Spanish 2 Pacing Guide

Course Description: Continued development of language skills to produce in the language. Students will be able to combine and recombine learned elements to produce simple conversations, interact on issues of everyday life in present and past time, and compose related sentences which narrate, describe, compare, summarize and synthesize on familiar topics.	☐ EOC ☐ VOCATE ☐ AP/IB ☒ Teacher-made final exam

Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
1		1.01, 1.02, 1.03, 1.04, 1.05	**Pre-unpacking** 1. How do we describe people? 2. How do we communicate in the classroom?	**Vocabulary for Communication** greetings introductions	**Suggested Activities** Pair activities
2		2.01, 2.02, 2.04, 2.06		adjectives nationalities	Role-play with greetings/intros
3		3.01, 3.04	1. Why learn Spanish?	**Structures needed** Comprehensive Spanish 1 review Formulate explanations and more where skills regular present tense verb conjugation interrogatives Subject pronouns Study skills for foreign language for English	Maps
4		4.01, 4.04, 4.05, 4.07	2. How does language work?		Graphic Organizers
5		5.01, 5.02, 5.03, 5.04, 5.05, 5.06			Tongue-twisters
6		6.01, 6.02, 6.03, 6.05			Skills
7		7.01, 7.04		**Culture** Geography-review with nationalities	Bio-poems
8		1.01, 1.02, 1.03, 1.04, 1.05	**Pre-Bio-equation** 1. What factors are to consider? 2. What factors depend on the answer?	**Vocabulary for Communication** School and after-school activities	**Suggested Activities** Pair activities Skills Interviews/surveys
9		2.01, 2.02, 2.03, 2.04, 2.05, 2.06	How does one indicate day, complete with those in Spanish-speaking countries?		Graphic organizers
10		3.01, 3.04, 3.05, 3.07	Who and what do know?	**Structures needed** Continue comprehensive Spanish 1 review stem-changing verbs affirmative and negative words comparisons of equality (con expressions) sabes & conocer hace + time expressions **Culture** Compare/contrast/ensure activities	Authentic maps, pictures, internet
11		4.01, 4.02, 4.03, 4.07	How long have we been doing activities?		Illustrations
12		5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09	What do we do after school?		Role-play
13		6.01, 6.02, 6.03, 6.05	How do we exchange personal information?		Skills
14		7.01, 7.02, 7.03			Bio-poems (in course de la conversation)
15		1.01, 1.02, 1.03, 1.04, 1.05	**Bio-events-organizer** 1. Who do people? 2. Qué hace comprender?	**Vocabulary for Communication** Discuss daily routines **Give Assessment #1 pt (B)** Discuss shopping for clothing and accessories	**Suggested Activities** Strategy
16		2.01, 2.02, 2.03, 2.04, 2.05, 2.06	What do we do every day?		Discuss preferences
17		3.01, 3.02, 3.03, 3.04, 3.05, 3.07, 4.01, 4.02, 4.03, 4.07	How do we get ready for our day?		Interviews/surveys Skills
18		5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09, 5.10	What clothing do we wear?		Internet

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Language Power: Grades K-2 Level C Teacher's Guide Hayley Lehoski,Linda Vander Wende,2012-09-30 **The Educational Leader's Guide for School Scheduling** Elliot Y. Merenbloom,Barbara A. Kalina,2017-04-07 The Educational Leader s Guide for School Scheduling Strategies Addressing Grades K 12 is the first publication to address creative scheduling at all levels K 5 or 6 K 8 middle and high schools This essential resource provides strategies for the effective and equitable distribution of available FTEs throughout the district while helping you work through the many critical questions and decisions involved in the scheduling process Based on the authors decades of experience in expressing the voice of classroom teachers and building administrators in the art of scheduling each chapter addresses key schedule development issues providing a step by step sequence multiple tables templates and example schedules Follow the models in this book to master the skills of producing an efficient organizational plan for your school *Teaching Foreign Languages in the Block* Deborah Blaz,2013-11-20 Provides detailed instructional strategies sample lesson plans and sample assessments so that foreign language teachers can make the best use of the additional time 13497: LLL Mi Cuerpo (My Body) Spanish Teacher Guide Book ,2011-10-15 **Block Scheduling** Michael D. Rettig,Robert Lynn Canady,2013-11-20 This bestseller shows you how block schedules can enhance learning and instruction increase opportunities for students and improve teachers performance It provides practical tools for planning and implementation Resources in Education ,1971

Research in Education ,1971 **Wallace's Year-book of Trotting and Pacing in ...** John Hankins Wallace,1911

Wallace's Year-book of Trotting and Pacing in ,1911 **Wallace's Year Book of Trotting and Pacing** United States Trotting Association,1918 **Research in Education** ,1972 *Elementary School Teachers' Mathematics Instructional Decision Making in the Context of District Mandates on Instruction* Heather Anne Martin,2008 In the current educational climate teachers in low performing schools are experiencing pressure from state and district policy makers to raise student performance on state tests Some district administrations have undertaken various measures including implementing numerous and specific mathematics content standards adopting particular curricular packages and requiring teachers to use them as their primary instructional materials and even creating pacing guides with uniform timelines for presenting lessons to students These efforts have had the cumulative effect of urging teachers to stick closely to a standard curriculum in order to raise student test scores Teachers must also interpret and attend to the needs of their students and ideally teach their students to understand mathematical concepts and processes as opposed to narrowly mastering procedural skills It may not always be possible to both follow administrative mandates about instruction and meet student needs and teachers may have to make a compromise between these two objectives In this study I examined how elementary school teachers in a particular accountability pressured school decided to teach mathematics Drawing on multiple interviews and ten classroom observations per teacher I created portraits of the mathematics instructional choices of four second grade teachers including

their use of instructional materials such as textbooks I drew on an analytical framework adapted from Stein Grover and Henningsen 1996 to assess various features of the lesson in order to note the interaction between the materials and the teachers decisions about how to use them I developed a lesson signature for each teacher a visual representation of the typical organization of the teacher s lessons and how materials were used within them My findings indicated that the teachers individual goals for their teaching beliefs about their students needs and interpretations of the district s curricular mandates interacted to steer their instructional choices to very different results Two of the teachers dutifully followed the textbook while two essentially disregarded it in favor of other materials Teachers own senses of their autonomy to make curricular decisions and their support for their students autonomy in learning math emerged as important factors I suggest implications for teacher professional development and curricular materials development American Literature Beverly Ann Chin,McGraw-Hill Education,2001-10 Middle School Math, Course 2 Holt McDougal,2004 **Holt People, Places, and Change** Robert J. Sager,2003 *Selector's Guide for Bilingual Education Materials: Spanish "Branch" programs* ,1976 The Elementary School Library Collection, Phases 1-2-3 ,2000 *Improving the No Child Left Behind Act's Accountability System* United States. Congress. House. Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education,2008 Spanish II Curriculum Guide Wicomico County (Md.). Board of Education,2000 **Middle School Math, Course 1** McDougal Littell Incorporated,2004

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