

Spanish 2/Unit 1/Repaso



Unit Description:

This is Unit 1 of 5 for the year. This is a 4-week unit to review the main concepts covered in Spanish 1. Students will learn about the Spanish-speaking world, greetings and goodbyes, and introductions. Students will learn about classrooms and school life. Students will learn about families and how to describe people. Students will learn about pastimes and sports. Students will learn about traveling, vacations, and Spanish-speaking cities.

Essential Questions:

How do people greet one another and make introductions? How do people ask and answer questions about their daily activities? How do people describe their families, their family members and their friends? How do people talk about and plan pastimes, weekend activities and sports? How do people discuss and plan a vacation? How do people talk about how they feel?

Proficiency Target-Interpersonal	Proficiency Target-Speaking	Proficiency Target-Listening	Proficiency Target-Reading	Proficiency Target-Writing
Novice High	Novice High	Novice High	Intermediate Low	Novice High
<p>I Can Statements I can introduce myself and others. I can talk about my classes and school life. I can ask and answer a variety of simple questions. I can talk about my family and friends. I will make plans and invitations. I can discuss and plan a vacation.</p>	<p>I Can Statements I can present basic information about myself, my family and my friends. I can present about my school life and my personal life. I can present information about travelling and vacations in the Spanish-speaking world.</p>	<p>I Can Statements I can understand simple questions and statements on familiar topics. I can understand information when people introduce themselves. I can understand when others describe school and their schedules. I can understand descriptions of people. I can understand when people talk about pastimes and sports. I can understand descriptions of travelling and vacations.</p>	<p>I Can Statements I can understand short, simple messages on familiar topics. I can understand information presented in lists, tables, schedules, graphs and information in public places. I can understand messages in which the writer tells or asks me about topics of personal interest. I can identify some simple information needed on forms.</p>	<p>I Can Statements I can write a telephone and address list. I can write a description of myself. I can write a friendly message. I can create a pamphlet about pastimes and sports in my area. I can make an outline. I can create a brochure for a hotel or a resort.</p>

Assessments:

Diagnostic:

1. Pre-assessment
2. Essential questions
3. Q & A
4. Digital components from the Supersite

Formative:

1. Listening practice
2. Reading practice
3. Oral dialogs
4. Quizzes

Summative:

1. Unit assessment
2. Performance-based assessment, speaking and writing
3. Integrated Performance Assessment

Standards to address in Unit:

Communication—Interpersonal Mode (IP)

MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate; MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.

Communication—Presentational Mode (P)

MLII.P1 The students present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns.

Communication—Interpretive Mode (INT)

MLII.INT1 A. Identify main ideas and essential details when reading and listening.

Cultural Perspectives, Practices and Products (CU)

ML2.PS5.CU1: Students are able to identify target language culture patterns typically associated with various activities, such as eating, shopping, leisure and celebrations.

Connections, Comparisons and Communities (CCC)

ML2.PS6.CCC1: Students recognize the influence of the target language on their own language as well as its reinforcement of information acquired in other content areas.

ML2.PS7.CCC4: Students will be able to give information and understand the impact of major current events on the target culture(s).

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

Know:	Understand:	Do:
Expressions of greeting and leave-taking Classroom objects and expressions Ways to describe people's appearance, personality and professions Pastimes and sports vocabulary Vacation and travel vocabulary	The difference between formal and informal forms of address The differences and similarities between English and Spanish when describing schedules The differences and similarities in describing people in English and in Spanish The similarities and differences in sports and pastimes in the Spanish-speaking world and the United States What is involved in planning a vacation in a Spanish-speaking country	Properly greet adults and peers Introduce themselves Ask and answer questions about school Describe their families and friends Ask and answer questions about sports and pastimes Plan a trip to a Spanish-speaking country

Major Concepts: (Consider all 4/5 Cs)

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
Introductions	School and Schedules	Family	Pastimes/Places in the city	Vacations and using object pronouns instead of nouns
Essential Vocabulary: p. 38 of <i>Descubre 1</i> Hola Buenos días Buenas tardes Buenas noches Adiós Hasta luego.	Essential Vocabulary: p. 76 of <i>Descubre 1</i> el/la compañero/a de clase el/la estudiante el/la profesor/a la calculadora el escritorio el libro	Essential Vocabulary: p. 114 of <i>Descubre 1</i> el/la abuelo/a, los abuelos el apellido el/la esposo/a la familia el/la hermano el/la hijo/a, los hijos	Essential Vocabulary: p. 150 of <i>Descubre 1</i> escribir un mensaje electrónico esquiar ganar leer correo electrónico/un periódico/una revista nadar	Essential Vocabulary: p. 188 of <i>Descubre 1</i> acampar estar de vacaciones hacer las maletas hacer un viaje ir de compras ir de vacaciones

Hasta mañana. Chau. ¿Cómo está usted? ¿Cómo estás? ¿Qué tal? (Muy) bien, gracias. No muy bien. Regular. De nada. Lo siento. (Muchas) gracias. Perdón. por favor señor, señora, señorita ¿Cómo se llama usted? ¿Cómo te llamas? Me llamo... ¿Y usted? ¿Y tú? Mucho gusto. Encantado/a. Éste/Ésta es... el nombre ¿De dónde es usted? ¿De dónde eres? Soy de... ¿cuánto(s)/a(s)? ¿de quién(es)? ser el autobús el chico/la chica la cosa el cuaderno el día la escuela el hombre el lápiz la mujer el número la palabra Numbers 0-30	el mapa la mesa la mochila el papel la pizarra la pluma/el bolígrafo la puerta el reloj la silla la ventana la biblioteca la cafetería la casa la universidad la clase el examen la prueba la tarea el arte la biología las ciencias el español la física la geografía la historia el inglés la literatura las matemáticas la música la química al lado de cerca de con en entre lejos de sin ¿Adónde? ahora ¿Cuál(es)? ¿Por qué? porque bailar buscar caminar cantar cenar comprar	la madre el/la nieto/a los padres los parientes el/la primo/a el/la sobrino/a el/la tío/a el/la amigo/a la gente el/la muchacho/a el/la niño/a el/la novio/a alto/a antipático/a bajo/a bonito/a buen, bueno/a delgado/a difícil fácil feo/a gordo/a gran, grande guapo/a importante inteligente joven/jóvenes mal, malo/a mismo/a moreno/a mucho/a pelirrojo/a pequeño/a rubio/a simpático/a tonto/a trabajador(a) viejo/a amarillo/a azul blanco/a negro/a rojo/a verde español(a) francés, francesa inglés, inglesa mexicano/a	pasear pasear en bicicleta practicar deportes ver películas el fin de semana el pasatiempo el videojuego el baloncesto el béisbol el fútbol americano el partido el tenis favorito/a el café el centro el cine el gimnasio la iglesia el lugar el museo el parque la piscina la plaza el restaurante almorzar cerrar comenzar conseguir contar decir dormir empezar encontrar entender hacer ir jugar mostrar oír pensar perder poder poner pedir preferir querer recordar	ir en autobús, auto, avión, barco sacar/tomar fotos el aeropuerto el campo el equipaje el mar el pasaporte la playa la cama la habitación el hotel aburrido/a alegre amable cansado/a contento/a enojado/a feliz triste primero, segundo, tercero ahora mismo el año ¿Cuál es la fecha (de hoy)? el mes todavía invierno, primavera, verano, otoño enero, febrero, marzo, abril... ¿Qué tiempo hace? Hace buen/mal tiempo. Hace (mucho) calor. Hace (mucho) frío. Llueve. Nieva. me, te, lo, la, nos, os, los, las
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	contestar desayunar descansar desear dibujar enseñar escuchar esperar estar estudiar explicar gustar hablar llegar llevar mirar necesitar practicar preguntar preparar regresar terminar tomar trabajar viajar ¿Cuándo? ¿Qué día es hoy? Hoy es... la semana lunes, martes, miércoles, jueves, viernes, sábado, domingo Numbers 31 and higher	abrir aprender beber comer compartir comprender correr creer deber decidir describir escribir leer recibir tener venir vivir	repetir salir seguir suponer traer ver volver	
Essential Structure: Llamarse Last names in Spanish Tú versus usted Ustedes and vosotros	Essential Structure: Telling time Hay Nouns and articles Prepositions Gustar	Essential Structure: Descriptive adjectives Numeric adjectives Tener (for age) Ser	Essential Structure: Gustar AR verbs ER and IR verbs Stem-changing verbs	Essential Structure: Venir Stem-changing verbs Irregular yo forms Ir Present progressive