs, daily warm-ups, question answering, verb form conjugations, responses
- Common Formative Post-Assessments/: Common Formative Post-Assessments/: Vocabulary and verb quizzes
- Summative Assessments: Unit exam and project (differentiated, individual)

Instructional Planning

Suggested Resources / Materials: *Realidades 2* textbook, verb lists, vocabulary, textbook input, audio input, written text sources, maps, videos, interactive on-line practice and skill-building activities and input

Suggested Research-based Effective Instructional Strategies:

1. Identifying similarities and differences

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2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Groupings: Whole, Small, Partner, Individual
11. Oral practice
12. Listening comprehension practice
13. Reading comprehension
14. Decoding
15. Writing practice
16. Information gap: oral and written activities
17. Cultural and experiential input
18. Study skills and outlining strategies
19. Inductive approach/presentational and experiential

Vocabulary / Word Wall	Enrichment / Extension	Interdisciplinary Connections
Celebration vocabulary Festival dates Context of celebrations culturally and geographically Organizer for two past tenses and their uses	Interactive conversations Songs Videos Role-playing Project creating past tense fable Interviews	Comparisons with other cultures' traditions about celebrations and festivals

	Skits about festivals and celebrations	
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*Blooms level: 1-Remember, 2-Understand, 3-apply, 4-Analyze, 5-Evaluate, 6-Create