



Wolcott Public Schools

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Wolcott, Connecticut 06716
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Spanish I-A & I-B Middle School Curriculum Grades 7 & 8



*Children are our Future...
Learning a World Language increases communication among
many cultures.*

Acknowledgements

Curriculum Writers:

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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Curriculum and Professional Development

Date of Presentation to the Board of Education: Aug 4, 2014

Spanish 1 Course

Spanish 1 Course

Spanish 1A (7th grade) & Spanish 1B (8th grade)

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Philosophy:

The philosophy of World Languages at Tyrrell Middle School is to develop basic language skills as a means of communication in the target language. Students are encouraged to develop an appreciation for language as a basis of communication which can foster awareness of diverse cultural backgrounds and values and to accept and understand those backgrounds and values in the local community and globally. By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

Course Description:

This course is an introduction to the Spanish language and culture. The World Language curriculum at Tyrrell Middle School is designed to meet the Nine Standards of the Connecticut World Language Curriculum Framework which is based on the National Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and the 5 C's (Communication, Cultures, Connections, Comparisons, & Communities). Students will communicate with others in another language, understand culture to communicate and function appropriately in another culture, and use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines as well as deepen their understanding of that language and culture. Students will also make comparisons among languages and cultures, and use the knowledge of the language and culture to enrich their lives and broaden their opportunities. The structural elements of the language and cultural awareness will be reinforced through oral and written activities, realia, re-enactments of real-life situations and technology-based presentations.

Spanish 1

Content Standard: August: Geography (continents, countries, capitals, nationalities, & locations) and weather

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. • CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics. • CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics. • CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication. 	<p>Unidad preliminar</p> <ul style="list-style-type: none"> • Course Expectations • Introduction of why you should study Spanish? • Students will watch YouTube video http://www.youtube.com/watch?v=ACQX5nMI2wQ (The history of the Spanish Language) • Discuss Top 5 Reasons to learn Spanish (http://www.youtube.com/watch?v=64ib_AvTNgM) • Students will learn and identify continents & oceans via SMART Board lessons. • Students will learn and identify Spanish speaking countries and capitals of North and South America and Caribbean Islands and nationalities through PPTs, songs, and YouTube videos like Señora Griffin and rap, etc. • Introduce geographic locations & political divisions 	<ul style="list-style-type: none"> • Identify weather in different countries/capitals on maps • Label continents, oceans, countries, and capitals. • Students will practice countries and capitals through vortex activity – categorize countries and capitals using SMART Board. • Sing songs of countries and capitals. 	<p>Unidad preliminar</p> <ul style="list-style-type: none"> • Introduction of why you should study Spanish? • Students will watch YouTube video http://www.youtube.com/watch?v=ACQX5nMI2wQ (The history of the Spanish Language) • Discuss Top 5 Reasons to learn Spanish (http://www.youtube.com/watch?v=64ib_AvTNgM) • Santillana p. 434 • Political divisions Santillana p. 442 • SMART Board lessons of continents, oceans, Spanish speaking countries, capitals, and nationalities • Señora Griffin countries & capitals YouTube video and song • Rap video and song about countries and capitals • purposegames.com

Spanish 1

<p>• CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation. Students will practice songs and dances outside of school.</p>	<ul style="list-style-type: none"> • Students will learn cardinal directions through movement • With partners, students will play “Estoy pensando de un lugar.” Partner B has to make an educated guess of the country using clues that Partner A gives • Identify and match flags of Spanish speaking countries and nationalities • Learn weather expressions *include additional weather vocab with the verbs <i>hacer</i> and <i>estar</i> in the 3rd person singular form • Practice identifying weather in different countries/capitals using SMART Board • Discuss cognates & additional cognates 	<ul style="list-style-type: none"> • Students will identify location of country, capital or geographical feature through “Estoy pensando de un lugar.” Activity. Teacher will read commands to class. Students will write correct answer on line. • Identify and match flags of Spanish speaking countries and nationalities. 	<ul style="list-style-type: none"> • SMART Board Vortex activity • CIA World Fact book website • Practice workbook p. 25 & 26 • Weather expressions (Santillana p. 18-19) *include additional weather vocab with the verbs <i>hacer</i> and <i>estar</i> in the 3rd person singular form • Weather in different countries/capitals (Santillana p. 19) • Cognates (Santillana p.24-27) *include additional cognates
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Spanish 1

Content Standard: September: Alphabet, days of the week, months, seasons, weather, classroom commands, objects (*haber*), body parts, subject pronouns, numbers, age, & birthday (*tener*), greetings & feelings (*estar*), and descriptions & origin (*ser*)

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p>Continue Unidad preliminar & Unidad 1 México</p> <ul style="list-style-type: none"> • Alphabet pronunciation rules (Gr7) • pronunciation rules to include stressed/accented syllables and vowel vs. consonant ending (Gr 8) (enrichment) • Spanish names (to practice pronunciation Grades 7 & 8) • My name is _____. His/her name is _____. • Classroom commands, questions, and student requests • Introduce some body parts include me duele _____. ¿Puedo ir a la enfermera? • Learn vocabulary for parts of the body. • Illustrate and label parts of the body in Spanish. • Play “<i>Simón dice</i>” (Simon Says) using parts of the body to practice vocabulary • Classroom objects (nouns, articles, singular/plural/fem/masc.) • ¿Qué tienes en tu mochila? Just tú and yo forms • Greetings, feelings, & origin (<i>ser</i> vs. <i>estar</i> & subject pronouns) • Emphasis on the use of the formal you (Usted) versus informal you (tú). • Introduce singular and plural forms of <i>estar</i> to be practiced via partner communication activities (Gr 7). 	<ul style="list-style-type: none"> • Guided practice (homework) • Label parts of the body using the SMART Board presentation. • Alphabet/ Pronunciation Quiz • Write and perform a short skit in groups based on a visit to the doctor with focus on <i>me duele(n)</i> and definite articles with parts of the body. • ¿Qué tienes en tu mochila? Project • Communicative Assessment-In partners introduce yourself to your partner. Ask where friend is from, how old he/she is and his/her birthday. 	<p>Continue Unidad preliminar & Unidad 1 México Santillana p. 1-85</p> <ul style="list-style-type: none"> • Alphabet (Santillana p. 2-3) • PowerPoint and video on pronunciation rules to include stressed/accented syllables and vowel vs. consonant ending Practice workbook p. 7 & 8 • Spanish names (Santillana p. 4) • Classroom commands, questions, and student requests (Santillana p. 8-13; R30) Practice workbook p. 15-16 • Introduce some body parts include me duele _____. ¿Puedo ir a la enfermera? Page # • Visuals of body parts and PowerPoint/ SMART Board presentations • Classroom objects (nouns, articles, singular/plural/fem/masc.) (Santillana p. 96-99) Practice workbook p.13 -14 • ¿Qué tienes en tu mochila? (just tú and yo forms) Template • Greetings, feelings, & origin (<i>ser</i> vs. <i>estar</i> & subject pronouns) (Santillana p. 4-7; 32-37, &40-45; 64-70) Practice workbook p. 10 – 12 Practice workbook p. 29-32

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<p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language.</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation. Students will sing songs outside of school.</p>	<ul style="list-style-type: none"> • ¿Cómo estás? Give feelings and emotions (triste, enojado, contento, feliz, etc.) • Subject pronouns- learn singular and plural through song • all singular and plural forms of <i>estar</i> and additional greetings (enrichment) to be practiced via partner communication activities (Gr 8) • Introductions—Nice to meet you; This is my friend ___, etc. • Origin- Introduce all forms of <i>ser</i> to be used with, Where are you from? Where is he/she from? and give responses and learn about <i>de</i>___. • Numbers 0-1,000,000 • 0-1,000 (to 100 for spelling, to 1,000 for aural comprehension/oral use) (Gr 7) • 0-1,000,000 (Gr 8) • Both grades will practice numbers via math (addition, subtraction, multiplication, and division) • Both grades will practice asking/stating age using <i>tener</i>, phone numbers, and What do you have and how many...? (objects in bag) • Days of the week, months and seasons • Write the current date in a complete sentence. Include Today is, Yesterday was, Tomorrow will be... • Classify the months into seasons • Ask/state birthday (Grades 7 & 8) 	<ul style="list-style-type: none"> • Listening Assessment --Students will listen to conversation and answer questions based on activity about where the people are from, ages, and birthdays • Ser, estar, tener quiz • Days of the week, months and seasons, and classify the months into seasons quiz 	<ul style="list-style-type: none"> • ¿Cómo estás? Give feelings and emotions (triste, enojado, contento, feliz, etc.) (Santillana p. 64-70) • Subject pronouns- learn singular and plural through song Practice workbook p. 33-34 • all singular and plural forms of <i>estar</i> PPT Practice workbook p. 53-60 • Introductions—Nice to meet you; This is my friend ___, etc. Practice workbook p. 9 • Origin- Introduce all forms of <i>ser</i> to be used with, Where are you from? Where is he/she from? and give responses and learn about <i>de</i>___. PPT Practice workbook p. 35-38 • Numbers (Santillana p. 14-15 -#0-30; p. R30- #1-1000; * Additional resources must be used for numbers 1-1,000,000) • <i>tener</i> (Santillana p. 58-59) • Websites: www.quia.com, www.spanishspanish.com • Asking/stating age using <i>tener</i>, phone numbers, and What do you have and how many...? (objects in bag) (Santillana p. 58-59) • Days of the week, months and seasons (Santillana p. 14-15) Practice workbook p. 19 -20
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Spanish 1

Content Standard: October: Classes and class schedules (tener) and time, colors and clothing (llevar) spiral body parts & weather, family and pets and possessive adjectives (tener), leisure time activities (tocar/jugar, gustar & IOPs), Columbus Day, Hispanic Heritage Month, Día de los muertos

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p>	<p>Unidad 1 México, some Unidad 3&5</p> <ul style="list-style-type: none"> • Classes and time • Class Schedule and Time (quarter after, half past, and quarter of) • Weather expressions with the verbs hacer and estar in the 3rd person singular form (Gr 7) • Discuss activities done during different types of weather (Gr 8) *enrichment - introduce present progressive ex. Está lloviendo and suffixes -oso/-ado. • Colors and clothing • Learn about number and gender agreement; tie in clothing worn in different types of weather/season (Grades 7 & 8) include llevar • Include body parts. It is hot. I need a hat for/ (to protect) my head/sunglasses for my eyes, etc. • Use real items of clothing to teach and review new vocabulary. • Clothing item BINGO. • Fashion show. • Read descriptions of different people and the vacations on which they are going and pack their suitcases accordingly. • Illustrate, label and describe different items of clothing. 	<ul style="list-style-type: none"> • Time Quiz (quarter after, half past, and quarter of) • Weather expressions with the verbs hacer and estar in the 3rd person singular form Quiz (Gr 7) • Weather expressions with the verbs hacer and estar in the 3rd person singular form and activities done during different types of weather quiz (Gr 8) • Colors, clothing quiz • Using pictures of weather and create quiz to incorporate body parts, clothing (verb llevar) and seasons • It is hot. I need a hat for/ (to protect) my head/sunglasses for my eyes, etc during the summer • Fashion show • Jeopardy PPT game <p>Listening or writing assessment-</p> <ul style="list-style-type: none"> • Give descriptions of different people and the vacations on which they are going and pack their suitcases accordingly • “Ideal look” creation and description 	<p>Hispanic Heritage Month</p> <ul style="list-style-type: none"> • Read and learn about famous Hispanics *use ancillary posters and (Santillana p.46-47, 49, & 84-85) <p>Finish Unidad preliminar, Unidad 1 México, (Santillana p. 1-85), & some Unidad 3 & 5</p> <ul style="list-style-type: none"> • Classes and time -(Santillana p. 16-17) • Weather expressions (Santillana p. 18-19) *include additional weather vocab PPT • *Enrichment present progressive PPT • Weather in different countries/capitals (Santillana p. 19) • Colors and clothing (Santillana p. 162,170-171) *include additional clothing vocab Practice workbook p. 23-24 • BINGO CARDS clothing • Dress-up bin • Suitcase template • “Pack Their Bags” SMART Board Activity • Body parts review PPT • Family members & pets (Santillana p. 38 -39; 56-58) *include additional family and pet vocab

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<p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language.</p>	<ul style="list-style-type: none"> • Put together an ideal outfit or “look” and describe it in Spanish using the verb <i>llevar</i>. • Introduce family members & pets vocabulary using verbs <i>tener & hay</i>, and question words ¿Quién/es? ¿Cuántos/as? (How many people are in your family?) I have... • Learn possessive adjectives all forms • Practice and learn physical and personality descriptions/ characteristics of self and family members using <i>ser</i>. • Explore leisure time activities & music (<i>tocar vs jugar</i>) and likes and dislikes using <i>gustar</i>, (learn all indirect object pronouns) <p style="text-align: center;">Hispanic Heritage Month *Enrichment</p> <ul style="list-style-type: none"> • Read and learn about famous Hispanics *use ancillary posters and • Research and create a PPT, Prezi, glogster, or storyboard about a famous Hispanic (Gr 8) • communicative group activity (persona hispana famosa) www.euroclub.com (Gr 8) (5 groups of 5) research using iPads or use documents in groups to read about famous Hispanics 	<p style="text-align: center;">Hispanic Heritage Month</p> <ul style="list-style-type: none"> • Research and create a PPT, Prezi, glogster, or storyboard about a famous Hispanic (Gr 8) • Communicative group activity (persona hispana famosa) www.euroclub.com (Gr 8) (5 groups of 5) research using iPads or use documents in groups to read about famous Hispanics 	<p>Practice workbook p. 45-46 (family vocab) Practice workbook p. 47-48 (tener)</p> <ul style="list-style-type: none"> • Possessive adjectives all forms (Santillana p. 60-61) Practice workbook p. 49-50 Practice workbook p. 51-52 • Describe self and family members using <i>ser</i>. (Santillana p. 48-51) Practice workbook p. 41-44 • Leisure time activities & music (<i>tocar vs jugar</i>) and likes and dislikes using <i>gustar</i>, Santillana p. 230-231 • All indirect object pronouns and <i>gustar</i>) (Santillana p. 164; 334; 344; 346) *include supplemental vocab of activities Practice workbook p.215-218 & Practice workbook p.231-232 • Manu Chao (songs about <i>gustar</i>) <p style="text-align: center;">Hispanic Heritage Speaker</p> <ul style="list-style-type: none"> • Artist or singer from community that talks to students about how being Hispanic and how art/music has shaped/affected his life
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Spanish 1

<p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation. Students will describe themselves (what they are wearing) to family members.</p>	<p style="text-align: center;">Columbus Day/ <i>Día de la raza</i> *enrichment</p> <ul style="list-style-type: none"> • View PPT and Origin of foods (Old World or New World?) <p style="text-align: center;">Day of Dead</p> <ul style="list-style-type: none"> • Compare and contrast <i>El día de los muertos</i> with traditional American holidays such as Halloween, All Saints Day and All Souls Day using a Venn diagram • Introduce through “<i>Señor Huesos</i>” video (All grades); Students complete video activity sheet • Identify items associated with <i>El día de los muertos</i> in Spanish focusing on colors • Discuss where <i>El día de los muertos</i> is celebrated • Supplement with YouTube videos, readings, songs and activities • Read “La viejecita” book to review clothing • Read <i>Tío Fernando</i> book, virtual altar www.smithsonian.com & build “in-class”(Gr 7) • Read <i>Mi abuela ya no está</i> narrated book (www.miscositas.com), <i>Chumba la cachumba</i> book, video & song, & activities (Gr 8) focusing on activities and time • Sample “pan de muertos” • Create a class ofrenda 	<p style="text-align: center;">Columbus Day/ <i>Día de la raza</i> *enrichment</p> <ul style="list-style-type: none"> • Oral discussion and assessment in PPT <p style="text-align: center;">Day of the Dead</p> <ul style="list-style-type: none"> • Oral presentation of paper skulls • Guided practice (homework) • Quiz • Project/written portion of paper skull • In-class assignments • Writing prompt <p>Written/Cultural Assessment</p> <ul style="list-style-type: none"> • Make calaca paper skeleton doing an activity (name it, write city of origin in Mexico, label clothing, colors, and activity) <p>Culminating Written/Cultural Assessment</p> <ul style="list-style-type: none"> • Demonstrate mastery of content (name, origin, age, birthday, favorite color and clothing, family members/pets, and description of self through one of the following: <ol style="list-style-type: none"> 1. Create an <i>escudo</i> (coat of arms) using PPT or poster template 2. Create a <i>Día de los muertos</i> altar 3. Create Prezi <p>Presentational Assessment Present <i>escudo</i>, altar, or Prezi to the class;</p> <p>Listening Assessment As students present projects, audience listens and fills in activity sheet about each presentation</p>	<p style="text-align: center;">Columbus Day/ <i>Día de la raza</i> *enrichment</p> <ul style="list-style-type: none"> • PPT and Origin of foods (Old World or New World?) Practice workbook p. 61-64 <p style="text-align: center;">Day of the Dead</p> <ul style="list-style-type: none"> • “<i>Señor Huesos</i>” video • Video activity sheet • YouTube videos, readings, songs and activities • “La viejecita” book to review clothing • <i>Tío Fernando</i> book, virtual altar www.smithsonian.com & build “in-class”(Gr 7) • <i>Mi abuela ya no está</i> narrated book (www.miscositas.com) • <i>Chumba la cachumba</i> book, video & song (Luis...), & activities (Gr 8) • <i>Tumba, tumba video</i> • <i>El día de los muertos</i> video • Book about <i>El dia de los muertos</i> • http://www.azcentral.com/ent/dead/ • Skeleton mask outline • Art supplies • Pan de muertos
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Spanish 1

Content Standard: November: Rooms in the house, furniture (haber and tener), prepositions of location, household chores (deber, tener que, hay que, tener ganas de), and conjugations of -AR, -ER, -IR verbs, Día de gracias (pasar & comida)

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p>Unidad 2 -Puerto Rico</p> <ul style="list-style-type: none"> • Introduce Puerto Rico and geography (el Morro and el coquí/coquíes) • Use YouTube videos/songs and website • Introduce and learn the rooms in the house • Review definite and indefinite articles (sing/plural/fem/masc.) • ¿Qué hay en tu cuarto? Review and formally learn the verb haber • Learn and practice prepositions of location through (rooms/ furniture) • Introduce contractions al and del <p>Communicative Activity</p> <ul style="list-style-type: none"> • Practice with partner ¿Dónde está (el cuarto)? • Learn about furniture need for each room in your house • Project on your ideal house with rooms ¿Qué hay/ tienes en tu casa ideal? • Learn household chores “Los quehaceres” *Supplemental PPT of additional vocab • Practice chores through charades and Pictionary. 	<ul style="list-style-type: none"> • Guided practice (homework) • Vocabulary quiz – the house and the rooms with articles <p>Project</p> <ul style="list-style-type: none"> • Create your ideal house with rooms ¿Qué hay/ tienes en tu casa ideal? PPT or poster to include a written description of the house. <ul style="list-style-type: none"> • Vocabulary quiz – los quehaceres <p>Communicative Assessment</p> <ul style="list-style-type: none"> • Students state <i>varios trabajos y problemas</i> and classmates give advice using <i>deber</i> or <i>tener que</i>+ household chores vocabulary 	<p>Unidad 2 -Puerto Rico (Santillana p. 86-143)</p> <ul style="list-style-type: none"> • Introduce Puerto Rico and geography (el Morro and el coquí/coquíes) (Santillana p. 86-93; 103; 109; 132-137) • Use YouTube videos/songs and website • The house- (Santillana p. 92-95) • Rooms in the house (Santillana p. 94-95) Practice workbook p.65-68 & Practice workbook p.73-74 • Review definite and indefinite articles(sing/plural/fem/masc.)(Santillana p. 96-99) Practice workbook p.69 -72 • ¿Qué hay en tu cuarto? The verb haber (Santillana p. 106-107) Practice workbook p.77-78 • Prepositions of location (rooms/ furniture) (Santillana p. 108-109) Practice workbook p.79-82 • Contractions al and del • ¿Dónde está (el cuarto)? (Santillana p. 102-103) • Furniture (Santillana p. 104-105) Practice workbook p.75-76 • Project on your ideal house with rooms ¿Qué hay/ tienes en tu casa ideal?

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<p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Use deber, and –go verbs (<i>poner la mesa, hacer la cama, salir</i>) chores <p>Communicative Activity</p> <ul style="list-style-type: none"> • Practice using <i>tener que ...and hay que...</i> *include necesitar and querer, ¿Qué necesita/quiere/tiene que/ hay que hacer? (e→ ie) • Learn <i>tener ganas de...</i> and negative • Learn how to conjugate –ar, -er/-ir verbs *include querer e→ ie <p style="text-align: center;">Thanksgiving/Día de gracias</p> <ul style="list-style-type: none"> • Teach food vocab that students can practice in school and with their families (Pass me the salt, etc) 	<p style="text-align: center;">Thanksgiving/Día de gracias Speaking/writing Assessment</p> <ul style="list-style-type: none"> • Students will create a <i>plato de gracias</i> to include a written description of their family members and pets and why they are thankful. This will be presented to the class. <p style="text-align: center;">Listening Assessment</p> <ul style="list-style-type: none"> • As students present <i>platos de gracias</i>, audience listens and fills in activity sheet about each presentation 	<ul style="list-style-type: none"> • Household chores “<i>Los quehaceres</i>” (Santillana p. 114-115) *Supplemental PPT of additional vocab Practice workbook p.83-84 • Deber, and –go verbs (<i>poner la mesa, hacer la cama, salir</i>) Santillana p. 228 • <i>Tener que ...and hay que...</i>, <i>necesitar</i>, and <i>querer</i>, ¿Qué necesita/quiere/tiene que/ hay que hacer? (e→ ie) Santillana p. 126--127 • <i>tener ganas de...</i> Santillana p.342-343 • -ar verbs (Santillana p. 115-116; 122-123) • -er/-ir verbs (Santillana p. 118-123) *include querer (e→ ie) Practice workbook p.85-90 <li style="padding-left: 20px;">Thanksgiving --Día de gracias • Vocabulary • Plato de gracias
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Spanish 1

Content Standard: December: Leisure activities, gustar & IOPs, and conjugations of -AR, -ER, -IR verbs, adverbs of frequency, La Navidad, Las posadas

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<ul style="list-style-type: none"> • Students will use leisure activity verbs to learn to conjugate -ar,-er,-ir verbs • Practice conjugations of verbs and use ¿Qué haces después de clases o en la casa? • Review <i>tocar vs. jugar</i> (u→ ue) and conjugations • Review verb <i>gustar</i> with new vocab and <i>tener que/hay que/ necesitar/ querer</i> • IOPs with gustar • Introduce adverbs of frequency ¿Con qué frecuencia hablas por teléfono? *Include extra vocab (before school after, last night, etc) • Students will write their schedules of when they do activities (what days and times) <p>Listening Activity</p> <ul style="list-style-type: none"> • Students will listen to dialogue of two friends and draw or circle activity that each person is doing 	<ul style="list-style-type: none"> • Students will listen to dialogue of two friends and draw or circle activity that each person is doing <p>Communicative Assessment</p> <ul style="list-style-type: none"> • With multiple partners, students will practice asking and responding to questions about what they do (include -like to/have to/need to/ and want to/). Students will also ask and respond to How often? • Quizzes (-ar verbs, con que frecuencia vocab, dialogues) • Tests 	<p>Unidad 2 & some Unidad 6 & 7 (Santillana p.124-127; 334; 344; 346, 390)</p> <ul style="list-style-type: none"> • Leisure activities using conjugations of -ar,-er,-ir verbs (Santillana p.124-125; 334; 344; 346) Practice workbook p.91-92 & 95-98 • IOPs with gustar Santillana p. 230-231 • Adverbs of frequency (Santillana p. 126--127) Practice workbook p.93-94 • *Extra vocab (before school after, last night (Santillana p. 390; R4) Practice workbook p.99-102

Spanish 1

<p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<p>Communicative Activity</p> <ul style="list-style-type: none">• With multiple partners, students will practice asking and responding to questions about what they do (include- like to/have to/need to/ and want to/). Students will also ask and respond to How often? <p style="text-align: center;"><u>Christmas</u></p> <ul style="list-style-type: none">• Compare and contrast Christmas celebrations in the United States with those of Spanish-speaking countries through discussion and graphic organizers.• Watch a video about Christmas in Mexico.• Las posadas (video)• Read books (<u>The Night of Las Posadas</u>) about Christmas traditions in Spanish-speaking countries.• View PPT about poinsettias• Make a paper poinsettia and discuss its significance in Mexico.• Write letters to the Three Kings using querer and necesitar to say what you need and want• Discuss traditions with families	<p style="text-align: center;"><u>Christmas</u></p> <ul style="list-style-type: none">• Class discussion• Graphic organizers• Writing prompt• Paper poinsettia and explanation of its importance in the celebration of Christmas in Mexico• Write letters to the Three Kings using querer and necesitar to say what you need and want	<p style="text-align: center;"><u>Christmas</u></p> <ul style="list-style-type: none">• <i>Christmas in Mexico</i> video• <u>The Night of Las Posadas</u> by Tomie DePaola• Paper poinsettia outline and directions• PowerPoint Presentation
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Spanish 1

Content Standard: January: *Los tres reyes magos* (3 Kings Day), scaffold body parts, doler & IOPs, and clothing, learn 5 senses, personal hygiene, reflexive verbs & getting ready vocab, and remedies when sick

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p style="text-align: center;"><u>Three Kings Day</u></p> <ul style="list-style-type: none"> • Compare and contrast Three Kings Day traditions of Spanish speaking countries with United States and France. • Make and decorate a shoe out of paper like those left by children in wait of the Three Kings. • Assembly in the auditorium • Students view and listen to narrated story on PPT, learn about Spanish and French traditions and compare and contrast, watch YouTube video of someone making the Rosca, sample rosca, and get shoes filled by 3 Kings. <p>Unidad 5 España</p> <ul style="list-style-type: none"> • Review parts of the body using the SMART Board presentation. • Illustrate and label parts of the body in Spanish. • Play “<i>Simón dice</i>” (Simon Says) using parts of the body to practice vocabulary • The 5 Senses: how people are feeling, and what hurts? • Learn verbs (ver, oír, oler, saborear, tocar) and conjugations 	<p style="text-align: center;"><u>Three Kings Day</u></p> <ul style="list-style-type: none"> • Class discussion • Oral explanation of Three Kings Day • Compare and contrast traditions in Spain and France and USA • Quiz about Three Kings Day <ul style="list-style-type: none"> • Parts of the body project and quiz 	<p style="text-align: center;">• <u>Three Kings Day</u></p> <ul style="list-style-type: none"> • <u>Hurray for Three Kings' Day!</u> by Lori Marie Carlson & Ed Martinez • Los tres reyes magos PowerPoint presentation • Shoe template • YouTube video of someone making the Rosca • VENN diagram to compare and contrast traditions in Spain and France <ul style="list-style-type: none"> • Project rubric • Visuals of body parts • SMART Board PowerPoint presentation of body parts <p>Unidad 5 España (Santillana p.260-304-308)</p> <ul style="list-style-type: none"> • –PPT • YouTube video • Body parts (Santillana p. 264; 280; 304; 306) • The 5 Senses: Learn verbs (ver, oír, oler, saborear, tocar) and conjugations (Santillana p.266) Practice workbook p.179-180 • Monstruo template and rubric (Santillana p. 269) Practice •

Spanish 1

<p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Review: It is hot. I need a hat for/ (to protect) my head. Sunglasses for my eyes, etc. <p>Listening Activity</p> <ul style="list-style-type: none"> • Listen to teacher describe a monster using the verb <i>tener</i>, numbers and body parts in Spanish and illustrate it. • Create monstruo -Give your monster clothes and body parts and describe monster to your friend. • How are you feeling? <i>¿Cómo estás? ¿Qué pasa? ¿Cómo te sientes?</i> • Review <i>doler</i> (o→ue), IOPs, and body parts: <i>Me duele/duelen</i> ____. • Write and perform a short skit in groups based on a visit to the doctor with focus on <i>me duele(n)</i> and definite articles with parts of the body. • Getting Ready/ Personal Hygiene vocab and reflexives • Personal Hygiene vocab and reflexive verbs PPT • YouTube videos (Reflex your verby and girls, No hago más na') • Also include <i>sentirse</i> (e→ie) stem changing reflexive verb. • Are you ready? I still have to ____. • Remedies if you get sick • España map and culture 	<p>Poster/Oral Presentation</p> <ul style="list-style-type: none"> • Original character creation and presentation to the class using the verb <i>tener</i> and description of <i>monstruo</i>, <p>Listening Assessment</p> <ul style="list-style-type: none"> • <i>Monstruo</i> project- Audience lists minimum of 2 characteristics per <i>monstruo</i> as they listen to presentations. <p>Communicative Assessment</p> <ul style="list-style-type: none"> • Students write and present skits about a visit to the doctor's office stating how they are feeling and what hurts. • Quiz on the formation of reflexive verbs. 	<ul style="list-style-type: none"> • workbook p.177-178 & 181-182 • How are you feeling? <i>¿Cómo estás? ¿Qué pasa? ¿Cómo te sientes?</i> (Santillana p. 280-283; 304; 306) Practice workbook p.177-178 & 181-182 • <i>Doler</i> (o→ue), IOPs, and body parts: <i>Me duele/duelen</i> _____. Santillana p. 260, 262, Practice workbook p.191-192 Practice workbook p.159-160 (with food-may need to move) • Getting Ready/ Personal Hygiene vocab and reflexives (Santillana p. 304; 306) • Personal Hygiene vocab and reflexive verbs (Santillana p. 272-276; 304) & • Getting ready PPT • YouTube videos (Reflex your verby and girls video, & No hago más na') Practice workbook p.183-188 Practice workbook p.195-198 Practice workbook p.201-204 • Also include <i>sentirse</i> (e→ie) stem changing reflexive verb. (Santillana p. 284) Practice workbook p.193-194 • Remedies if you get sick (Santillana p. 290-291) Practice workbook p.207-208 • España map and culture (Santillana p. 300-303)
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Spanish 1

Content Standard: February: *El día de San Valentín*, places/stores in town and items, stem changing verbs, shopping for clothing (ir, comprar, llevar), demonstrative pronouns, making comparisons

Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p>Unidad 3 Guatemala & some Unidad 7</p> <ul style="list-style-type: none"> Identify places in town & items you find in the places in town (add <i>el cine, la librería</i>, etc.) Stores * include additional stores and items found in stores Learn shopping vocabulary. Identify where certain items are purchased. What do you want/plan/need/have to buy? Use verb comprar Review clothing vocab Create a catalogue of clothing using previously-learned vocabulary and include prices, sizes (p, m, & g) and descriptions in the target language. Learn stem changing verbs (<i>querer, tener, cerrar, empezar, pensar, preferir</i>) (e→ ie) View YouTube videos (Cry me a verb) <p>Communicative Activity</p> <ul style="list-style-type: none"> Practice conversations: What do you need/want/plan to buy? I need/ want/ plan to buy _____. Where is (place/store)? It is _____. Go shopping for clothing using the verb ir 	<ul style="list-style-type: none"> Label map of a town <ul style="list-style-type: none"> Listen to song and fill-in missing lyrics <ul style="list-style-type: none"> Stem-changing verbs quiz <p style="text-align: center;">Cumulative Communicative Assessment:</p> <p>Invite friend to go shopping with you. Your friend asks you where you need/want to go. You tell your friend tells you where and why because you need _____. You ask your friend What time/When are you going to (store)? While out, you ask What time/When</p>	<p>Unidad 3 Guatemala & some Unidad 7 (Santillana p.152-156; 160-171; 218; 398-399)</p> <ul style="list-style-type: none"> Places in town & items you find in the places in town (add <i>el cine, la librería</i>, etc.) (Santillana p.398-399) Practice workbook p.103-106 Stores * include additional stores and items found in stores (Santillana p.152-153, 218) Clothing and other items Photos of different items www.ikea.com/es www.elcorteingles.es What do you need/want? I need/ want _____. Where is (place/store)? It is _____. (p.398) All forms of the verb <i>ir</i> and ask, “Where are you going?” (Santillana p.156) Practice workbook p.109-112 “Where do you (have to/want/need) to go?” (Santillana p.156) What time/When are you going to (store)? What time/When does the store close? using Stem changing verbs (<i>querer, tener, cerrar, empezar, pensar, preferir</i>) (e→ ie) (Santillana p.154-155) YouTube videos (Cry me a verb)

Spanish 1

<p>CS5 Connections (Interdisciplinary Mode)</p> <p>Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode)</p> <p>Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages</p> <p>Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures</p> <p>Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities</p> <p>Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Introduce all forms of the verb <i>ir</i> and ask, “Where are you going?” • Review and ask, “Where do you (have to/want/need/plan/prefer) to go?” • What time/When are you going to (store)? What time/When does the store close? • Review <i>gustar</i> and <i>llevar</i> clothing, <i>pagar, gastar</i> • Use the internet to find stores that are particular to countries such as Spain or Guatemala and “purchase/buy/pay for” items based on one’s needs for different events using a budget set forth in a certain currency (outfits, school supplies, etc.) • Demonstratives Adjectives (sing/pl/masc./fem) • Comparisons--comparing two objects using <i>más que, menos que, & tan como</i> • Include How much does (___) cost? Use <i>costar (o→ue)</i> • The sweater costs less than the sneakers. • Stem-changing verbs <i>costar (o→ue)</i> (<i>poder, contar, recordar, volver, encontrar, almorzar, doler</i>) <p>Communicative Activity</p> <ul style="list-style-type: none"> • Perform a short skit which takes place in a store and discusses various items that one describes and purchases. • Valentine’s Day/día de san valentín (Te quiero porque...) 	<p>does the store close? At the store, you want to buy two things but don’t have enough money to buy both. You have to decide and discuss with your friend which ítem costs more or less and what to buy.</p> <p style="text-align: center;">Cumulative Communicative Assessment:</p> <p>Station activity where students circle the room going to several stores that have different items in the stores. Students go to the stores and “purchase/buy/pay for” different items speaking in the target language and using a particular currency from a Spanish-speaking country.</p> <ul style="list-style-type: none"> • Test 	<ul style="list-style-type: none"> • Practice workbook p.107-108 • Shopping for clothing use verb <i>comprar</i> - (Santillana p.160-171; 192) • Clothing vocab Practice workbook p.113-120 • Review <i>gustar</i> and <i>llevar</i> clothing, <i>pagar, gastar</i> • Demonstratives Pronouns (sing/pl/masc./fem) Santillana p.172 • Practice workbook p.121-122 (These are Demonstrative Adjs) • Comparisons--comparing two objects using <i>más que, menos que, & tan como</i> Santillana p.174 Practice workbook p.123-128 • How much does (___) cost? Use <i>costar (o→ue)</i> Practice workbook p.129-138 • Stem-changing verbs <i>costar (o→ue)</i> (<i>poder, contar, recordar, volver, encontrar, almorzar, doler</i>) PPT Practice workbook p.233-234 • Rubrics for communicative activities
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Spanish 1

Content Standard: March: World Language Month, telephone conversations (te gustaría), tener expressions, pensar + infinitive, ir+ a + infinitive, frutas (gustar/encantar), jugos, batidos, stem changing verbs (querer)

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode)</p>	<p style="text-align: center;"><u>World Language Month</u></p> <ul style="list-style-type: none"> • Students will participate in the World Language Month (poster, t-shirt, collage) contest. • Students will participate in World Language Month celebrations (Artist, Singers/Musicians) • Multi-cultural food-fair <p>Mini Unit Telephone Conversation Telephone Vocab</p> <ul style="list-style-type: none"> • Students will learn greetings/ ways to answer the phone (Use PPT, Smartboard) • Students will learn how to say the following (Ask to speak to friend, Is ___ there?, Who’s calling?, It’s me ___, Can I leave a message?, I’ll call later., It’s my treat., Of course!, Claro que si!, Why not!; What a shame!; Maybe another day; I’m sorry, but ___; I already have other plans; I’m busy; I have an appointment;) • Learn tener expressions- tener que, tener prisa, ganas de, tener sueño vs. estar cansado. • Tell friend you are planning to/ going to go somewhere using pensar + infinitive and ir + a + infinitive 	<p style="text-align: center;"><u>World Language Month</u></p> <ul style="list-style-type: none"> • Students will be assessed on the World Language Month contest according to a rubric. <p style="text-align: center;">Mini Unit Telephone Conversation Cumulative Communicative Assessment:</p> <ul style="list-style-type: none"> • You meet a new friend. • Get his/her phone number. • Call your new friend and invite him/her to go shopping with you. • When you get to your friend’s house, ask your friend if he/she is ready. • Your friend is not ready. He/she still has to ____. • You again ask your friend if he/she is ready. Your friend is ready and you go to the store. • At the store, you want to buy two things but don’t have enough money to buy both. • You have to decide and discuss with your friend which ítem costs more or less and what to buy. <p>Fruit Assessment in groups and with partners</p> <ul style="list-style-type: none"> • Students receive individual bags with fruit inside. They ask each other about each fruit using ¿Cómo es la 	<p style="text-align: center;"><u>World Language Month</u></p> <p style="text-align: center;">*Enrichment-</p> <ul style="list-style-type: none"> • Letter home explaining World Language Month & activities • Rubrics for posters, collages, & projects for World Language Month • Food fair for parents and students • YouTube videos about the importance of learning a language • Weekly <p style="text-align: center;">Mini Unit Telephone Conversation</p> <ul style="list-style-type: none"> • Pensar + infinitive Santillana p.154 • ir + a + infinitive Santillana p.156, 324, 325 & 328 Practice workbook p.219-224 • ¿Te gustaría? and ¿Quisiera? (Review pasatiempos vocab) Santillana p.326

Spanish 1

<p>Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Invite your friend to go somewhere with you. • Introduce ¿Te gustaría? and ¿Quisiera? • Your friend accepts or declines the invitation <p>Practice Communicative Activity:</p> <ul style="list-style-type: none"> • You meet a new friend. • Get his/her phone number. • Call your new friend and invite him/her to go shopping with you. • When you get to your friend’s house, ask your friend if he/she is ready. • Your friend is not ready. He/she still has to ____. • You again ask your friend if he/she is ready. • Your friend is ready and you go to the store. • At the store, you want to buy two things but don’t have enough money to buy both. • You have to decide and discuss with your friend which ítem costs more or less and what to buy. <p>Mini Unit -fruits, jugos, batidos</p> <ul style="list-style-type: none"> • Introduce <i>tener sed & tener hambre</i> • Introduce fruits (including tropical fruits) & drinks through songs and YouTube videos • Students explore and learn about fruits from fruit bag and song 	<p>fruta?</p> <ul style="list-style-type: none"> • Describe how many (¿Cuántos hay?), the color, the size (tamaño), taste (el sabor), and reaction using Indirect Object Pronouns and verbs <i>gustar & encantar</i> <p>Batido Cumulative Communicative Assessment</p> <ul style="list-style-type: none"> • Stations will be set up (4 students to a station) with different juices for students to try/buy (different batido stands) • One student is the vender; the other student is the buyer. • Greet vender and have quick conversation • Vender asks, Would you like a batido? • Respond and ask, What fruit do you have? (¿Qué frutas quieres/prefieres?) • Tell fruit that you have • Order batido: I would like ____ please. • Ask how much the batido costs ¿Cuánto cuesta el batido? • Pay for the batido 	<p style="text-align: center;">Mini Unit -Fruits, jugos, batidos (enrichment)</p> <ul style="list-style-type: none"> • Fruits & drinks visuals and fake fruit • Fruit bag • Stem changing verbs (e→ie) (¿Qué quieres/prefieres tomar/beber?) <p style="text-align: center;">Santillana p. 212 Practice workbook p.145-148</p>
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Spanish 1

- Students receive individual bags with fruit inside. They ask each other about each fruit using ¿Cómo es la fruta?
- Review stem changing verbs (e→ie) (¿Qué quieres/prefieres comer o tomar/beber?)
- Describe how many (¿Cuántos hay?), the color, the size (tamaño), taste (el sabor), and reaction using Indirect Object Pronouns and verbs *gustar & encantar*
- During conversations, students will respond in complete sentences to practice the grammar.

Practice for batido Cumulative Communicative Activity

- Stations will be set up (4 students to a station) with different juices for students to try/buy (different batido stands)
- One student is the vender; the other student is the buyer.
- Greet vender and have quick conversation
- Vender asks, Would you like a batido?
- Respond and ask, What fruit do you have? Review stem changing verbs (e→ie) (¿Qué frutas quieres/prefieres?)
- Tell fruit that you have
- Order batido: I would like ____ please.
- Ask how much the batido costs ¿Cuánto cuesta el batido?
- Pay for the batido

Spanish 1

Content Standard: April: Food (breakfast, lunch & dinner) and drinks (ser vs. estar), ordering food in a restaurant, stem changing verbs (pedir), food pyramid, present progressive tense, adverbs of quantity, *indefinidos*, -go verbs, direct object pronouns

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p>Unidad 4 Perú & Unidad 6</p> <ul style="list-style-type: none"> • Introduce drinks & food (breakfast, lunch, dinner, dessert) vocabulary • Use <i>almorzar</i> (o→ue), <i>desayunar</i>, <i>cenar</i>, <i>comer</i>, <i>tomar</i>, and <i>para el desayuno</i> o <i>para el almuerzo</i> • Discuss differences in meal taking times. • Learn some traditional foods of Spain, Peru and other Spanish speaking countries. • Stores (Tiendas de alimentos) – learn names of stores where various foods are purchased <p>Communicative Activity</p> <ul style="list-style-type: none"> • Call and ask friend to accompany you to various <i>tiendas</i> in order to buy certain foods for <i>el seco de carne</i> <ul style="list-style-type: none"> • Practice <i>Me gusta/No me gusta</i> in regards to food. • Survey food likes and dislikes. • Use La pirámide de nutrición to discuss healthy food choice and a balanced meal (Grade 8 project – food pyramid) 	<ul style="list-style-type: none"> • Design a menu. • Skit-order a meal in a restaurant. • Comment on food in class or in cafeteria <p>Communicative Assessment</p> <ul style="list-style-type: none"> • Call and ask friend to accompany you to various <i>tiendas</i> in order to buy certain foods for <i>el seco de carne</i> <ul style="list-style-type: none"> • La pirámide de nutrición Project (Grade 8 project – food pyramid) <p>Table Setting Listening Assessment</p> <ul style="list-style-type: none"> • Set a table according to verbal instructions <p>Table Setting Communicative Assessment</p> <ul style="list-style-type: none"> • Students will communicate with partners about missing utensils, etc. a tell partner what items you need using the verbs <i>necesitar</i> and <i>traer</i>. (Ex. <i>Necesito un vaso. Me puede traer otra servilleta, por favor.</i>) <p>Order food at restaurant Communicative Assessment</p> <ul style="list-style-type: none"> • Meet new person • Ask for phone number • Call & ask what the person is doing using present progressive 	<ul style="list-style-type: none"> • Unidad 4 Perú & Unidad 6 • Stores (Tiendas de alimentos) – Santillana p. 218 • Drinks & food (breakfast, lunch, dinner, dessert) Santillana p.208 Practice workbook p.139-140 Practice workbook p.141-144 • Food (Santillana p.336-340) • Visuals of Spanish foods (Power Point, SMART Board, props, and/or flashcards) • SMART Board map activity of a typical school/work day schedule of meal taking. • Fake/plastic food props • Menus from Spanish speaking countries • La pirámide de nutrición and template (Grade 8 project – food pyramid) Santillana p. 291 • Present progressive PPT • Adverbs of quantity – <i>nada, poco, bastante, mucho</i> Santillana p.210 & • Los indefinidos Santillana p. 436 • ¿Cómo está la comida? - Comment on the temperature and the taste of food Santillana p. 236 Practice workbook p.163-164 • Stem changing verbs (e→i) <i>pedir</i> (repetir, servir, *decir) Santillana p. 238 Practice workbook p.165-166

Spanish 1

<p>CS5 Connections (Interdisciplinary Mode)</p> <p>Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode)</p> <p>Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages</p> <p>Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures</p> <p>Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities</p> <p>Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<p>Communicative Activity</p> <ul style="list-style-type: none"> Review and discuss present progressive (ar, er/ir, and exceptions) asking and responding to questions, “What are you eating/drinking?” Use fake/plastic food in bag for authenticity. Introduce adverbs of quantity – <i>nada, poco, bastante, mucho</i> Introduce <i>los indefinidos</i> ¿Cómo está la comida? - Commenting on the temperature and the taste of food Learn stem changing verbs (e→i) <i>pedir</i> (repetir, servir, *decir) to order food in the restaurant Identify a proper table setting and use acciones y estados vocab Review –go verbs and learn some new -go verbs (traer, decir) <p>Communicative Activity</p> <ul style="list-style-type: none"> Practice in partners: Ask waiter to bring you something (another fork/ napkin, place setting, etc.) <p>Table Setting Communicative Activity</p> <ul style="list-style-type: none"> Practice setting a table with missing utensils, etc. as your teammates tell you what items they need using the verbs <i>necesitar</i> and <i>traer</i>. (Ex. <i>Necesito un vaso. Me puede traer otra servilleta, por favor.</i>) Introduce Direct Object Pronouns to practice with partners 	<ul style="list-style-type: none"> Ask friend to go somewhere with you; While out say you are hungry and go to restaurant to eat Have restaurant dialogue 	<ul style="list-style-type: none"> Table setting items (utensils, plates, napkins, etc. props) and acciones y estados vocab Santillana p. 226 -go verbs (traer, decir) Practice workbook p.157-158 Ask for another fork/ napkin, place setting, etc.) Santillana p. 228 228 Practice workbook p.161-162 Direct Object Pronouns Santillana p. 220 <i>el seco de carne</i> Santillana p. 222 Practice workbook p.167-174 Restaurant activity in community
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Spanish 1

	<p>In class restaurant Communicative Activity 2-3 people</p> <ul style="list-style-type: none">• Meet new person• Ask for phone number• Call & ask what the person is doing using present progressive• Ask friend to go somewhere with you; While out say you are hungry and go to restaurant to eat• Have restaurant dialogue <p>Easter/Pascua and Los Cascarones *Enrichment</p> <ul style="list-style-type: none">• (PPT with video explaining what <i>cascarones</i> tradition is about)• Compare and contrast traditions in US and Spanish speaking countries• Show students authentic cascarones	<p>Easter/Pascua and Los Cascarones *Enrichment</p> <ul style="list-style-type: none">• Make <i>cascarones</i> in class	<p>Easter/Pascua and Los Cascarones</p> <ul style="list-style-type: none">• PPT with video explaining <i>cascarones</i> tradition• Show students authentic cascarones
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Spanish 1

Content Standard: May: *Cinco de mayo*, professions and where people work, giving directions, preterite tense (-AR-ER-IR verbs), travel (viajar), methods of transportation, items needed for vacation destinations

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p style="text-align: center;"><u>Cinco de Mayo</u></p> <ul style="list-style-type: none"> • Watch video of the history of <i>Cinco de Mayo</i> holiday. • Venn diagram to compare <i>Cinco de Mayo</i> to Independence Day • Discuss the Aztec and Spanish conflict in the 15th and 16th centuries. • Make a Mexican flag and discuss the origin and symbolism of the colors and crest. <p>Travel</p> <ul style="list-style-type: none"> • Review stores and places in town • Identify and discuss different professions and (places in town) where people work • Incorporate places in Washington D.C. –making connection to Gr 8 trip to Washington <p>Communicative Activity</p> <ul style="list-style-type: none"> • Practice giving directions or getting around in the city (types of transportation) • Students will identify and learn different means of traveling. 	<p style="text-align: center;"><u>Cinco de Mayo</u></p> <ul style="list-style-type: none"> • Comprehension questions to accompany video • Color the flag & explain the history of the crest. <p>Travel</p> <ul style="list-style-type: none"> • Quiz on directions and travel vocabulary • Preterite tense of AR, ER & IR verbs quiz. • Passport project-Students will create a passport to travel to a Spanish speaking country. • Travel test 	<p style="text-align: center;"><u>Cinco de Mayo</u></p> <ul style="list-style-type: none"> • <i>Cinco de Mayo</i> video • Cinco de mayo PPT • History of the Battle at Puebla Poster • Flag worksheet and examples <p>Unidad 6 & Begin Unidad 7</p> <ul style="list-style-type: none"> • Review stores and places in town • Professions and where people work Santillana p. 318 Practice workbook p.175-176 Practice workbook p.209-212 • Washington D.C. –making connections to Gr 8 trip to Washington • Giving directions/getting around in the city - Santillana p. 398-399 Practice workbook p.265-266, 243-246 • Methods of transportation Santillana p. 372 Practice workbook p.243-246 • Preterite tense (AR verbs) Santillana p.374-375 Practice workbook p.247-250

Spanish 1

<p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p> <p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<ul style="list-style-type: none"> • Students will learn and use vocabulary to travel in/on the airport, train and bus. • Students will learn the verbs: to travel (viajar) and to fly (volar) <p>Communicative Activity</p> <ul style="list-style-type: none"> • Discuss the items that are needed for various destinations • Introduce the preterite tense of AR, ER & IR verbs through PPTs, YouTube videos and songs. • Students will create a passport to travel to a Spanish speaking country. • With partners, students will make plans to travel to their identified countries. <p>Communicative Activity</p> <ul style="list-style-type: none"> • One student will ask the questions (Hotel staff, Airport, etc.). The other student will give information needed (name, days of travel, etc.). 	<p>Presentational Assessment:</p> <ul style="list-style-type: none"> • Students will work with partners and present dialogues about traveling to a destination they learned about during the year. One student will ask the questions (hotel staff, airport, etc.). The other student will give information needed (name, days of travel, etc.). 	<ul style="list-style-type: none"> • Preterite tense (ER & IR verbs) Santillana p.382-384 Practice workbook p.251-256 • Preterite tense PPT and SMART Board lessons • YouTube videos and songs • Rubrics for Passport project and presentational assessment • Quizzes and tests
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Spanish 1

Content Standard: June: Review geographical features, destinations & methods of transportation, preterite (ser & ir), weather in destination locations, clothing needed for vacation, imperative commands (tú form)

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p>	<p>Unidad 7/8 (Travel to Argentina and abroad) -What did you do and where did you go abroad? (using the preterite)</p> <ul style="list-style-type: none"> Review geographical features and ways to get around town Preterite of <i>ser & ir</i> – talk about travel destinations visited Students will share where they went and what they did in Washington, D.C. <p>Communicative Activity</p> <ul style="list-style-type: none"> With partners, students will tell their friend about a trip they took where they met three people that are from different countries (nationalities). They will describe them and share what they did (activities) with them. Investigate the currencies of the various Spanish speaking countries. Research airline fares to Spanish speaking countries. Imperative/Commands – tú form (possibly) 	<p style="text-align: center;">Cumulative Communicative Assessment</p> <ul style="list-style-type: none"> Students will present to a friend or tell a friend about (present) an “ideal” vacation they recently took to a Spanish speaking country. Students will discuss the weather of their country and what items they packed, how they travelled there, where they went, who they met, what they ate and what the food was like, what they purchased, discuss what the hotel and houses looked like (outside and inside—describe the rooms), etc. 	<p>Unidad 7/8 (Travel to Argentina and abroad)</p> <ul style="list-style-type: none"> Geographical features and ways to get around town Santillana p. 372,434, 442 Preterite tense (AR verbs) Santillana p.374-375 Preterite of <i>ser & ir</i> & travel destinations Santillana p.392-393 Practice workbook p.261-264 Places in Washington & map Destinations - Santillana p. 388 Travel websites Travel vocab Santillana p. 380 Currency from Spanish-speaking countries Dialogue outline & rubric Imperative/Commands – tú form (possibly) Santillana p. 320-321 & 360 Practice workbook p.199-200

Spanish 1

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Spanish 1

Pacing Guide

August /September:	Alphabet – pronunciation rules – <i>Santillana Unidad Preliminar & Unidad 1</i> Countries that speak Spanish Countries, capitals, and nationalities Geographic locations & political divisions Weather Classroom commands Classroom objects and gender Greetings Feelings Origin Numbers Days of the week, months and seasons <i>México</i>
October:	Classes and class schedules - <i>Unidad 1</i> Weather Colors and Clothing Family and pets <i>Ser-</i> Physical and personality descriptions Leisure time activities Columbus Day Hispanic Heritage Month <i>Día de los muertos</i> <i>México</i>

Spanish 1

November:

The house/rooms in the house – *Unidad 2*

Prepositions of location

Household chores

Deber – tener que – hay que – tener ganas de

AR – ER – IR verbs

Día de gracias

Puerto Rico

December:

Leisure activities with AR – ER – IR verbs - *Unidad 2, 6 & 7*

IOPs with *gustar*

Adverbs of frequency

Navidad

Las posadas

Puerto Rico

January:

Los tres reyes magos – Unidad 5

Body parts

Doler

Personal hygiene

Reflexive verbs/getting ready vocab

Remedies

España

Spanish 1

February:

El día de San Valentín – Unidad 3 & 7

Places in town

Stem changing verbs

Shopping for clothing

Demonstrative pronouns

Making comparisons

Guatemala

March:

World Language Month– *Unidad 4*

Telephone conversations

Tener expressions

Pensar + infinitive

Ir + *a* + infinitive

Frutas, jugos y batidos

Perú

April:

Food (breakfast, lunch & dinner) and drinks – *Unidad 4 & Unidad 6*

Ordering food in a restaurant

Present progressive tense

Indefinidos

GO verbs

Direct Object pronouns

Easter & *Los cascarones*

Perú

Spanish 1

May: Professions and where people work – *Unidad 6 & 7*
Giving directions
Peterite tense (AR-ER-IR verbs)
Methods of transportation
Items needed for various vacation destinations
Los Estados Unidos

June: Geographical features – *Unidad 7 & 8*
Destinations & methods of transportation
Weather in destination locations
Clothing needed for vacation
Imperative commands (tú form)
Argentina

Spanish 1

Essential Questions

1. How do we read, write, and greet others in Spanish?
2. How do you ask and respond to questions using the verb tener?
3. What countries and regions are found in North America, South America, and the Caribbean Islands?
4. What are the countries, capitals, and physical features of the Spanish speaking countries?
5. What impact did Christopher Columbus have on the “new” world?
6. How have famous Spanish speaking people influenced our society?
7. How is Christmas celebrated in Spanish-speaking countries? How are the celebrations similar to and different from those in the United States and France?
8. How is Three Kings Day celebrated in Spanish-speaking countries? How are the celebrations similar to and different from those in the United States and France?
9. What are common activities among Spanish speaking school-age peers?
10. What are the differences between the meal-taking habits (ie. foods, schedule, meal size, etc.) of the Spanish Speaking countries & the United States?
11. What ways do we celebrate World Language Month?
12. What are the parts of the body and how does one express when something is wrong with his/her body?
13. What are the different items of clothing? How does one describe the clothing?
14. What places and stores do people travel to in the community and what items are found in the stores?
15. What should one say if he or she goes shopping in a Spanish-speaking country?
16. What is the historical significance of Cinco de Mayo? Where and how is it celebrated?
17. How does one’s destination affect the vocabulary needed to travel?
18. How to communicate future events vs. past events?

Spanish 1

Skills Objectives

Students will be able to:

1. Greet others and exchange essential information, including names, birthplaces, birthdays, and telephone numbers.
2. Pronounce unfamiliar words in the target language using alphabet pronunciation rules.
3. Use numbers from 1 to 1,000,000 in the target language.
4. Use the verb “tener” orally and in written form when asking and answering questions based on family members, pets, age, and school supplies.
5. Discuss Christopher Columbus and his role in Spanish history. Observe Hispanic Heritage Month through learning about Famous Hispanics.
6. Compare and contrast the celebration of El día de los muertos in various Spanish-speaking countries with the celebrations of Halloween, All Saints’ Day and All Souls’ Day in the United States.
7. Identify the 7 continents, oceans, geographic landforms, and Spanish-speaking countries and their capitals.
8. Discuss the weather as well as categorize weather patterns and items according to season.
9. Compare and contrast the celebration of Christmas and Three King’s Day in various Spanish-speaking countries with those in the United States and France.
10. Name and identify different food items, common to various Spanish Speaking countries.
11. Be able to order meals in a restaurant and know proper table setting vocabulary and manners.
12. Name and label the parts of the body and various articles of clothing in the target language.
13. In a medical situation, be able to explain nature of an ailment or illness.
14. Utilize the appropriate vocabulary when shopping in a store.
15. Discuss the celebration of Cinco de Mayo, its origin and historic background of the holiday.
16. Name different modes of transportation in the target language.
17. Express events that will take place in the future and have occurred in the past.

Spanish 1

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]

Assessments are aligned to the curriculum. Assessments will be developed throughout the year as well as within the Data teams. These will appear in our World Language Data Team Assessment folder.