

MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Spanish

Textbook: ¡Así Se Dice! Level 2

Standard #: 1, 2

Weeks	Common Core Standards	Objectives/Performance Indicator	Outline–Key Activities	Related Activities	Additional/Parallel Resources
1-8	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  L.1a. Use parallel structure.  L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.  L.5b. Analyze nuances in the meaning of words with similar denotations.  L.4d. Verify the preliminary</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Repaso A: Students will be able to review vocabulary associated with friends, students and relatives.</li> <li>• Repaso B: Students will be able to review vocabulary associated to the home and the school</li> <li>• Repaso C: Students will be able to review vocabulary associated to personality and health</li> <li>• Repaso D: Students will be able to review vocabulary associated to sports.</li> <li>• Repaso E: Students will be able to review vocabulary associated to shopping</li> <li>• Repaso F: Students will be able to review vocabulary associated to vacations.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Review the present forms of <i>Ser and Tener</i>. The use of nouns, articles, adjectives and possessive adjectives.</li> <li>• Review the present tense of regular verbs <i>ir, dar and estar</i> with contractions.</li> <li>• Review the uses of <i>Ser and Estar</i>, and indirect object pronouns.</li> <li>• Review the present tense of stem changing verbs, and the verbs <i>aburrir, interesar and gustar</i>.</li> <li>• Review the present tense of the verbs <i>Saber and Conocer</i>. The use of comparatives and Superlatives.</li> <li>• Review the preterit of regular verbs, the preterit of <i>IR and SER</i>, direct and indirect object pronouns.</li> </ul>	<p>Teacher generated worksheets and workbook.</p> <p>Online learning center  ¡Así se dice! 2  REPASO:  A,B,C,D,E,F</p>	<p><b>WKBK</b>  (R.A) Pg. R.4 – R.5  (R,B) Pg. R.11- R.12  (R.C) Pg. R 15- R.16  (R.D Pg. R20-R21  (R.E) Pg.R.24- R.25  (R.F) Pg R.29-R.30</p> <p><b>!Así se dice!</b>  <b>Materials include:</b>  * <b>Power-Teach</b>  * <b>Cultura en Vivo</b>  * <b>Vocabulario en Vivo.</b>  * <b>Gramática en Vivo.</b>  * <b><a href="http://glencoe.Mcgraw-hill.com/sites">http://glencoe.Mcgraw-hill.com/sites</a></b>  * <b><a href="http://Spanish4teachers.org">Spanish4teachers.org</a></b></p>

determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.4.3a.** Choose words and phrases to convey ideas precisely.\*

**L.6.1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**L.6.3b.** Maintain consistency in style and tone.

**R.1a.** Develop factual, interpretive and evaluative questions for further exploration of the topic (s).

**W.1a.** Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.

**SL.1e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

**SL.2.** Integrate multiple resources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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9-12	<p>L.9-10.4a L.9-10.1a.1b L.9-10.5b L.9-10.4d L.9-10.4.3a L.9-10.6.1e L.9-10.6.3b R.9-10.9.1a W.9-10.1.a SL.9-10.1e SL.9-10.2 SL.9-10.5</p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.1a. Use parallel structure. L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing presentations. L.5b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Students will be able to talk about packing for a trip and getting to the airport</li> <li>Tell what you do at the airport.</li> <li>Talk about being on an airplane.</li> <li>Discuss air travel in South America.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Students will learn the use of <b>go</b> verbs. Of the present tense.</li> <li>Students will learn the present progressive tense.</li> </ul>	<p>Teacher generated worksheets.</p> <p>Online learning center ¡Así se dice! 2 Chapter 1</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Grammar</li> <li>Conversation practice</li> <li>Reading practice</li> <li>Test prep /assessment challenge.</li> </ul>	<p>¡Así se Dice! WKBK Chapter I P. 1.3- P. 1.10</p> <p><i>Lectura Cultural</i> <u>El avión en la América del Sur</u> P.22-23 (text)</p> <p><b>!Así se dice! Materials include:</b> * Power-Teach * Cultura en Vivo *Vocabulario en Vivo. * Gramática en Vivo. * <i>http://glencoe.Mcgraw - hill.com/sites</i> *Spanish4teachers.org</p>

**L.4d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**L.6.3b.** Maintain consistency in style and tone.

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13-14	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to identify more parts of the body</li> <li>• Talk about their daily routine</li> <li>• Talk about back packing and camping</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the use of reflexive verbs.</li> <li>• Students will learn commands with <b>favor de.</b></li> </ul>	<p>Teacher generated worksheets.</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 2</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep / assessment challenge.</li> </ul>	<p><b>¡Así se Dice!</b>  <b>WKBK</b>  <b>Chapter II</b></p> <p><b>P. 2.3-2.9</b></p> <p><i>Lectura Cultural</i>  <b>Los Mochileros</b>  <b>P. 56-57</b></p> <p><b>!Así se dice!</b>  <b>Materials include:</b>                      * <b>Power-Teach</b>                      * <b>Cultura en Vivo</b>                      *<b>Vocabulario en Vivo.</b>                      * <b>Gramática en Vivo.</b>                      * <b><a href="http://glencoe.Mcgraw-hill.com/sites">http://glencoe.Mcgraw-hill.com/sites</a></b>                      *<b>Spanish4teachers.org</b></p>

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15-17	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Students will use vocabulary related to train travel.</li> <li>• Students will discuss interesting train trips in Peru and Mexico.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to use the preterit of irregular verbs.</li> <li>• Students will learn to use the verb <b>decir</b></li> <li>• Students will learn to use prepositional pronouns.</li> </ul>	<p>Teacher generated worksheets</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 3</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep /assessment challenge.</li> </ul>	<p>¡Así se Dice!                      WKBK                      Chapter III                      P. 3.3-3.11</p> <p><i>Lectura Cultural</i>  <b>Viajes</b>  <b>ferroviarios</b>  <b>fabulosos</b>                      P. 88-89</p> <p><b>¡Así se dice!</b>  <b>Materials include:</b>                      * Power-Teach                      * Cultura en Vivo                      * Vocabulario en Vivo.                      * Gramática en Vivo.                      * <a href="http://glencoe.Mcgraw-hill.com/sites">http://glencoe.Mcgraw-hill.com/sites</a>                      * <a href="http://Spanish4teacher.s.org">Spanish4teacher.s.org</a></p>

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18-20	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to order and pay for a meal at the restaurant.</li> <li>• Students will learn to identify more foods</li> <li>• Students will be able to identify utensils and dishes.</li> <li>• Students will be able to discuss restaurants in Spain and Latin America.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to use the stem- changing verbs in the present and preterit tense.</li> <li>• Students will learn to use adjectives of nationality</li> <li>• Students will learn to use the passive voice with <i>se</i>.</li> </ul>	<p>Teacher generated worksheets</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 4</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep /assessment challenge.</li> </ul>	<p><b>¡Así se Dice!</b>                      WKBK                      Chapter IV                      P. 4.3-4.8</p> <p><b>Lectura Cultural</b>  <b>Restaurantes de España y Latinoamérica.</b>                      Pg. 120-121</p> <p><b>!Así se dice!</b>  <b>Materials include:</b>                      * Power-Teach                      * Cultura en Vivo                      *Vocabulario en Vivo.                      * Gramática en Vivo.                      * <a href="http://glencoe.Mcgraw-hill.com/sites">http://glencoe.Mcgraw-hill.com/sites</a>                      *Spanish4teachers.org</p>

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21-23	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to talk about several Hispanic holidays.</li> <li>• Students will be able to compare holidays with those that in some Spanish-speaking countries.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to use the regular and irregular forms of the imperfect tense.</li> </ul>	<p>Teacher Generated worksheets</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 5</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep /assessment challenge.</li> </ul>	<p><b>¡Así se Dice!</b>                      WKBK                      Chapter V                      P. 5.3-5.9</p> <p><b>Lectura Cultural</b>                      Unas fiestas hispanas P. 154-155</p> <p><b>¡Así se dice!</b>  <b>Materials include:</b>                      * Power-Teach                      * Cultura en Vivo                      * Vocabulario en Vivo.                      * Gramática en Vivo.                      * <a href="http://glencoe.com/sites">http://glencoe.com/sites</a>                      McGraw - hill                      *Spanish4teachers.org</p>

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**W.1a.** Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.

**SL.1e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

**SL.2.** Integrate multiple resources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Spanish

Textbook: ¡Así Se Dice! Level 2

Standard #: 1, 2

Weeks	Common Core Standards	Objectives/Performance Indicator	Outline – Key Activities	Related Activities	Additional / Parallel Resources
27-29	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Check into a hotel or hostel.</li> <li>• Ask for things you may need while at a hotel or hostel.</li> <li>• Discuss hotel stays in Latin America and Spain.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the use of the present perfect tense.</li> <li>• Students will learn the use of double object pronouns.</li> </ul>	<p>Teacher generated worksheets</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 7</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep /assessment challenge.</li> </ul>	<p><b>¡Así se Dice!</b>                      WKBK                      Chapter VII                      Pg. 7.3-7.12</p> <p><b>Lectura Cultural</b>                      Un hostel y un parador                      Pg. 216-217</p> <p><b>¡Así se dice!</b>  <b>Materials include:</b>                      * Power-Teach                      * Cultura en Vivo                      *Vocabulario en Vivo.                      * Gramática en Vivo.                      * <a href="http://glencoe.Mcgraw-hill.com/sites">http://glencoe.Mcgraw-hill.com/sites</a>                      *<a href="http://Spanish4teachers.org">Spanish4teachers.org</a></p>

<p>inferred meaning in context or in a dictionary).</p> <p><b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*</p> <p><b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>L.6.3b.</b> Maintain consistency in style and tone.</p> <p><b>R.1a.</b> Develop factual, interpretive and evaluative questions for further exploration of the topic (s).</p> <p><b>W.1a.</b> Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.</p> <p><b>SL.1e.</b> Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p><b>SL.2.</b> Integrate multiple resources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>				
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MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Spanish

Textbook: ¡Así Se Dice! Level 2

Standard #: 1, 2

Weeks	Common Core Standards	Objectives/Performance Indicator	Outline – Key Activities	Related Activities	Additional/Parallel Resources
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<p>30-31</p>	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Describe life in the city.</li> <li>• Describe life in the country.</li> <li>• Discuss the differences between the city and the country in Latin America.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the use of the future tense</li> <li>• Students will learn the use of object pronouns with infinitives and gerunds.</li> </ul>	<p>Teacher generated worksheets</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 8</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep /assessment challenge.</li> </ul>	<p><b>¡Así se Dice!</b>  <b>WKBK</b>  <b>Chapter VIII</b>  <b>Pg. 8.3-8.9</b></p> <p><b>Lectura Cultural</b>  <b>La ciudad y el campo Pg. 248-249</b></p> <p><b>¡Así se dice!</b>  <b>Materials include:</b>                      * Power-Teach                      * Cultura en Vivo                      *Vocabulario en Vivo.                      * Gramática en Vivo.                      * <a href="http://glencoe.Mcgraw-hill.com/sites">http://glencoe.Mcgraw-hill.com/sites</a>                      *Spanish4teachers.org</p>
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**L.4.3a.** Choose words and phrases to convey ideas precisely.\*

**L.6.1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**L.6.3b.** Maintain consistency in style and tone.

**R.1a.** Develop factual, interpretive and evaluative questions for further exploration of the topic (s).

**W.1a.** Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.

**SL.1e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

**SL.2.** Integrate multiple resources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Spanish

Textbook: ¡Así Se Dice! Level 2

Standard #: 1, 2

Weeks	Common Core Standards	Objectives/Performance Indicator	Outline – Key Activities	Related Activities	Additional / Parallel Resources
32-33	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Talk about cars and driving</li> <li>• Give directions</li> <li>• Discuss the Pan American Highway</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to use tú affirmative commands.</li> <li>• Students will learn to use the conditional tense</li> </ul>	<p>Teacher generated worksheets</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 9</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep /assessment challenge</li> </ul>	<p><b>¡Así se Dice!</b>                      WKBK                      Chapter IX                      Pg. 9.3-9.10</p> <p><b>Lectura Cultural</b>                      La Panamericana                      Pg. 282-283</p> <p><b>¡Así se dice!</b>  <b>Materials include:</b>                      * Power-Teach                      * Cultura en Vivo                      *Vocabulario en Vivo.                      * Gramática en Vivo.                      * <a href="http://glencoe.com/sites">http://glencoe.com/sites</a>                      *Spanish4teachers.org</p>

<p>inferred meaning in context or in a dictionary).</p> <p><b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*</p> <p><b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>L.6.3b.</b> Maintain consistency in style and tone.</p> <p><b>R.1a.</b> Develop factual, interpretive and evaluative questions for further exploration of the topic (s).</p> <p><b>W.1a.</b> Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.</p> <p><b>SL.1e.</b> Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p><b>SL.2.</b> Integrate multiple resources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>				
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Spanish

Textbook: ¡Así Se Dice! Level 2

Standard #: 1, 2

Weeks	Common Core Standards	Objectives/Performance Indicator	Outline – Key Activities	Related Activities	Additional / Parallel Resources
34-36	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p><b>L.4a.</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  <b>L.1a.</b> Use parallel structure.  <b>L.1b.</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.  <b>L.5b.</b> Analyze nuances in the meaning of words with similar denotations.  <b>L.4d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Talk about food and food preparation.</li> <li>• Talk about a Hispanic recipe.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Students will learn to use the subjunctive.</li> <li>• Students will learn to use formal commands.</li> <li>• Students will learn to use negative informal commands.</li> </ul>	<p>Teacher generated worksheets</p> <p>Online learning center          ¡Así se dice! 2          Chapter 10</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Conversation practice</li> <li>• Reading practice</li> <li>• Test prep /assessment challenge.</li> </ul>	<p><b>¡Así se Dice!</b>  <b>WKBK</b>  <b>Chapter X</b>  <b>Pg. 10.3-10.8</b></p> <p><b>Lectura Cultural</b>  <b>Una receta hispana</b>  <b>Pg. 312-313</b></p> <p><b>!Así se dice!</b>  <b>Materials include:</b>          * <b>Power-Teach</b>          * <b>Cultura en Vivo</b>          *<b>Vocabulario en Vivo.</b>          * <b>Gramática en Vivo.</b>          * <b>http://glencoe.Mcgraw-hill.com/sites</b>          *<b>Spanish4teachers.org</b></p>

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Weeks	Common Core Standards	Objectives/Performance Indicator	Outline – Key Activities	Related Activities	Additional / Parallel Resources
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<p>37-40</p>	<p><b>L.9-10.4a</b>  <b>L.9-10.1a.1b</b>  <b>L.9-10.5b</b>  <b>L.9-10.4d</b>  <b>L.9-10.4.3a</b>  <b>L.9-10.6.1e</b>  <b>L.9-10.6.3b</b>  <b>R.9-10.9.1a</b>  <b>W.9-10.1.a</b>  <b>SL.9-10.1e</b>  <b>SL.9-10.2</b>  <b>SL.9-10.5</b></p> <p>L.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.                      L.1a. Use parallel structure.                      L.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific, meaning and add variety and interest to writing presentations.                      L.5b. Analyze nuances in the meaning of words with similar denotations.                      L.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Identify more parts of the body.</li> <li>Talk about exercise.</li> <li>Talk about having a little accident and a trip to the emergency room.</li> <li>Discuss physical fitness.</li> </ul>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Students will learn to use the subjunctive with impersonal expressions.</li> <li>Students will learn to use <b>ojalá, quizás, talvez</b></li> <li>Students will learn the subjunctive of stem changing verbs.</li> <li>Students will learn the comparison of like things.</li> </ul>	<p>Teacher generated worksheets</p> <p>Online learning center                      ¡Así se dice! 2                      Chapter 11</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Grammar</li> <li>Conversations on practice</li> <li>Reading practice</li> <li>Test prep /assessment challenge.</li> </ul> <p>Final Review</p>	<p><b>¡Así se Dice!</b>  <b>WKBK</b>  <b>Chapter XI</b>  <b>Pg. 11.3-11.14</b></p> <p><i>Lectura Cultural</i>  <b>Vida activa y Buena Salud.</b>  <b>Pg. 344-345</b></p> <p><b>¡Así se dice!</b>  <b>Materials include:</b>                      * Power-Teach                      * Cultura en Vivo                      *Vocabulario en Vivo.                      * Gramática en Vivo.                      * <a href="http://glencoe.com/sites">http://glencoe.com/sites</a>                      *Spanish4teachers.org</p>
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