

Tigard High School Unit Planning Organizer

Subject: Spanish 2

Grade: 9-12

Quarter/Weeks: 1 Semester

Unit: 3B

Pacing: 5 (90-minute periods) days

Essential Questions:

1. What are the names for places in a city?
2. How do I receive and give driving and walking directions?

Big Ideas: How do you get from one place to another, giving and receiving directions.

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

A.4 Students are able to identify and compare the coding of tense and aspect in English and the target language

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

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*
Command forms	Can create some complete sentences	1, 2, 3
City locations	Can answer simple questions with contextual use of directions	
Transportation	Can understand and follow simple directions from audio and written cues. Comprehension proficiency is higher than output	
Direction-giving	Can give simple directions and understand more complex ones	
Locational prepositions		

Assessments:

Common Formative Pre-Assessments: Chapter 3A 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

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

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
Driving vocabulary Command forms Directions and location lists City locations Transportation types and methods	Interactive conversations Songs Videos Role-playing and charades Map activity and game Interviews	Comparisons with other cultures: directions Cultural courtesies Driving behaviors

	Driving skits and role-play Asking for and giving directions game	
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