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| **Quarter 1**  **Aug 10 – Oct 16** | **Major Concepts / Topics** | **Resources** |
| *Students will be able to:*   * Describe their family; talk about their daily activities; talk about what happened in the past; talk about activities as well as talk about what they like and don’t like using ***nouns and articles, present tense of regular verbs, present tense of common irregular verbs (tener, venir, ir), stem-changing and irregular yo verbs, preterite tense of ser and ir, direct and indirect object pronouns, gustar and similar verbs, and double object pronouns*** in both the written and oral expression using the vocabulary and grammar structures presented in ***Lección Preliminar in context****.* * Discuss their health; talk about the actions one must take when ill; describe a visit to a doctor in a Spanish-speaking by using ***preterite and imperfect tenses, constructions with ‘se’, and using adverbs*** in both the written and oral expression incorporating the vocabulary and grammar structures presented in ***Lesson 1 in context****.*   *Sample Written Prompts:*  Imagine that you are working in a hospital emergency room. In Spanish, write a paragraph about 4 patients that are waiting to be seen. Include their symptoms and what happened to them. | **Preliminary Lesson – Intro. to Spanish 2**  Text Book pg. 1-16  **Lesson 1** – **En consultorio- Costa Rica**  Text Book pg. 17-52  Workbook pg. 1-14  **REQUIRED Anchor Texts:** *Vista Higher Learning Descubre 2 Lengua y cultura del mundo hispánico*  VHL Supersite:  <http://vhlcentral.com> |
| **Quarter 2**  **Oct 20 – Dec 18** | **Major Concepts / Topics** | **Resources** |
| Students will be able to:   * Talk about using technology and electronics; use common expressions on the telephone; talk about car trouble by using ***familiar commands, knowing the differences between ‘por’ and ‘para’, using reciprocal reflexives, and stressed possessive adjectives and pronouns*** in both the written and oral form using the vocabulary and grammar structures presented in ***Lesson 2 in context****.* * Identify parts of the house; talk about household chores; give instructions on cleaning the house by using ***relative pronouns and formal commands*** in both the written and oral form using the vocabulary and grammar structures presented in ***Lesson 3.1-3.2 in context.***   *Sample Written Prompts:*  In Spanish, write 2 descriptions one of an appliance and one of a room in your house. Use at least 2 relative pronouns in your description.  In Spanish, write a To-Do List of the tasks one must do to get a house in order using formal commands. | **Lesson 2 – La tecnología- Argentina**  Text Book pg. 53-88  Workbook pg. 15-26  **Lesson 3 (3.1-3.2)– La vivienda- México**  Text Book pg. 89-107  Workbook pg. 27-32  **REQUIRED Anchor Texts:** *Vista Higher Learning Descubre 2 Lengua y cultura del mundo hispánico*  VHL Supersite:  <http://vhlcentral.com> |
| **Quarter 3**  **Jan 6 – Mar 17** | **Major Concepts / Topics** | **Resources** |
| Students will be able to:   * Identify parts of the house; talk about household chores; give instructions on cleaning the house by using ***the present subjunctive with verbs of will and influence in*** both the written and oral form using the vocabulary and grammar structures presented in ***Lesson 3.3-3.4 in context.*** * Talk about and discuss the environment; express opinions and beliefs about environmental issues using ***the subjunctive with verbs of emotions, doubt, disbelief, and denial as well as the subjunctive with conjunctions*** in both the written and oral expression using the vocabulary and grammar structures presented in ***Lesson 4 in context****.*   *Sample Written Prompts:*  Ernesto is getting bad grades in Spanish class. Write a letter giving him advice using impersonal expressions and the present subjunctive.  In a paragraph, describe your regions geographic characteristics and explain 2-3 environmental problems your community faces. | **Lesson 3** (**3.3-3.4)** **– La Vivienda - Panamá**  Text Book pg. 108-126  Workbook pg. 33-38  (optional Repaso of Lesson 1-3) pg. 39-40  **Lesson 4** **– La naturaleza- Colombia**  Text Book pg. 127-160  Workbook pg. 41- 50  **REQUIRED Anchor Texts:** *Vista Higher Learning Descubre 2 Lengua y cultura del mundo hispánico*  VHL Supersite:  <http://vhlcentral.com> |
| **Quarter 4**  **Mar 29 – May 26** | **Major Concepts / Topics** | **Resources** |
| Students will be able to:   * Give advice to others; give and receive driving/walking directions; discuss errands and city life by using ***the subjunctive in adjective clauses, nosotros commands, and past participles used as adjectives*** in both the written and oral form using the vocabulary and grammar structures presented in **Lesson 5 in context**. * Talk about their health, well-being, nutrition, and physical activities by using ***the present perfect, the past perfect, and the present perfect subjunctive*** in both the written and oral form using the vocabulary and grammar structures presented in **Lesson 6 in context**.   *Sample Written Prompt:*  Write down written directions to the beach to a tourist who is lost in your city.  Write a paragraph about what a health conscious friend or relative does to stay healthy. Imagine that he/she was the complete opposite a year ago and describe what he/she did to live a healthy lifestyle | **Lesson 5- En la ciudad- Venezuela**  Textbook pages: 161-192  Workbook pages: 51-60  **Lesson 6- El bienestar- Bolivia**  Textbook pages: 193-226  Workbook pages: 61-70  (optional Repaso Lesson 4-6) wrkbk pg 71-72  **REQUIRED Anchor Texts:** *Vista Higher Learning Descubre 2 Lengua y cultura del mundo hispánico*  VHL Supersite:  <http://vhlcentral.com> |