

(Global Can-Do Benchmarks: <http://bit.ly/languagecando>) Students will be able to . . .

- Communicate & exchange info about familiar topics using phrases & simple sentences, sometimes supported by memorized language (IC)
- Handle short social interactions in everyday situations by asking and answering simple questions (IC)
- Present basic information on familiar topics using language that has been practiced using phrases and simple sentences. (PS)
- Write short messages/notes on familiar topics related to everyday life (PW) & • Understand words & simple sentences related to everyday life (IL)
- Recognize pieces of information and sometimes understand the main topic of what is being said (IL)
- Understand familiar words, phrases, and sentences within short and simple texts related to everyday life (IR)
- Sometimes understand the main idea of what has been read (IR)

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Pacing	Program	Unit Title	Essential Questions	Global/Cultural Contexts	Topics
MP1	Realidades 2, Para empezar	Un repaso (A review)	• What is the importance of describing self and others?	• Nationalities in the *SSW • Music (Enrique Iglesias) *SSW = Spanish-Speaking World	• Describing self/others • Frequency • Stating where you /others are from • Things you do • Interrogatives
	Realidades 2, Ch. 1A ¿Qué haces en la escuela? ----- Realidades 2, Ch. 1B ¿Qué haces después de las clases?	Tu día (Your day)	• Why are education, rules, and leisure activities important? • How are schools similar or different between cultures?	• Spanish newspaper (Okapi) • Coat of Arms • Dance	• School activities and rules • Items you need for class • Extracurricular activities • Sports • Music & drama
MP2	Realidades 2, Ch. 2A ¿Cómo te preparas? ----- Realidades 2, Ch. 2B ¿Qué ropa compraste?	Preparación para un evento (Preparation for an event)	• How are special events in the Spanish-speaking world similar to or different from those in the U.S? • How is bargaining similar or different between cultures? • Why is bargaining important?	• Parties & special events in the *SSW • Special clothing for special events • Wearing ponchos in the Andes • “La Paranda” • Fashion in Spain • The Spanish-Arabic connection	• Getting ready for an event • Daily routines • Shopping • Clothing
	Realidades 2, Ch. 3A ¿Qué hiciste ayer? ----- Realidades 2, Ch. 3B ¿Cómo se va...?	La vida en la ciudad (Life in the city)	• Why is it important to discuss where you went in the past? • What is the importance of asking for and giving directions? • What makes a city?	• Sister Cities International • Open air markets in Mexico, Ecuador, Bolivia, and Spain • Spanish-speaking city layouts • Spanish-speaking neighborhoods	• Running errands around town • Where people go & what they buy • Places in a city or town • Driving and transportation
MP3	Realidades 2, Ch. 4A Cuando éramos niños ----- Realidades 2, Ch. 4B Celebrando los días festivos	¡Celebráramos! (We celebrated!)	• Why is childhood important? • Why are celebrations important? • How are celebrations similar or different between cultures?	• Childhood fables • Childhood songs • Three Kings Day	• Toys • Playing with other children • Common etiquette • Holiday celebrations
	Realidades 2, Ch. 5A Un acto heroico ----- Realidades 2, Ch. 5B Un accidente	¡Ayúdame! (Help me!)	• Why is the news important? • What is the importance of medical vocabulary? • How is health care similar or different around the world?	• Chilean miners • Earthquake in Chile (1960) • The legend of the volcano • Pan American Health Org. • Soc. Sec. & medical services	• Natural disasters • Fires • Weather extremes • The news • Medical treatments • Rescues • Parts of the body • Accidents
MP4	Realidades 2, Ch. 6A ¿Viste el partido en la tele? ----- Realidades 2, Ch. 6B ¿Qué película has visto?	La televisión y el cine (Television and movies)	• What is the importance of entertainment? • How is entertainment similar or different within communities and between cultures?	• Entertainment in the *SSW • Contest television entertainment in the *SSW • Spanish-speaking movie entertainment	• Sporting events and contests • Adjectives to describe emotions • Storytelling (in movies) • Moviemaking • Television
	Realidades 2, Ch. 7A ¿Cómo se hace la paella? ----- Realidades 2, Ch. 7B ¿Te gusta comer al aire libre?	¡Buen provecho! (Enjoy your meal!)	• How does the preparation of food and its ingredients reflect culture? • What is the significance of eating someplace other than your home?	• Puerto Rican National Forests • Chilean poetry	• Recipes and food preparation • Foods • Items in the kitchen • Camping • Eating outdoors

THREE MODES OF COMMUNICATION

Interpersonal	Interpretive	Presentational
Active negotiation of meaning among individuals	Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	Creation of messages
Participants observe and monitor one another to see how their meanings and intentions are being communicated.	One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer.	One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
Adjustments and clarifications are made accordingly.	Interpretation differs from comprehension and translation in that interpretation implies the ability to read, listen or view “between the lines,” including understanding from within the cultural mindset or perspective.	To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture.
Speaking & listening (<i>conversation</i>); reading & writing (<i>text messages or via social media</i>).	Reading (<i>websites, stories, articles, schedules</i>), listening (<i>speeches, messages, songs</i>), or viewing (<i>video clips</i>) of authentic materials.	Writing (<i>messages, articles, reports</i>), speaking (<i>telling a story, giving a speech, describing a poster</i>), or visually representing (<i>Video, PowerPoint, Website or Mobile App</i>).

FUNCTIONS, CONTEXTS & CONTENT, AND TEXT TYPE

Domain	Examples	What it describes	
• Functions	<ul style="list-style-type: none"> • Initiate, maintain, and end a conversation • Ask formulaic questions • Create with language 	<ul style="list-style-type: none"> • Narrate and describe • Make inferences 	• Functions are the global tasks that the learner can perform in the language.
• Contexts and Content	<ul style="list-style-type: none"> • Oneself • General interest 	<ul style="list-style-type: none"> • One’s immediate environment • Work-related 	<ul style="list-style-type: none"> • Contexts are situations within which the learner can function • Content is the topics with which the learner understands & discusses.
• Text Type	<ul style="list-style-type: none"> • Words • Phrases • Sentences • Questions 	<ul style="list-style-type: none"> • Strings of sentences • Connected sentences • Paragraphs 	• Text type , controlled by the learner, is that which the learner is able to understand and produce in order to perform the functions of the level.

LANGUAGE CONTROL, VOCABULARY, COMMUNICATION STRATEGIES, AND CULTURAL AWARENESS

Domain	What it answers	What it describes
• Language Control	• How accurate is the learner’s language?	• The level of control the learner has over certain language features or strategies to produce or understand the language.
• Vocabulary	• How extensive & accessible is the learner’s vocab?	• It describes the parameters of vocabulary used to produce or understand the language .
• Communication Strategies	• How does the learner maintain communication & make meaning?	• Describes the strategies used to negotiate meaning, to understand text & messages , and to express oneself .
• Cultural Awareness	• How is the learner’s cultural knowledge reflected in language use?	• Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting.