

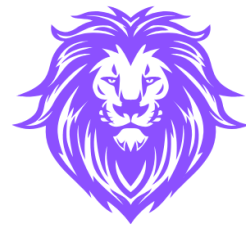
MAGIC CITY ACCEPTANCE  
**ACADEMY**

## Spanish 2

Timeline / Theme	Unit	Standard(s)	Student Focused Objective (Unit Objective)	Resources/ Suggested Activities
7/31:Teacher/Student introduction (Using basic Phrases) 8/1: Discuss Syllabus and review Basic Basic phrases. 8/2: The importance of learning a 2nd Language 8/5 Diagnostic test	<b>Unit 0:</b> Classroom expectations	<b>Communication</b> <i>Interpersonal Mode:</i> 1. <i>Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.</i> a. <i>Greet and leave people in a polite way.</i> b. <i>Exchange basic information about self and others.</i>	Students will be able to <u>discuss</u> the classroom expectations and the use of the Spanish Language.	-Syllabus -Basic Phrases Chart -The teacher -The benefits of a bilingual brain -*Unit Google slide (pp)
8/6: Unit 1 Basic Vocab {ABC} 8/7: Intro to definite articles 8/8: Intro to indefinite articles 8/9: Listening Training 8/12: Writing using Articles and Nouns 8/13: Adjectives vocab, *intro of the colors in the routine. 8/14: Vocab review and formative quiz 8/15: Rules of order (ANA) 8/16: Writing in ANA format drills. 8/19:Structure and Agreements (Number & Gender) *intro of the numbers in the routine. 8/20: Plural form of articles definites and indefinites 8/21:Listening and drills of basic phrases in singular and plural. 8/22: What do you see?/Que veo?(Writing drills using Phrases) 8/23: Study guide 8/26: <i>Spanish Speaking world Geography exploration</i> 8/27: Introduction to the Hispanic Heritage project	<b>Unit 1:</b> Nouns, Articles and Adjectives, Basic pronunciati ons	<b>Communication</b> <i>Interpersonal Mode:</i> 1. <i>Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.</i> a. <i>Greet and leave people in a polite way.</i> b. <i>Exchange basic information about self and others.</i> c. <i>Exchange basic information about their everyday lives.</i> <i>Interpretive Mode:</i> 2. <i>Interpret what is heard, read, or viewed on familiar topics using the present tense.</i> b. <i>Recognize words, phrases and simple sentences in an informational text.</i> c. <i>Interpret visual and auditory cues.</i> <b>Connections</b> 6. <i>Connect with other disciplines while using the target language.</i> a. <i>Use math skills to convert English measurements to metric system and to convert currencies.</i> b. <i>Locate cities, states, and countries where the target language is spoken.</i>	Students will be able to <u>write</u> short phrases in present tense in Spanish using the structure; Article, Noun, Adjective.	-Complete Spanish Step by step by Barbara Bregstein (p.3-13)  -Video, What do I see, Que veo?



<p>8/28-8/29: The class will be divided in two parts; the first 15 minutes we will perform the pronunciation routine and the rest of the class will be dedicated to the HHM project. (Turn in date: 9/16) 8/30: <b>Unit 1 test.</b></p>				
<p>9/9-10: Unit 1 Basic Vocab (To be) 9/11-12: Differences between Estar &amp; Ser -Class discussion -Place vs. Doctor 9/13: Listening Drill and ID context [Yo soy maestro vs. Yo estoy en la clase] 9/16: Writing drills. (Practice) *HHM project turned in. 9/17: Building a Poster [Place and Doctor] 9/18: Practice and drills, Conversation (memorize for the test). 9/19: Super Quiz and first 4 project presentations. 9/20: Project presentations. 9/23: Reading Comprehension with vocab guidance. (Reading a loud) 9/24-25: Study guide (Add las caras Lindas) 9/26: <b>Unit 2 test</b> 9/27: Make up day</p>	<p><b>Unit 2:</b> Estar, Ser, and Subject Pronouns.</p>	<p><b>Communication</b> <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. <i>Presentational Mode:</i> 3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame. a. Present basic information orally and in writing. c. Tell about familiar objects, experiences, and daily routines. d. Recite short memorized phrases, poems, and/or rhymes.</p>	<p>Students will be able to <u>differentiate</u> and <u>use</u> the verb to be in Spanish verbally and writing.</p>	<p>-Complete Spanish Step by step by Barbara Bregstein (p.14-26) -*Las caras lindas  <b>*Culture</b> 5. Identify products of the target cultures. a. Recognize arts, crafts, or graphic representations of the target culture b. Identify the cultural elements found in music and short video clips.</p>
<p>9/30: Introduction to vocabulary of Interrogative words. (Routine) 10/1: "Hay", class discussion and drills (Video, ¿Que hay ...?) 10/2-3: Vocab review, (Listening)"Look and research" Asking questions about different hispanic art pieces. 10/4: Interrogative words Drills</p>	<p><b>Unit 3:</b> Hay, Interrogative words, Days, and Months.</p>	<p><b>Communication</b> <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. <b>Connections</b></p>	<p>Students will be able to <u>differentiate</u> and <u>use</u> interrogative words in Spanish verbally and writing.</p>	<p>-Complete Spanish Step by step by Barbara Bregstein (p.27-39) -Osos en la escuela (Bears at school)</p>



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<p>10/7: Time (how to ask and answer for the time) Explaining my Schedule. 10/8: Dates (How to ask, answer and write the date in Spanish) (Add months and days to the routine) 10/9: Dates (How to ask, answer and write the date in Spanish) What normally happens in different seasons? 10/10: Listening and Drills of Interrogative words. (conversation) 10/15-16: Reading comprehension 10/17: Conversational drills and Routine 10/18: E-Learning (time to practice conversations and catch up) 10/21-23: Study guide (memorize conversation) 10/24: Study guide check and pre-test. 10/25: <b>Unit 3 Test</b></p>		<p>6. Connect with other disciplines while using the target language.     c. Describe weather in different locations around the world. 7. Interpret information related to diverse perspectives in the target culture.     a. Exchange ideas on various audio and visual documents to interpret content.     b. Explore authentic websites and materials to interpret topics.</p>		
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<p>10/28: Introduction to vocabulary of Numbers, days of the weeks and months.          10/29: Listening and writing drills          10/30: Ordinal numbers          10/31: Telling the time and the dates          11/1: Listening (El restaurante) [intro vocab] p.51          11/4-5: Reading comprehension (El restaurante) p.51          11/6-7: questions and answers          11/8: Memorize your answers (Drills)          11/12: Memorization Quiz/          11/13: Create your menu for your restaurant (Pick a country)          11/16: Food (Fruits, vegetables, the supermarket)          11/18: Food (Breakfast, Lunch, Dinner)          11/20: Restaurant Menu/Visit (<b>Unit 4 Project 1st</b>)          11/21: At the store; Items and clothes          11/22: Visiting the store (<b>Unit 4 Project 2nd</b>)          12/2-6: Study guide/Practice          12/16-19: <b>Midterm test (material from all units)</b></p>	<p><b>Unit 4:</b>          Numbers, Dates, and Time</p>	<p><b>Communication, Interpretive Mode:</b>          2. Interpret what is heard, read, or viewed on familiar topics using the present tense.              b. Recognize words, phrases and simple sentences in an informational text.              c. Interpret visual and auditory cues.  <b>Connections</b>          7. Interpret information related to diverse perspectives in the target culture.              a. Exchange ideas on various audio and visual documents to interpret content.              b. Explore authentic websites and materials to interpret topics.  <b>Communities</b>          10. Communicate using the target language within the classroom and globally.              a. Communicate with speakers of the target language in person or virtually.          11. Identify opportunities to use the target language beyond the classroom environment.              a. Plan real or <u>imaginary</u> travel.</p>	<p>Students will be able to <u>read</u>, <u>write and pronounce</u> Numbers, Dates, and Times in a set of realistic simulations in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy          -Complete Spanish Step by step by Barbara Bregstein (p.40-55)</p>
<p>1/9: Introduction to vocabulary (bank of verbs) <i>Add to the dictionary.</i>          1/10: Vocab review (1; Enrique y Maria)              -Intro to conjugations in present tense          1/13-17: Conjugations drills {-AR Verbs}          1/21-24: Conjugations drills {-ER Verbs}          1/27-30: Conjugations drills {-IR Verbs}          1/31: Reading Comprehension (2; Los estudios)          2/3: Listening Training/Vocab and conjugations review).</p>	<p><b>Unit 5:</b>          Regular Verbs</p>	<p><b>Communication Interpretive Mode:</b>          2. Interpret what is heard, read, or viewed on familiar topics using the present tense.              b. Recognize words, phrases and simple sentences in an informational text.              c. Interpret visual and auditory cues.  <b>Connections</b>          7. Interpret information related to diverse perspectives in the target culture.              a. Exchange ideas on various audio and visual documents to interpret content.</p>	<p>Students will be able to <u>conjugate</u> and Interpret regular verbs in present tense in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy          -Complete Spanish Step by step by Barbara Bregstein (p.56-69)          -Listening Training La paella loca.</p>



<p>2/4: Quiz (Vocab and conjugations)          2/5-6: Reading comprehension (Una Escuela en Mexico)          2/7: Listening training (La paella Loca)          2/10-12: Study Guide          2/13: <b>Unit 5 Test</b>          2/14: Make up day</p>				
<p>2/24-26: Introductory vocabulary          2/27: Listening, Conversationals          2/28: (-Easy Spanish Reader, William T. Tardy, 3-5)          3/3-7: Gustar sentences intro and Drills (prep for the next 6 topics)          3/10: At the house          3/11: The family          3/12: At the classroom          3/13 :At the store          3/17: At the game (Mascots)              -Football              -Fútbol (Soccer)              -Basketball          3/18: Animals (Imaginary trip to the zoo)          3/19: Study Guide          3/20: <b>Test Unit 6</b>          3/21: Make up day</p>	<p><b>Unit 6:</b> El diario vivir</p>	<p><b>Communication</b>  <i>Interpretive Mode:</i>          2. Interpret what is heard, read, or viewed on familiar topics using the present tense.              b. Recognize words, phrases and simple sentences in an informational text.              c. Interpret visual and auditory cues.  <b>Connections</b>          7. Interpret information related to diverse perspectives in the target culture.              a. Exchange ideas on various audio and visual documents to interpret content.  <b>Comparisons</b>          8. Identify characteristics of the target language and the native language.              a. Observe formal and informal forms of language.              b. Identify word order for dates and placement of descriptors.              c. Identify high-frequency idiomatic expressions.</p>	<p>Students will be able to <u>use</u> and <u>Interpret</u> daily vocabulary present tense in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy</p>
<p>3/31: The verb Ir (to go) and its conjugations.          4/1: Listening, conversations and drills          4/2-3: Grammar Excerpts (Ir)          4/4: Video guessing          4/7: Idioms Vocabulary          4/8: Conversations and Idioms Drills          4/9: Writing Drills          4/10: Listening; Useful words: que and</p>	<p><b>Unit 7:</b> IR, Idioms, cognates, and my portfolio* (EFS)</p>	<p><b>Communication</b>  <i>Interpretive Mode:</i>          2. Interpret what is heard, read, or viewed on familiar topics using the present tense.              b. Recognize words, phrases and simple sentences in an informational text.  <b>Comparisons</b>          8. Identify characteristics of the target language and the native language.</p>	<p>Students will be able to articulate basic fundamentals of the Spanish language in realistic situations.</p>	<p>-Easy Spanish Reader, William T. Tardy          -Complete Spanish Step by step by Barbara Bregstein (p.82-101)          -¿Que va a pasar?</p>



<p>para.  4/11: Conversations and writing drills  4/14-18 {E-Learning}: (-Easy Spanish Reader, William T. Tardy, 6-10)  4/21: Parts of the body (p.91)  4/22: Time Expression with Hacer Vocab/Discussion  4/23-25: Grammar drills and practice  4/28: Listening, conversation drills and prep vocabulary for RC  4/29-5/1: Reading comprehension. (p.99-101)  5/5-6: Intro to cognates and practice  5/7: Translation workshop*  5/8: Transcripts workshop*  5/9: Writing Practice*  5/12: Presentation (work collaboration)  5/13-14: Portfolio material gathering and putting materials together  5/15-20: Study guide for final (All materials  5/21-29: Final Test</p>		<p>a. Observe formal and informal forms of language.  b. Identify word order for dates and placement of descriptors.  c. Identify high-frequency idiomatic expressions.  d. Identify cognates.</p>		
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**2nd Semester Plans:**

**(1/13/25- 1/23/25) Unit Plan: Conjugating Irregular Verbs in Spanish (11th Grade)**

**Unit Duration:** 7 days

**Grade Level:** 9-12th

**Unit Objectives:**

1. Students will identify patterns and exceptions in irregular verb conjugation in Spanish.
2. Students will conjugate common irregular verbs in the present, preterite, and subjunctive tenses.
3. Students will apply their knowledge of irregular verbs in culturally relevant and meaningful contexts.
4. Students will analyze and discuss the cultural significance of language use in diverse Spanish-speaking communities.



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## Day 1: Introduction to Irregular Verbs

**Objective:** Identify irregular verbs and understand their significance in Spanish.

**Activities:**

1. **Hook:** Show a video clip of a Spanish-speaking celebrity or artist using irregular verbs in casual speech. Example: a short interview with Shakira or Lionel Messi.
2. **Direct Instruction:** Present an overview of irregular verbs, focusing on common patterns such as stem changes (e.g., e → ie, o → ue).
3. **Guided Practice:** Provide a list of irregular verbs and ask students to work in pairs to classify them based on their irregularity type.
4. **Cultural Connection:** Discuss how irregular verbs are commonly used in informal vs. formal settings in various Spanish-speaking countries.
5. **Homework:** Write five sentences using five different irregular verbs in the present tense. Highlight the verbs.

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## Day 2: Stem-Changing Verbs (Present Tense)

**Objective:** Conjugate stem-changing irregular verbs in the present tense.

**Activities:**

1. **Warm-Up:** Students review homework with a partner.
2. **Direct Instruction:** Teach stem-changing verbs (e.g., pensar, poder, pedir). Emphasize patterns and exceptions.
3. **Interactive Practice:** Play a conjugation "Bingo" game where students conjugate verbs to mark squares.
4. **Cultural Connection:** Explore proverbs or sayings that include stem-changing verbs (e.g., "El que no se arriesga no gana"). Discuss their cultural meanings.



5. **Homework:** Translate five proverbs into English and conjugate the irregular verbs within them.
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### Day 3: Irregular Verbs in the Preterite Tense

**Objective:** Conjugate common irregular verbs in the preterite tense.

**Activities:**

1. **Hook:** Show a short excerpt from a Latin American telenovela or movie, identifying verbs in the preterite tense.
  2. **Direct Instruction:** Present irregular preterite verbs (e.g., tener, estar, ir, ser).
  3. **Guided Practice:** Small groups complete a verb chart for assigned irregular verbs.
  4. **Cultural Connection:** Discuss significant historical events in Spanish-speaking countries using preterite verbs. For example: "Simón Bolívar luchó por la independencia."
  5. **Homework:** Write a short paragraph about a historical event using at least five irregular preterite verbs.
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### Day 4: Irregular Verbs in the Subjunctive Mood

**Objective:** Conjugate irregular verbs in the present subjunctive mood.

**Activities:**

1. **Warm-Up:** Students share historical event paragraphs with partners.
2. **Direct Instruction:** Teach subjunctive formation and common irregular verbs (e.g., dar, ir, saber).
3. **Practice:** Students create sentences about hypothetical or desired scenarios using irregular subjunctive verbs.
4. **Cultural Connection:** Discuss cultural practices that involve wishes or hypothetical situations (e.g., Quinceañera celebrations).
5. **Homework:** Write three sentences expressing wishes for the future using irregular subjunctive verbs.





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## Day 5: Application Through Dialogue

**Objective:** Use irregular verbs in authentic dialogues.

**Activities:**

1. **Warm-Up:** Students review their subjunctive sentences in small groups.
  2. **Role-Playing Activity:** Students are assigned roles in culturally relevant scenarios (e.g., planning a family celebration, giving advice to a friend) and must use irregular verbs.
  3. **Cultural Connection:** Discuss differences in formal and informal language use across Spanish-speaking regions.
  4. **Homework:** Reflect on the role-playing activity and write a paragraph on how it helped them use irregular verbs.
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## Day 6: Creative Writing

**Objective:** Write a short story using irregular verbs.

**Activities:**

1. **Warm-Up:** Share examples of short stories from Spanish-speaking authors, identifying irregular verbs.
  2. **Assignment:** Students write a 150-word short story incorporating at least 10 irregular verbs across the present, preterite, and subjunctive tenses.
  3. **Peer Review:** Students exchange stories and provide feedback, focusing on verb usage.
  4. **Homework:** Revise the short story based on peer feedback.
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## Day 7: Presentation and Reflection



**Objective:** Present and reflect on the use of irregular verbs.

**Activities:**

1. **Presentations:** Students read their stories aloud, highlighting irregular verbs.
  2. **Class Discussion:** Reflect on the importance of mastering irregular verbs and how this knowledge connects to understanding Spanish culture.
  3. **Assessment:** Collect and grade short stories based on accuracy, creativity, and cultural relevance.
  4. **Exit Ticket:** Students write one takeaway about learning irregular verbs and one question they still have.
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**Assessment:**

1. Homework assignments.
2. Class participation in discussions and role-plays.
3. Short story writing and presentation.
4. Reflection exit tickets.

**Materials Needed:**

- Videos/clips from Spanish-speaking media
- Verb charts and worksheets
- Cultural artifacts (e.g., proverbs, short stories, historical texts)
- Audio-visual equipment

**Accommodations:**

1. Provide verb charts and visual aids for ELL students.
2. Offer sentence starters for writing tasks.
3. Allow extra time for students who need it during conjugation activities.



## **(1/27/25- 1/31/25) Unit Plan: *Conjugating Regular Verbs in Spanish***

### **Instructional Unit: Conjugating Irregular Verbs in Present Tense (Spanish)**

#### **Unit Goals:**

1. Students will accurately conjugate irregular verbs in present tense.
  2. Students will achieve 80% accuracy on formative assessments.
  3. Students will practice daily with scaffolded activities.
  4. Understanding irregular verbs is essential for fluent communication.
  5. Mastery will be assessed by the end of the 5-day unit.
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#### **Accommodations and 504s:**

1. **Accommodation 1:** Extended time for assignments and assessments.
  2. **Accommodation 2:** Provide verb charts and visual aids for reference.
  3. **504 Plan Support:** Allow use of assistive technology such as speech-to-text software.
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#### **Lesson Activities Agenda:**

##### **Day 1: Introduction to Irregular Verbs**

- Warm-up: Review of regular verb conjugation.
- Presentation: Common irregular verbs (ser, estar, ir, tener, hacer).
- Guided practice: Group discussion and categorization activity.
- Assignment: Irregular verb chart completion.

##### **Day 2: Ser vs. Estar**



- Warm-up: Quick write on uses of "ser" and "estar."
- Presentation: Contextual usage of "ser" and "estar."
- Group activity: Sentence sorting exercise.
- Assignment: Create sentences using "ser" and "estar" in different contexts.

### **Day 3: Tener and Hacer in Everyday Situations**

- Warm-up: Brainstorming expressions using "tener" and "hacer."
- Presentation: Common phrases with "tener" and "hacer."
- Partner work: Role-playing using both verbs in dialogue.
- Assignment: Write a short paragraph using "tener" and "hacer."

### **Day 4: Irregular Verbs in Cultural Contexts**

- Warm-up: Discussion of daily routines in different Spanish-speaking countries.
- Presentation: Cultural differences in verb usage.
- Group project: Research and presentation on a cultural activity.
- Assignment: Write a reflection comparing cultural habits and their use of irregular verbs.

### **Day 5: Review and Assessment**

- Warm-up: Peer quiz review.
- Practice: Kahoot! quiz on irregular verb conjugations.
- Summative assessment: Conjugation quiz.
- Assignment: Reflection on learning progress.

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### **Assignments:**

#### **Day 1:**



- Complete the irregular verb chart with conjugations and example sentences.

**Day 2:**

- Create 5 sentences each using "ser" and "estar" in different contexts.

**Day 3:**

- Write a short paragraph (6-8 sentences) incorporating "tener" and "hacer."

**Day 4:**

- Write a reflection comparing your own cultural habits with those of a Spanish-speaking country.

**Day 5:**

- Complete the conjugation quiz and write a short reflection on learning progress.
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