

# Scope and Sequence Spanish 2

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## Unit 1: [Circling with Balls](#)-what you did over the summer

- Goals:
  - Past tense in context
  - class community
  - establish routines/procedures
  - Students will gain confidence using the language
  - Students will respond to the teacher as well as to each other in the target language
- Resource:
  - [Draw what you did over the summer.](#)

## Unit 2: Star of the Day/Special Person Interviews

- Goals:
  - Class community
  - High-frequency vocabulary in context
  - Personalized input
- Resources:
  - [Question sheet](#)
  - [Slideshow template](#)

## Unit 3: El cerdo y la gallina Movietalk

- Goals:
  - Super 7 present tense in context
- Resource:
  - [El cerdo y la gallina MovieTalk](#)

## Unit 4: Billy la Bufanda from Señor Wooly

- Goals:
  - Super 7 present/past tense (fue, tenía, podía)
  - Past narrative
- Resources:
  - [MovieTalk Resources](#)
  - [Billy la Bufanda](#)
  - ([Señor Wooly](#))

### **Unit 5: Story Asking Unit**

- Goals:
  - había, quería, tenía, le gustaba
  - past narrative
- Resource:
  - [Super 7 past tense unit](#)

### **Unit 6: Day of the Dead Unit**

- Goals:
  - past/present narrative
  - Cultural practices of Mexico
  - Cultural products of Mexico
- Resources:
  - [Día de los Muertos Unit](#)
  - [Danza de los Muertos MovieTalk](#)
  - [Tumba Novel](#)
  - [Calaverita song unit](#)
  - [Coco film study](#)

### **Unit 7: Soy yo song unit**

- Goals:
  - Reaching towards novice-mid level for writing
  - Storytelling
- Resources:
  - [Soy yo song unit](#)
  - [Other soy yo materials](#)

### **Unit 8: Billy y las Botas (Señor Woolly) Song/MovieTalk**

- Goals:
  - Past narrative
  - Super7 verbs in the past
  - Reaching towards novice-mid level for writing
- Resources:
  - [Billy y las Botas Movietalk](#)
  - [Señor Woolly](#)

### **Unit 9: Lotería de España**

- Goals:
  - Identify cultural practices of Spain
  - Past narrative
- Resources:
  - [Justino Unit](#)
  - [Justino Unit from Martina Bex](#)

### **Unit 10: El Regalo MovieTalk**

- Goals:
  - Past/present narrative
  - Reaching towards novice-mid level
- Resource:
  - [El Regalo MovieTalk](#)

### **Unit 11: Navidad Comercial Madness**

- Goals:
  - Explore Christmas traditions of Spanish speaking countries
  - Compare cultures
  - Authentic listening
- Resource:
  - [Navidad Commercial Madness Materials](#)

### **Unit 12: Hasta el Amanecer Song Unit**

- Goals:
  - past/present narrative
  - Reaching towards novice-high for writing
  - Story telling
- Resources:
  - [Hasta el Amanecer song unit](#)
  - [Another resource](#)

### **Unit 13: Esperanza, Immigration, Guatemala**

- Goals:
  - Demonstrate reasons for immigration
  - Past/present narrative
  - Global service
- Resources
  - [La Misma Luna film study](#)
  - [Esperanza Novel](#)
  - [Una Vida Mejor film study](#)
  - [Wake Me Up Song Unit](#)

- [ICE El Hielo song unit](#)

**Unit 14:** Song Story Unit: El Mismo Sol

- Goals:
  - Present/past narrative
  - Story listening
- Resource:
  - [El Mismo Sol Song Unit](#)

**Unit 15:** Billy y las botas Graphic Reader

- Goals:
  - Storytelling from images
  - Past narrative
  - Making predictions
  - Decoding through context clues
- Resources:
  - [Billy y las botas graphic novel](#)

**Unit 16:** El cacto y el banco MovieTalk

- Goals:
  - Past narrative
  - Reaching towards novice-high level
- Resources:
  - [El cacto y el banco MovieTalk](#)
  - [El cacto y el banco MovieTalk 2](#)
  - [Marshmallow hook](#)

**Unit 17:** Robarte un beso song unit

- Goals:
  - present/past narrative
  - Cultural products, practices, perspectives
- Resources:
  - [Robarte un beso song unit](#)
  - [More Robarte un beso resources](#)

Ongoing:

Baile Viernes: exposure to latin american music

Jaja Jueves: telling jokes in Spanish

Other Music ([March Music Madness](#))

Free Voluntary Reading: independent reading

Noticing:

Present/preterite/imperfect in context

Producing:

present/past in context

Developing 4 skills in each unit:

- Reading
- Listening
- Speaking
- Writing

Techniques:

- ★ Story retells
- ★ Discussions
- ★ Readers
- ★ Movie Talks
- ★ Film and Text comparisons
- ★ Adapted authentic pieces
- ★ Grammar in context
- ★ Comprehensible input
- ★ Kinesthetic

Goals for the class:

- ❖ I can communicate on very familiar topics using a variety of words.
- ❖ I can write briefly about most familiar topics using a series of simple sentences.
- ❖ I can often understand spoken Spanish on familiar topics.
- ❖ I can understand short and simple texts and can sometimes understand the main idea of what I read.

My philosophy on language teaching:

I believe that 100% of my students can acquire a language. Languages cannot be explicitly taught and language acquisition should feel effortless. Rather than delivering lessons; I strive to create an experience in the classroom. Many instructional approaches will be used to help all types of learners: Teaching Proficiency through Reading and Storytelling (TPRS), questioning strategies (yes/no, either/on, multiple choice, short answer), Total Physical Response (TPR), reading authentic documents, listening to authentic music, using technology, whole class discussion, story asking, storytelling, and studying authentic films to name a few. All instruction will be done by using comprehensible, compelling, and personalized input in Spanish. Students will be actively engaged and will be expected to participate voluntarily and/or when called upon. Participation does not mean always giving the correct answer but a willingness to try to use Spanish and a genuine attempt at learning the material or asking questions when the material is unclear. The class will be conducted in Spanish and students are expected to communicate in Spanish as well. It is a student centered and teacher driven class where the affective filter is low. I believe that I am more than a teacher; I am a Spanish language acquisition facilitator.

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This syllabus is subject to change based on new resources and student interaction