



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Spanish I

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Spanish I

Course Description:

Spanish I is a high school level introduction to the Spanish language and culture. The students will begin to develop knowledge of how to study a foreign language through speaking, reading, writing and listening activities.

This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the novice-mid level according to ACTFL standards. Culture is integrated from the basic intro to vocabulary, to the different themes that are discussed in readings, video clips, and other cultural activities. Connections to other disciplines are addressed through theme pages, readings and project assignments. The students will not only gain specific knowledge and skills in order to communicate in real life situations, but will develop cultural and esthetic appreciation of the Spanish-speaking world.

Suggested Course Sequence:

- Unit 1: Lecciones preliminares: 5 weeks
- Unit 2: ¿Cómo somos?: 5 weeks
- Unit 3: En clase y después: 5 weeks
- Unit 4: ¿Qué comemos y dónde?: 5 weeks
- Unit 5: Deportes: 5 weeks
- Unit 6: De vacaciones: 5 weeks
- Unit 7: En tu tiempo libre: 5 weeks
- Unit 8: ¡Vamos de compras!: 5 weeks

Pre-requisite: None

Unit Overview
Content Area: Spanish

Unit Title: Unit 1: Lecciones Preliminares

Target Course/Grade Level: Spanish I

Unit Summary: In the Lecciones Preliminares students will begin their study by communicating immediately in Spanish. They will learn to greet one another, use courteous expressions, count to 100 and ask the price of something, identify days of the week and months of the year, ask and give the date, tell time, and identify the seasons and describe the weather.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets
Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.NM.A.2	Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.A.7	Compare and contrast unique linguistic elements in English and the target language.
7.1.NM.B.2	Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
7.1.NM.C.1	Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
7.2.NM.A.1	Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

Unit Essential Questions

- How do students introduce themselves?
- How do people from other cultures introduce themselves?
- How do you count to 100?
- How do you ask and tell the time?
- How to tell the days of the week/months?
- How do you find out and give the date?
- How do you describe the seasons and weather?

Unit Enduring Understandings:

- Across the globe, people have different concepts of greetings and salutations.
- Formality and informality play a significant role in Spanish.

Unit Learning Targets

Students will...

- Greet people
- Say good-bye to people
- Express yourself politely
- Count to 100
- Identify the days of the week
- Identify the months of the year
- Find out and give the date
- Ask and tell the time

- Discuss the seasons and weather

Evidence of Learning

Summative Assessment (7 days)

- | | |
|-------------------------------|------------------------------|
| Listening activities | Group projects |
| Authentic reading assignments | Mini-skits: greeting friends |
| Vocabulary quizzes | Chapter test |
| Calendar project | |

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice 1! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines).

Formative Assessments

- | | |
|------------------------------------|---|
| • Observation of oral discourse | • Thumbs up/down activities |
| • Discussions | • Whiteboard activities |
| • Questioning | • Communicative activities |
| • Do now/exit slips | • Category book foldable: Interactive Study guide |
| • Monetary systems chart (numbers) | • Syllable puzzles for greetings |
| • Song for the date | • Battleship game: Numbers |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Greetings	2 class days
2	Numbers	3 class days
3	Days of the week	2 class days
4	Months of the year	2 class days
5	Date	2 class days
6	Telling time	5 class days
7	Seasons & weather	5 class days
8	Chapter Review	2 class days
9	Chapter Tests: Reading & writing tests Speaking tests	2 class days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:
 Quia Interactive Online Student Edition found at quia.com
 QuickPass glencoe.com
 StudentWorks Plus

Unit Overview	
Content Area:	Spanish
Unit Title:	Unit 2: ¿Cómo somos?
Target Course/Grade Level:	Spanish I
<p>Unit Summary: In this chapter, students will be able to identify and describe people and things, including telling where someone is from. They will also be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns, articles, and adjectives and the present tense of the verb ser.</p>	
<p>21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.</p>	
Learning Targets	
<p>Standards</p> <p>7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.</p> <p>7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p>	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Discuss people, places, objects, and daily activities based on oral or written descriptions.
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.B.3	Ask and respond to factual and interpretive questions of a personal nature or on school related topics.
7.1.NM.C.4	Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
7.2.NM.A.4	Examine tangible products of the target culture(s) and begin to infer why people produce and use them.
7.2.NM.B.1	Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
7.2.NM.B.4	Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does one describe people and things? • How do you describe friends- looks and personality traits? • How to tell where someone is from? • How do you describe yourself? • How to tell what subjects you take and express opinions about them? • Who are some important Hispanic American figures in the United States today? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • How people use the word friend differs based on culture. • Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Identify and describe people and friends • Tell where someone is from • Tell what subjects you take and express opinions about them • Talk about Spanish speakers in the United States • Use nouns, adjectives and articles, the verb ser and estar, and tú vs. usted 	

Evidence of Learning

Summative Assessment (10 days)

Listening activities	Writing a description of self
Vocabulary quizzes	Writing a class schedule
Reading assignments	Poem about self
Chapter test	Description chart of classes
Oral presentations	

Equipment Needed: Cd player/Language laboratory, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, BBC online).

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Observation of oral discourse • Discussions/Questioning • Do now/exit slips • Thumbs up/down • Pre-AP activities • Linguistic Comparison • Foldable for synonyms and antonyms | <ul style="list-style-type: none"> • Whiteboards • Mini-skits • Reading comprehension activities • Listening/speaking activities • Communicative activities • Haiku or diamante poem about self |
|---|---|

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Identify and describe people and things	3 days
2	Tell what subjects you take and express opinions about them	3 class days
3	Learn how to use nouns and articles	3 class days
4	Learn how to use adjectives	2 class days
5	The verb ser and estar	4 class days
6	Develop reading and listening comprehension skills	2 class days
7	Talk about Spanish speakers in the United States	2 class days
8	Develop reading comprehension skills	2 class days
9	Chapter review	2 class days
10	Chapter 1 tests: Reading and writing tests Speaking tests	2 class days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Quia Interactive Online Student Edition found at quia.com

QuickPass glencoe.com

StudentWorks Plus

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learnspanish.com

Unit Overview

Content Area:	Spanish
Unit Title:	Unit 3: En clase y después
Target Course/Grade Level:	Spanish I

Unit Summary: In this chapter, students will learn to talk about school, including what they do in school and after school. They will also be able to compare school and after-school activities in Spanish-speaking countries and the United States. To do this, students will learn the present tense of –ar verbs, the verbs ir, dar, and estar and the contractions al and del.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets
Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.A.5	Apply knowledge and skills gained in other core content areas to the learning of the target language.7
7.1.NM.A.7	Compare and contrast unique linguistic elements in English and the target language.
7.1.NM.B.2	Use appropriate gestures intonation and common idiomatic expressions of the target culture in familiar situations.
7.1.NM.B.3	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.NM.C.2	Use language creatively in writing to respond to a variety of oral or visual prompts.
7.2.NM.A.1	Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

Unit Essential Questions

- How is your school day structured?
- How do you spend your time after school?
- How is school life different in Spanish-speaking countries as compared to the United States?
- What materials are needed for school and what clothing is appropriate?

Unit Enduring Understandings:

- While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.

Unit Learning Targets

Students will...

- Talk about what you do in school
- Identify school clothes and supplies
- Talk about what you and your friends do after school
- Compare school and after-school activities in Spanish-speaking countries and the United States
- Use present tense of –ar verbs
- Use the verbs ir, dar, and estar
- Use the contractions al and del

Evidence of Learning
Summative Assessment (7 days)

Listening activities

Authentic reading assignments

Vocabulary quizzes

Chapter test

Oral presentations: After-school activities

Partner Skits

Projects

Writing assignment

Reading assignment

Student recordings: Speaking activities

Create weekly schedules

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines).

Formative Assessments

- Observation of oral discourse
- Discussions
- Mini-skit: After school activities
- Do now/exit slips
- Dice Game
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Conjugación Viva game on-line
- Pocket book foldables: Interactive study guide

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about you do in school	On-going throughout the chapter
2	Identify school clothes and supplies	4 class days
3	Talk about after-school activities	On-going throughout the chapter
4	Compare school and after-school activities in Spanish-speaking countries and the U.S.	4 class days
5	Present tense of –ar Verbs	5 class days
6	Irregular verbs ir, dar, and estar	3 class days
7	Contractions al and del	3 class days
8	Chapter review	2 class days
9	Chapter 3 Tests Reading and Writing Tests Speaking Test	3 class days

Teacher Notes:

Curriculum Development Resources

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Quia Interactive Online Student Edition found at quia.com

QuickPass glencoe.com

StudentWorks Plus

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learns spanish.com

conjuguemos.com

Unit Overview
Content Area: Spanish

Unit Title: Unit 4: ¿Qué comemos y dónde?

Target Course/Grade Level: Spanish I

Unit Summary: In this chapter, students will learn to identify foods and discuss meals in the Spanish-speaking world. They will also learn to order food and beverages at a café and compare the eating habits of people who live in Spain, Latin America and the United States. To do this, students will learn the present tense of regular -er and -ir verbs as well as the infinitive with the expressions ir a, tener que, and acabar de.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets
Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Discuss people, places, objects and daily activities based on oral or written descriptions.
7.1.NM.B.1	Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
7.1.NM.B.2	Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
7.1.NM.C.1	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.NM.C.4	Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
7.2.NM.B.1	Use culturally appropriate etiquette in verbal and non verbal communication in a variety of social situations.
7.2.NM.B.3	Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture and make comparisons with the U.S.

Unit Essential Questions

- How to identify food?
- How to describe breakfast, lunch and dinner?
- How to find a table at a café?
- How to order in a café?
- How to pay the bill in a café?

Unit Enduring Understandings:

- What comprises the great variety of interesting and delicious foods throughout the Spanish-speaking world.
- Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.

Unit Learning Targets

Students will...

- Identify foods and discuss meals
- Talk about places where you eat
- Order food or beverages at a café
- Compare eating habits in Spanish-speaking world to those of the U.S.
- Use present tense of regular -er and -ir verbs
- Use expressions that require the infinitive ir a, tener que, acabar de

Evidence of Learning
Summative Assessment (7 days)

Listening activities	Group project
Authentic reading assignments	Individual project
Vocabulary quizzes	Writing assignment
Chapter test	Reading assignment: La Merienda
Oral presentations	Create a menu
Partner Skits: El Café	

Equipment Needed: Cd player/language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines).

Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Conjugación viva for er/ir verbs
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Rhyme chant for pronunciation
- Enact a phone conversation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Identify foods and discuss meals	On-going throughout the chapter
2	Talk about places where you can eat	4 class days
3	Order food or beverages at a café	3 class days
4	Compare eating habits in the Spanish-speaking world to the U.S.	4 class days
5	Present tense of regular -er and -ir verbs	5 class days
6	Expressions with the infinitive ir a, tener que, and acabar de	4 class days
7	Chapter review	2 class days
8	Chapter 4 Tests Reading and Writing Tests Speaking Test	3 class days

Teacher Notes:
Curriculum Development Resources

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StudentWorks Plus

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learnspanish.com
conjuguemos.com

Unit Overview

ContentArea:	Spanish
Unit Title:	Unit 5: Deportes
Target Course/Grade Level:	Spanish I
Unit Summary:	In this chapter, students will learn to talk about different sports that are popular in the Spanish-speaking world, as well as compare sports in the U.S. and Spanish-speaking countries. They will also describe a soccer uniform and its various colors. To discuss these subjects, students will use the present tense of stem-changing verbs and the verbs <i>interesar</i> , <i>aburrir</i> , and <i>gustar</i> .
21st century themes:	Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets

Standards
7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.
7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Discuss people, places, objects and daily activities based on oral or written descriptions.
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.A.7	Compare and contrast unique linguistic elements in English and the target language.
7.1.NM.B.3	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.NM.C.1	Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
7.2.NM.C.2	Use language creatively in writing to respond to a variety of oral or visual prompts.
7.2.NM.C.4	Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do different cultural practices of the Spanish-speaking world compare to our own practices in the U.S.? • How do you talk about sports? • How do you describe a soccer uniform? • How do you identify colors? • How do we compare team sports in the U.S. and Spanish-speaking countries? • How do you use the present tense of stem-changing verbs? • How do you use verbs such as <i>gustar</i>, <i>interesar</i>, and <i>aburrir</i>? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Focusing on a universal theme such as sports allows students to relate personally to the material and encourages them to perceive their own experience from a global perspective.
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<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Talk about sports • Describe a soccer uniform • Identify colors • Compare team sports in the U.S. and Spanish-speaking countries • Use present tense of stem-changing verbs • Use verbs like <i>gustar</i>, <i>aburrir</i>, and <i>interesar</i>
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Evidence of Learning
Summative Assessment (7 days)

Listening activities	Projects on Famous Athlete in Spanish-speaking world
Authentic reading assignments	Writing assignment
Vocabulary quizzes	Reading assignment
Chapter test	Sport posters
Oral presentations	Presentations: Design and describe a soccer uniform
Partner Skits	

Equipment Needed: Cd player/Language lab, Interwrite board, Elmo, Computers

Teacher Resources: Text book: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines).

Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Foldables: Study guide
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss
- Conjugación Viva (conjugating verbs)

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about sports	On-going throughout the chapter
2	Describe a soccer uniform	4 class days
3	Sports in Spanish-speaking countries compared to the United States	3 class days
4	Baseball player Roberto Clemente	3 class days
5	How to identify colors	4 class days
6	Present tense of stem-changing verbs	3 class days
7	Verbs gustar, aburrir and interesar	3 class days
8	Chapter review	2 class days
9	Chapter 5 Tests Reading and Writing Tests Speaking test	2 class days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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[QuickPass glencoe.com](#)

[StudentWorks Plus](#)

Other websites for Spanish vocabulary & grammar practice:

[studyspanish.com](#)

[learns spanish.com](#)

[conjuguemos.com](#)

Unit Overview

Content Area:	Spanish
Unit Title:	Unit 6: De Vacaciones
Target Course/Grade Level:	Spanish I
Unit Summary:	In this chapter, students will learn to talk about summer and winter weather and activities both in the U.S. and in Spanish-speaking countries. They will discuss vacations they took in the past. To do this, students will learn the preterite tense of regular –ar verbs and ir and ser; as well as direct object pronouns.
21st century themes:	Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets

Standards	
7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.	
7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Discuss people, places, objects, and daily activities based on oral or written descriptions.
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.B.6	Identify professions and careers that require proficiency in a language other than English.
7.1.NM.C.1	Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
7.1.NM.C.2	Use language creatively in writing to respond to a variety of oral or visual prompts
7.2.NM.A.2	Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).
7.2.NM.A.3	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does one discuss summer and winter resorts in Spanish-speaking countries? • How does one talk about summer and winter weather and activities? • How does one explain past activities? • How does one use direct object pronouns correctly? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The concept of travel connotes different meaning to people according to their needs, likes, resources, and experiences. • Travel provides opportunities to gain new insights about self and the world. • The study of world language enables individuals to participate in multiple communities and enriches in their experiences.
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<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Talk about summer and winter weather and activities. • Discuss summer and winter resorts in Spanish-speaking countries. • Use preterite tense of regular –ar verbs. • Use preterite tense of ir and ser. • Use direct object pronouns correctly.

Evidence of Learning
Summative Assessment (10 days)

Listening activities	Travel brochure
Speaking activities	Map tourist locations for summer/winter activities
Authentic reading assignments	Reading assignments
Vocabulary quizzes	Writing assignments
Chapter test	Individual project
Oral presentations	Group project
Partner Skits	

Equipment Needed: Cd player/language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Travel advertisements.

Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Reading: brochure
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about summer and winter weather and activities	On-going throughout the chapter
2	Discuss summer and winter resorts in Spanish-speaking countries	On-going throughout the chapter
3	Use preterite tense of regular –ar verbs	5 class days
4	Use preterite tense of ir and ser	3 class days
5	Use direct object pronouns correctly	4 class days
6	Brochure	3 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	3 days
9	Chapter 7 Tests	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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[QuickPass glencoe.com](#)

[StudentWorks Plus](#)

Other websites for Spanish vocabulary & grammar practice:

[studyspanish.com](#)

[learns spanish.com](#)

[conjuguemos.com](#)

Unit Overview

Content Area: Spanish

Unit Title: Unit 7: En tu tiempo libre

Target Course/Grade Level: Spanish I

Unit Summary: In this chapter, students will be introduced to some cultural events they can enjoy with their classmates, friends, or family members during their free time. They will learn language they need to talk about a party, a concert, a film, or a visit to the museum. They will continue to learn to express past events with the Preterite of –er and –ir verbs. The preterite of –ar verbs will be re-introduced in a functional way with the activities of the chapter. They will also learn affirmative and negative expressions.

21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

CPI# Cumulative Progress Indicator (CPI)

7.1.NM.A.3 Discuss people, places, objects, and daily activities based on oral or written descriptions.

7.1.NM.A.4 Comprehend conversations and written information on a variety of topics.

7.1.NM.B.2 Use appropriate gestures, intonation and common idiomatic expressions of the target language.

7.1.NM.B.4 Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.

7.1.NM.C.2 Use language creatively in writing to respond to a variety of oral or visual prompts

7.2.NM.A.3 Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.NM.C.2 Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

Unit Essential Questions

- How does one talk about a birthday party?
- How does one discuss concerts, movies, and museums?
- How does one discuss Hispanic art and music?
- How does one talk about past events using the preterite of –ar, –er, and –ir verbs?
- How does one use the verbs oír and ir in the preterite?
- How does one use affirmative and negative words appropriately in the target language?
- Who are some famous artists and musicians in the Spanish-speaking world?

Unit Enduring Understandings:

- Entertainment like attending concerts, going to a museum and other cultural events play a valuable role in leisure time, as well as in teaching about a people’s culture.

Unit Learning Targets

Students will...

- Talk about a birthday party
- Discuss concerts, movies and museums
- Discuss Hispanic art and music
- Discuss architecture

- Use preterite of -er and -ir verbs correctly
- Use the verbs oír and leer in the preterite correctly
- Use affirmative and negative words correctly

Evidence of Learning

Summative Assessment (10 days)

Listening activities	Music video
Speaking activities	Reading assignment
Authentic reading assignments	Writing assignment
Vocabulary quizzes	Individual project
Chapter test	Group project
Oral presentations	
Partner Activity	
Description of different styles of art work in Spanish-speaking world	

Equipment Needed: Cd player/language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Travel advertisements.

Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Descriptions of art work from text
- Virtual tour of museums
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss
- Songs of different styles of music in Spanish-speaking world

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about birthday parties	On-going throughout the chapter
2	Discuss concerts, movies, and museums	On-going throughout the chapter
3	Discuss Hispanic Art and Music	3 class days
4	Use preterite tense of er and ir verbs	5 class days
5	Verbs oír and leer	4 class days
6	Affirmative and Negative words	3 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	2 days
9	Chapter 8 Tests: Reading and Writing Tests Speaking test	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Quia Interactive Online Student Edition found at quia.com

QuickPass glencoe.com

StudentWorks Plus

Virtual tours of museums

Other websites for Spanish vocabulary & grammar practice:

studyspanish.com

learnspanish.com

conjuguemos.com

Unit Overview	
Content Area:	Spanish
Unit Title:	Unit 8: Vamos de compras
Target Course/Grade Level:	Spanish I
<p>Unit Summary: In this chapter, students will be able to discuss clothing and talk about buying clothes and food. They will also compare shopping in Spanish-speaking countries with shopping in the United States. In order to do this, students will use numbers, the present tense of saber and conocer, the comparative and superlative forms, and demonstrative adjectives and pronouns.</p> <p>21st century themes: Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.</p>	
Learning Targets	
<p>Standards</p> <p>7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.</p> <p>7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p>	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Discuss people, places, objects, and daily activities based on oral or written descriptions.
7.1.NM.A.4	Comprehend conversations and written information on a variety of topics.
7.1.NM.B.1	Give and follow a series of oral and written directions, commands, and requests for participating in age appropriate classroom and cultural activities.
7.1.NM.C.4	Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
7.2.NM.A.1	Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
7.2.NM.A.4	Examine tangible products of the target culture(s) and begin to infer why people produce and use them.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does one talk about buying clothes? • How does one talk about buying foods? • How does one discuss similarities and differences between shopping in the United States and shopping in Spanish-speaking countries? • How does one buy food in a Spanish-speaking market place? • How does one use numbers over 100? • How does one use the present tense of verbs saber and conocer correctly? • How does one use the superlative and the comparatives correctly? • How does one use demonstrative adjectives and pronouns in target language? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • People shop out of necessity and for fun, whether it be for food, clothing or for gifts. • Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Talk about buying clothes and foods • Compare shopping in Spanish-speaking countries with shopping in the United States • Use more numbers • Use present tense of saber and conocer 	

- Use comparatives and superlatives
- Use demonstrative adjectives and pronouns

Evidence of Learning

Summative Assessment (10 days)

Listening activities	Group Project
Speaking activities	Individual Project
Authentic reading assignments	Writing assignment
Vocabulary quizzes	Reading assignment
Chapter test	Partner Skit: En el mercado
Oral presentations	

Equipment Needed: Cd player/language lab, Interwrite board, Elmo, Computers

Teacher Resources: Textbook: ¡Así se dice! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, novel, magazines). Travel advertisements.

Formative Assessments

- | | |
|-----------------------------------|--------------------------------|
| • Observation of oral discourse | • Thumbs up/down activities |
| • Discussions | • Whiteboard activities |
| • Questioning | • Communicative activities |
| • Do now/exit slips | • Dice Game |
| • Description of photos from text | • Soccer ball toss |
| • Battle ship game | • Charts saber vs. conocer |
| | • The price is right game show |

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about buying clothes and foods	On-going throughout the chapter
2	Compare shopping in Spanish-speaking countries with shopping in the United States	On-going throughout the chapter
3	Use more numbers	4 class days
4	Use present tense of saber and conocer	4 class days
5	Use comparatives and superlatives	4 class days
6	Use demonstrative adjectives and pronouns	3 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	2 days
9	Chapter 9 Tests: Reading and Writing Tests Speaking test	3 days
10	Cumulative Review	2 days

Teacher Notes:

Curriculum Development Resources

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