

**Course: Spanish 2****Grade Level: 7th Grade**

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Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
<b>September</b>	Spanish 2 Unit 1 <u>Family Life:</u> Unit 1.1 - Family and Friends  Spanish Speaking Countries Review	<u>Activities:</u> Daily Warm Ups  Basic family members  Quizlet Live and Kahoot Vocab Review  Review descriptive adjectives  Culture (Ecuador, Paraguay)  Formative: Spanish Speaking Countries Map Pre-Test	<u>Social/Collaboration Skills:</u> Take responsibility for one's own actions.	<u>Michigan World Language Standards:</u> 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken  3.1.N.a Reinforce previously learned content knowledge through the target language
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
<b>October</b>	Spanish 2 Unit 1 <u>Family Life:</u> Unit 1.1 - Family and Friends	<u>Activities:</u> Daily Warm Ups  Describing family and friends using adjectives	<u>Communication Skills:</u> Use intercultural understanding to interpret communication.	<u>Michigan World Language Standards:</u> 5.2.N.a Willingly use the target language within the classroom setting  <u>IB Criterion and Strands:</u> Language Acquisition Assessment Criterion Phase 1

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	<p>Unit 1.2 - Describing Others w/ Adjectives</p> <p>Spanish Speaking Countries Review</p>	<p>Quizlet Live and Kahoot Vocab Review</p> <p>Formative: Adjectives Vocab Quiz</p> <p>Summative: Family and Friends Unit Poster Project</p>		<p>Criterion A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"><li>i. Identify basic facts, messages, main ideas and supporting details</li><li>ii. recognize basic conventions</li><li>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</li></ul> <p>Criterion B: Comprehending written and visual text</p> <ul style="list-style-type: none"><li>i. Identify basic facts, messages, main ideas and supporting details</li><li>ii. recognize basic aspects of format and style, and the author’s purpose for writing</li><li>iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text</li></ul> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <ul style="list-style-type: none"><li>i. respond appropriately to simple short phrases</li><li>ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language</li><li>iii. use basic phrases to communicate ideas, feelings, and information on a variety of aspects on everyday topics</li><li>iiii. Communicate with a sense of audience</li></ul> <p>Criterion D: Using language in spoken and/or</p>
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				<p>written form</p> <p>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize basic information and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
November	<p>Spanish 2 Unit 2</p> <p>Home Life:</p> <p>Unit 2.1 - The Home</p>	<p>Activities:</p> <p>Daily Warm Ups</p> <p>House Vocabulary: Rooms, Appliances, Objects both Interior and Exterior</p> <p>Describing Address and Home Location</p> <p>Quizlet Live and Kahoot Vocab Review</p> <p>More Daily Routine</p> <p>Culture (Argentina, Uruguay)</p> <p>Formative:</p>	<p><u>Social/Collaboration Skills:</u></p> <p>Give and receive meaningful feedback.</p>	<p><u>Michigan World Language Standards:</u></p> <p>2.2.N.F.d Describe and explain the significance of the products associated with an important:</p> <ul style="list-style-type: none"> <li>• civil or religious holiday or celebration AND</li> <li>• regional holiday or celebration AND</li> <li>• personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> <p>4.2.N.a Identify basic target culture practices and compare them to one’s own</p>

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		Home rooms and appliances Vocab Quiz		
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
December	<u>Spanish 2 Unit 2 Home Life:</u> Unit 2.1 - The Home	<p><u>Activities:</u> Daily Warm Ups Pobre Ana Chapter 3</p> <p>Using family members and descriptive adjectives to describe others that live at home</p> <p>Chores around the house</p> <p>Formative: Chores and Around the House Vocab Quiz</p>	<p><u>Thinking/Critical Thinking:</u> Consider ideas from multiple perspectives.</p>	<p><u>Michigan World Language Standards:</u> 1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience</p> <p>1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school</p>
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
January	<u>Spanish 2 Unit 2 Home Life:</u>  Unit 2.2 - Chores and Around the	<p><u>Activities:</u> Daily Warm Ups</p> <p>Pobre Ana Chapter 4</p> <p>Quizlet Live and Kahoot</p>	<p><u>Social/Collaboration Skills:</u> Advocate for one’s own rights and needs.</p>	<p><u>Michigan World Language Standards:</u> 5.2.N.a Willingly use the target language within the classroom setting</p> <p><u>IB Criterion and Strands:</u> Language Acquisition Assessment Criterion</p>

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	House  Review Unit 1 & 2 for the Semester 1 Midterm Exam	Vocab Review  Formative:  Summative: Semester 1 Midterm Exam		Phase 1  Criterion A: Comprehending spoken and visual text i. Identify basic facts, messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text  Criterion B: Comprehending written and visual text i. Identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and the author’s purpose for writing iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text  Criterion C: Communicating in response to spoken and/or written and/or visual text i. respond appropriately to simple short phrases ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language iii. use basic phrases to communicate ideas, feelings, and information on a variety of aspects on everyday topics iiii. Communicate with a sense of audience
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				<p>Criterion D: Using language in spoken and/or written form</p> <ul style="list-style-type: none"> <li>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</li> <li>ii. organize basic information and use a range of basic cohesive devices</li> <li>iii. use language to suit the context</li> </ul>
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
February	Spanish 2 Unit 3 <u>Shopping Life:</u>	<p><u>Activities:</u> Stores</p> <p>Basic clothing items</p> <p>Vocabulary for money, buying, and cost</p> <p>Basic shopping vocabulary</p> <p>Culture (Bolivia, Venezuela)</p> <p>Formative: Clothing and Accessories Vocab Quiz</p>	<p><u>Thinking/Transfer Skills:</u> Make connections between subject groups and disciplines.</p>	<p><u>Michigan World Language Standards:</u> 2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)</p>
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		<b>Activities</b>		<b>Strands</b>
<b>March</b>	<u>Spanish 2 Unit 3</u> <u>Shopping Life:</u>	<b>Activities:</b> Daily Warm Ups  Quizlet Live and Kahoot Vocab Review  Formative: Shopping Vocabulary Quiz  Summative: Clothing Catalog Unit Project	<u>Research</u> <u>Media/Literacy Skills:</u> Make informed choices about personal viewing experiences.	<u>Michigan World Language Standards:</u> 2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)  2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken <u>IB Criterion and Strands:</u> Language Acquisition Assessment Criterion Phase 1  Criterion A: Comprehending spoken and visual text i. Identify basic facts, messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text  Criterion B: Comprehending written and visual text i. Identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and the author’s purpose for writing

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				<p>iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text</p> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <p>i. respond appropriately to simple short phrases</p> <p>ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. use basic phrases to communicate ideas, feelings, and information on a variety of aspects on everyday topics</p> <p>iiii. Communicate with a sense of audience</p> <p>Criterion D: Using language in spoken and/or written form</p> <p>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize basic information and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>
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<b>April</b>	<u>Spanish 2 Unit 4</u> <u>Outdoor Life:</u>	Activities: Daily Warm Ups  Outside objects and terms	<u>Research/Information Literacy:</u> Understand and use technology systems.	<u>Michigan World Language Standards:</u> 2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken



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		<p>Natural resources</p> <p>Weather Expressions</p> <p>Animals</p> <p>Review descriptive adjectives</p> <p>Culture (Costa Rica and Nicaragua)</p> <p>Formative:</p>		
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
May	<u>Spanish 2 Unit 4 Outdoor Life:</u>	<p><u>Activities:</u></p> <p>Cinco de Mayo Annual Cultural Awareness, Discussion and Celebration</p> <p>Daily Warm Ups</p> <p>Formative:</p> <p>Weather Expressions and outdoor things</p> <p>Vocab Quiz</p>	<p><u>Research/Information Literacy:</u></p> <p>Use critical literacy skills to analyse and interpret media communications.</p>	<p><u>Michigan World Language Standards:</u></p> <p>2.2.N.F.d Describe and explain the significance of the products associated with an important:</p> <ul style="list-style-type: none"> <li>• civil or religious holiday or celebration AND</li> <li>• regional holiday or celebration AND</li> <li>• personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> <p>4.2.N.a Identify basic target culture practices and compare them to one’s own</p>

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<p><b>June</b></p>	<p><u>Spanish 2 Unit 4</u> <u>Outdoor Life:</u></p> <p>Review Unit 3 &amp; 4 for the Semester 2 Final Exam</p>	<p><u>Activities:</u> Daily Warm Ups</p> <p><u>Summative:</u> Spanish Speaking Country Natural Areas Project</p> <p><u>Summative:</u> Semester 2 Final Exam</p>	<p><u>Social/Collaboration:</u> Listen actively to other perspectives and ideas.</p>	<p><u>Michigan World Language Standards:</u> 5.2.N.a Willingly use the target language within the classroom setting</p> <p><u>IB Criterion and Strands:</u> Language Acquisition Assessment Criterion Phase 1</p> <p>Criterion A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> <li>i. Identify basic facts, messages, main ideas and supporting details</li> <li>ii. recognize basic conventions</li> <li>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</li> </ul> <p>Criterion B: Comprehending written and visual text</p> <ul style="list-style-type: none"> <li>i. Identify basic facts, messages, main ideas and supporting details</li> <li>ii. recognize basic aspects of format and style, and the author’s purpose for writing</li> <li>iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text</li> </ul> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <ul style="list-style-type: none"> <li>i. respond appropriately to simple short</li> </ul>

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				<p>phrases</p> <ul style="list-style-type: none"><li>ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language</li><li>iii. use basic phrases to communicate ideas, feelings, and information on a variety of aspects on everyday topics</li><li>iiii. Communicate with a sense of audience</li></ul> <p>Criterion D: Using language in spoken and/or written form</p> <ul style="list-style-type: none"><li>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</li><li>ii. organize basic information and use a range of basic cohesive devices</li><li>iii. use language to suit the context</li></ul>
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