

**Tigard High School
Unit Planning Organizer**

Subject: Spanish 2

Grade: 9-12

Quarter/Weeks: 1 Semester

Unit: 3A

Pacing: 11/12 (90-minute periods) days

Essential Questions:

1. How do I describe my errands and where I went and why?
2. How do I use the irregular *preterite* formations?
3. How do I describe time elements of the past?
4. What obligations did I have?
5. What chores did I have to do and where?

Big Ideas: What we did yesterday and in the past, how we describe completed activities and obligations

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 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.

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

- 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
- 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*
Verbs for activities Places and locations Expressions of obligations Past tense structure and formation Past tense adverbs Vocabulary about time expressions in the past Expressions for reacting and expressing opinions Explanations for why and how.	Can create some complete sentences Can answer simple questions with contextual use of past tense and chore vocabulary Can list errands Can understand irregular preterite forms and recognize endings Can understand and respond to audio cues about obligations and errands Can respond to simple questions about activities and obligations in the past	1, 2, 3

Assessments:

Common Formative Pre-Assessments: Chapter 2B final exam, check-point quizzes

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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
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
House vocabulary	Interactive conversations	Comparisons with other cultures: errands, chores,

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Lists of chores	Songs	types of stores
Lists of locations	Videos	Cultural comparisons of types of home structures and city locations
Places in the city	Role-playing	
Activities and chores in the city	Skits about chores and errands	
Preterite verb forms, construction of the irregular forms	Schedules	
Endings and agreements for past tense formations	Interviews	
Things we buy and do at city locations		

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