

FOREIGN LANGUAGE



GRADES
9-12



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The School District of
Maplewood Richmond Heights,
as a historically rich, culturally diverse
community, is dedicated to ensuring that all
students acquire and apply knowledge and
develop character to build the foundation of
the future through the invested partnership
of home, school, and community.

FOREIGN LANGUAGE CURRICULUM DEVELOPMENT

The Foreign Language Curriculum Committee has evolved over the last few years beginning with research and training in UbD (Understanding by Design) curriculum format and ongoing personal development. The Spanish Curriculum Committee would like to extend thanks to teachers, support staff, and administrators who provided assistance and comments during the development of this document.

Spanish Curriculum Committee

Summer 2003 - Fall 2004

Rebecca Kettler, Senior High School

Administrative Review

Dr. Catherine Von Hatten, Vice Superintendent and Head of Curriculum
Patrick McEvoy, Principal
Jayne Jackson, Administrator

MRH Foreign Language Department Philosophy and Beliefs

The MRH Foreign Language Curriculum ascribes to the philosophy that the knowledge of a foreign language is not only useful in the world of work and in communications with others, but it also enhances and improves their English skills. The knowledge of a foreign language enables students to do better on college entrance exams and improves their chances of being hired for a job. In this era of travel and technology, the students need to be prepared to be able to communicate effectively in a foreign language. In order to be successful in communication and literacy, students must master reading, writing, listening, and speaking in the target language. At MHR it is our professional duty to strive to be our best at all times by ensuring that we maximize our professional efforts to provide our students with the knowledge and learning environment that they need in order to succeed and excel in the demanding and constantly changing world.

1. Learning is developed within the personal, social, and intellectual environment of the individual learner.
2. An effective and strong foreign language program should provide developmental continuity.
3. The rapidly moving world necessitates effective communication and the awareness of other cultures and their characteristics.
4. Children learn best when the subject matter connects with their real life needs.
5. Learning is enhanced when students are able to explore with the teacher as a mentor and model.
6. Assessment is an integral part of instruction that is ongoing and multidimensional.
7. Literacy for the future means literacy in multiple languages and technologies.
8. Education must respond to the ever growing and changing global world.
9. High academic expectations serve a variety of learning styles that expand the learning environment and serve all children.
10. Multicultural perspectives are an integral part of foreign language learning which enables students in their future role of making global decisions.

Equity in the Foreign Language Classroom

The Maplewood-Richmond Heights School District believes that it is the right of every student to receive equal opportunities in all educational programs and activities conducted by the district. It is the policy of the Board of Education to accord equal consideration and impartial treatment regardless of race, national origin, color, religion, ancestry, sex, age, socioeconomic status, or disability. In keeping with this policy, the district ensures equitable programs, course offerings, facilities, services, and educational materials. The district also promotes equal opportunities for educational development by equipping all students with technology, research, and job-preparedness skills.

In order to promote equity, the Maplewood-Richmond Heights School District and the Foreign Language Curriculum focuses on the following areas below:

Gender Equity

Racial/Ethnic Equity

Disability

Technology

Research/Information Processing

Workplace/Job Preparedness

In the Spanish foreign Language classroom, issues of equity are dealt with in a variety of ways. Many questions related to Gender Equity, Racial Equity, and Disability often are addressed as students compare and contrast cultural differences evident in the Spanish-speaking world and the United States. Textbook materials used in the classrooms often depict in lesson photography students with disabilities and socio economic problems, thus enabling students to explore the issue of disabilities and socio-economic problems in the Hispanic culture.

Technology and Research/Information Processing is at the core of the MRH Curriculum where it becomes apparent that it plays a strong role in student achievement in both the activities and the assessments. Further, because foreign language teachers today stress the importance of knowing another language for increased job opportunities, there are specific activities and assessments that address both the Workplace and Job Preparedness.

We are confident that all issues related to Equity are addressed in the Spanish curriculum and that students in Spanish classes are better prepared to recognize issues of equity in both the Spanish-speaking world as well as in their own community.

FOREIGN LANGUAGE GRADUATE OUTCOMES

**GRADUATES FROM MRH HIGH SCHOOL WITH AT LEAST
TWO YEARS OF FOREIGN LANGUAGE INSTRUCTION
WILL BE ABLE TO:**

- **COMMUNICATE (SPEAK, LISTEN, READ, AND WRITE) IN A FOREIGN LANGUAGE.**
- **KNOW THE LANGUAGE AND CULTURE OF ANOTHER COUNTRY.**
- **DEMONSTRATE INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE, CREATING AN AWARENESS FOR HIS/HER OWN CULTURE AND LANGUAGE.**
- **PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.**

MRH FOREIGN LANGUAGE STRANDS

Interpretive Communication:

Strand A

Students will identify people, objects, events, or activities in their school, home, or town based on an oral or written description in Spanish.

Strand B

Students will understand the principal message contained in various Spanish-language media such as illustrated texts, posters, realia, and advertisements.

Spanish I

Students will understand and identify main ideas and/or principal characters in brief reading selections from authentic realia, youth magazines, the Internet, the World Wide Web, or other printed sources in Spanish.

Spanish I

Students will understand the main themes and significant details of writings on topics from other subjects and products of the cultures as found in newspapers, e-mail, the Internet, the World Wide Web, or other printed sources in Spanish.

Spanish III

Students will demonstrate an understanding of the main ideas and significant details of live and recorded discussions, short lectures, and presentations in Spanish on current or past events as reported in Spanish-language newspapers, television, video, or the Internet.

Interpersonal Communication

Strand A

Students will ask and answer questions in Spanish about familiar topics.

Strand B

Students will exchange descriptions in Spanish of people or activities with a peer and/or of peers.

Spanish I

Students will exchange information about personal events, friends, and family, memorable experiences, or school activities with peers.

Spanish II

Students will engage in oral and written exchanges in Spanish that include providing and obtaining information, expressing feelings and preferences, and exchanging ideas about familiar topics.

Spanish III

Students will use Spanish to exchange and support their opinions and individual perspectives with peers and/or other Spanish speakers on a variety of topics dealing with contemporary and/or historical events.

FOREIGN LANGUAGE LEARNER OUTCOMES

NOVICE LEARNER

GRADES 9-10

The beginning foreign language student should know the following:

- 1.1 How to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
(Goal 2;CA6,SS6,Hp7)

All students should be able to:

- Carry on a short conversation about personal interests.
- Ask and answer questions.
- State personal preferences and feelings.
- Express personal needs and social amenities.
- Ask for repetition and repeat to ensure understanding.

- 1.2 How to understand and interpret written and spoken language on a variety of topics. (Goal 1; CA5, MA3, SC8)

- Understand age-appropriate written materials on familiar topics.
- Use previous classroom experience with the language to understand its spoken and written forms.
- Understand spoken and written language that has strong visual support.
- Comprehend the main idea of selected authentic materials, such as newspapers and magazines.

- 1.3 How to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Goal 3; CA6, SS6, FA3)

- Dramatize songs, short poems, or dialogues, videos, and radio broadcasts.
- Write and present a short narrative about their personal lives.
- Give simple commands to a classmate.
- Tell a simple story.
- Write brief messages to friends (postcards, letters, or e-mail).

- 2.1 How to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Goals 1/4; CA7, SS5, 6, FA2, HP2, 3)

- Observe and imitate appropriate patterns of behavior, such as greetings or gestures used with friends and family in the cultures studied.
- Participate in and learn about age-appropriate cultural activities, such as games, songs, and holiday celebrations.

- Identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family.
- 2.2 How to demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Goal 3; SC8, SS4)
- Identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures.
 - Identify some major contributions and historical figures from the cultures studied that are significant in their own culture.
 - Identify some historical and contemporary influences from other cultures that are significant in their own culture.
- 3.1 How to reinforce and further their knowledge of other disciplines through the foreign language. (Goals 1, 2, 3, 4; all subject area goals)
- Discuss basic concepts learned in other subject areas, such as weather, math facts, geographical concepts, etc.
- 3.2 How to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (Goals 1, 2, 3, 4; CA1, SS3, 7, FA5)
- Read, watch, listen to, and ask and answer questions about age and developmentally appropriate materials intended for native speakers of target language.
- 4.1 How to demonstrate understanding of the nature of language through comparisons of the language studied and their own. (Goals 2, 3, 4; CA1, 2, 3, 4, SC7, FA2, 4)
- Cite examples of cognates that enhance comprehension of spoken and written language.
 - Demonstrate an awareness of the various ways of expressing ideas.
 - Report similarities and differences between the sound and writing system of target and native language.
- 4.2 How to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (Goals 2, 4; CA7, SS3, 6, FA4, HP4, 6)
- Compare and contrast tangible products (e.g. toys, clothes, housing, food) of the target and native cultures.
 - Compare simple patterns of behavior or interaction in various social (school, family, community) and cultural settings (dining, bathing, toilet etiquette, etc.).

- Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages/cultures.
- 5.1 How to show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (Goals 1, 2, 3, 4; CA2, 3, 4, MA1, SC3, SS2, HP3, 5, 6)
- Communicate on a personal level with speakers of the language via letters, e-mail, audio, and/or videotapes.
 - Identify professions that require proficiency in another language.
 - Present information about target language and culture to others.
- 5.2 How to show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (Goals 1, 2, 3, 4; CA2, 3, 4, MA1, SC3, SS2, HP3, 5, 6)
- Read materials and/or use media from the target language for enjoyment.
 - Play sports or games from the culture.
 - Exchange information about topics of personal interest.
 - Plan real or imaginary travel.
 - Attend or view via media cultural events and social activities.

FOREIGN LANGUAGE LEARNER OUTCOMES

INTERMEDIATE LEARNER

GRADES 10-11

The intermediate foreign language student should know the following:

- 1.1 How to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Goal 2; CA6, SS6, HP7)
 - Sustain a conversation including descriptions on selected topics about themselves and their state or country.
 - Ask and answer a variety of questions, giving reasons for their answers.
 - State personal preferences and feelings with some explanation.
 - Give possible solutions to a problem related to a personal need.
 - Ask for simplification and suggest alternative words to ensure understanding.
- 1.2 How to understand and interpret written and spoken language on a variety of topics. (Goal 1; CA5, MA3, SC8)
 - Understand selected written materials on topics of personal interest.
 - Begin to derive meaning through use of prediction, prefixes, suffixes, root words similar to English, contextual clues, and word order.
 - Understand spoken and written language that incorporates familiar vocabulary and structures.
 - Comprehend the main idea and some supporting ideas of selected authentic materials.
- 1.3 How to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Goal 3; CA6, SS6, FA3)
 - Present student-created and/or authentic short plays and skits.
 - Write and deliver a short presentation about their school or community.
 - Give simple directions to a classmate in order to complete a task.
 - Tell a story incorporating some description and detail.
 - Write short compositions and letters.
- 2.1 How to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Goals 1, 4; CA7, SS5, FA2, HP2, 3)
 - Interact with culturally appropriate patterns of behavior in everyday situations.
 - Compare and contrast activities from other cultures to their own.

- Identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes.
- 2.2 How to demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Goal 3; SC8, SS4)
- Compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture.
 - Identify major contributions and historical figures from the cultures studied that are significant in the world today,
 - Identify some historical and contemporary influences from other cultures that impact today's society, such as the democratic form of government and environmental concerns.
- 3.1 How to reinforce and further their knowledge of other disciplines through the foreign language. (Goal 1, 2, 3, 4; all subject area goals)
- Talk about topics from other school subjects such a geographical terms and concepts, scientific information, etc.
 - Comprehend short developmentally appropriate written or video in target language on topics being studied in other classes.
 - Present oral or simple written reports in target language on topics being studied in other classes.
- 3.2 How to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (Goals 1, 2, 3, 4; CA1, SS3, 7, FAS)
- Read, watch, listen to, and talk about age and developmentally appropriate materials intended for native speakers of target language.
- 4.1 How to demonstrate understanding of the nature of language through comparisons of the language studied and their own. (Goals 2, 3, 4; CA1, 2, 3, 4, SC7, FA2, 4)
- Use cognates to enhance spoken and written language.
 - Recognize the role of dialect, slang, and age/status/gender-differentiated speech.
 - Demonstrate awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.
- 4.2 How to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (Goals 2, 4; CA7, SS3, 6, FA4, HP4, 6)

- Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits) by analyzing selected practices from the target and native culture.
- Contrast verbal and non-verbal behavior in activities among friends, classmates, family members, and teachers in the target and native culture.
- Hypothesize about the relationship between cultural perspectives and expressive products (e.g., visual and performing arts, both traditional and contemporary) by analyzing selected products from the target culture and their own.

5.1 How to use the language both within and beyond the school setting. (Goals 2, 3, 4; CA6, MA2, HP7)

- Communicate orally or in writing with members of the target culture regarding topics of personal interest, community, or world concerns.
- Interact with members of the local community to learn how they use the target language in their professional and personal lives.
- Participate in activities that benefit the school or community.

5.2 How to show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (Goals 1, 2, 3, 4; CA2, 3, 4, MA1, SC3, SS2, HP3, 5, 6)

- Read materials and/or use media from the target language for enjoyment or personal growth.
- Play sports or games from the culture.
- Consult various sources in the language to obtain information on topics of personal interest.
- Plan real or imaginary travel.
- Attend or view via media cultural events and social activities.
- Use various media from the language and culture for entertainment.

FOREIGN LANGUAGE LEARNER OUTCOMES

PRE-ADVANCED LEARNER

GRADES 11-12

The pre-advanced foreign language student should know the following:

- 1.1 How to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Goal 2; CA6, SS6, HP7)
 - Discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion.
 - Ask and answer a variety of questions that require elaboration and substantiation of opinions.
 - Defend personal preferences, feelings, and opinions with substantive arguments.
 - Suggest options and negotiate to solve a problem.
 - Ask for clarification and be able to paraphrase to ensure understanding.

- 1.2 How to understand and interpret written and spoken language on a variety of topics.
 - Understand written materials on a wide variety of topics.
 - Use word forms, word order, contextual clues, and prediction to derive meaning.
 - Use extensive listening and reading strategies to understand a wide variety of topics.
 - Comprehend the main ideas and supporting ideas of authentic materials.

- 1.3 How to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Goal 3; CA6, SS6, FA3)
- Present student-created works and authentic literature.
 - Write and present a speech on a substantive topic.
 - Give a series of detailed instructions to someone.
 - Create a story with substantive description and detail.
 - Write formal compositions and letters for a variety of purposes.
- 2.1 How to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Goals 2, 4; CA7, SS5, 6, FA2, HP2, 3)
- Interact in a variety of cultural contexts with sensitivity and respect.
 - Examine the role and importance of various activities within the cultures studied.
 - Explain how beliefs, perspectives, and attitudes affect behaviors within the cultures studied.
- 2.2 How to demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Goal 3; SC8, SS4)
- Connect objects and symbols of other cultures to the underlying beliefs and perspectives.
 - Examine the role and significance of the contributions of other cultures in today's world.
 - Discuss how historical and contemporary influences from other cultures shape peoples views of the world and their own attitudes toward issues facing the world.
- 3.1 How to reinforce and further their knowledge of other disciplines through the foreign language. (Goals 1, 2, 3, 4; all subject area goals)
- Engage in simple discussions on topics from other school subjects such as worldwide health issues or environmental concerns.
 - Acquire information from a variety of sources written in target language about a topic being studied in other school subjects.

- Combine information from other school subjects with information in target language in order to complete language classroom activities.
 - Exchange information orally and/or in writing regarding topics that are being studied in other subjects.
- 3.2 How to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (Goals 1, 2, 3, 4; CA1, SS3, 7, FA5)
- Use selected sources, both teacher-adapted and those intended for same-age speakers of target language.
- 4.1 How to demonstrate understanding of the nature of language through comparisons of the language studied and their own. (Goals 2, 3, 4; CA1, 2, 3, 4, SC7, FA2, 4)
- Recognize that cognates undergo changes in meaning and form from native to target language.
 - Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.
 - Compare and contrast writing systems if different from native language.
- 4.2 How to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (Goals 2, 4; CA7, SS3, 6, FA4, HP4, 6)
- Explore the relationship of products and perspectives in target culture and compare and contrast these with their own.
 - Explore the relationship of perspectives and practices in target culture and compare and contrast with their own.
 - Reflect on how they feel using or thinking in target language compared to base language and articulate cultural differences they perceive.
- 5.1 How to use the language both within and beyond the school setting. (Goals 2, 3, 4; CA6, MA2, HP7)

- Communicate orally or in writing with members of the target culture regarding topics of personal interest, community, or world concern.
- Participate in career exploration or school-to-work project in which they might use proficiency in target language and culture.
- Write and illustrate stories and reports to present to others.

5.2 How to show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (Goals 1, 2, 3, 4; CA2, 3, 4, MA1, SC3, SS2, HP3, 5, 6)

- Consult various sources in the language to obtain information on topics of personal interest.
- Engage in activities related to their personal interests, such as cooking, crafts, etc.
- Establish and/or maintain interpersonal relations with speakers of the language.

Spanish I

Introduccion I
Somos Asi I
Leccion A Mucho gusto

Grade Level: 9 & 10
Recommended Instructional Time: 1 week

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the Alphabet	Recite the Spanish alphabet and be able to identify the different letters and correct pronunciation and use of each letter	Students will sing the Spanish alphabet and spell their names using the Spanish alphabet. Students will work with partners to memorize the alphabet and spell different words. View video on the alphabet	<ul style="list-style-type: none"> • Oral quiz • Video of alphabet • Test • Cooperating activity • Vocabulary quiz • Drills 	1.1,1.2,1.3, 2.1,3.2,4.1, 5.1	1.3,1.5,1.7,2.1 2.3,3.1
Know the signs of punctuation	Recognize and use the inverted question and exclamation marks and use them correctly Understand the use of accent marks and how it changes the stress on the vowels	Students will practice writing questions and greetings using correct punctuation Students will write a dialog with a partner Students will practice pronouncing words with accents		1.1,1.4,1.7	1.3,1.5,1.7, 2.1,2.3
Know basic expressions of introduction and departures, and basic greetings.	Engage in conversation using correct vocabulary and write simple expressions of courtesy	Students will ask and reply to basic questions in Spanish in class and with partners Students will recite and memorize a skit in Spanish and the meaning in English Students will write a skit with a partner and perform in front of the class Students will help each other memorize vocabulary using flash cards		1.11,2,1.3 2.1,3.2	1.3,1.7,1.12 2.1,2.2,2.3,3.1
Know and recognize Spanish names	Ask and respond to how one is called	Give each student a Spanish name and have them ask and answer to how they are called Pronounce names and have students practice oral production skills		1.1,2.1,3.2	1.3,1.4,1.6

Spanish I

Introduccion I
Somos Asi I
Leccion B Saludos

Grade Level: 9 & 10
Recommended Instructional Time: 1 week

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
<p>Know expressions of courtesy and discuss health</p> <p>Knows the difference between the singular and plural formal and informal address</p> <p>Know how to abbreviate formal and informal forms of address</p>	<p>Exchange information on how they feel Respond using expressions of courtesy</p> <p>Use the correct form of address with people and animals</p> <p>Recognize and write abbreviations correctly</p>	<p>Students will ask their partner how they are feeling and write a short dialogue using the expressions of courtesy. Students will act out how he or she is feeling, while others guess what the vocabulary word is.</p> <p>Using role play students will introduce themselves and others in the classroom. Using flash cards they will indicate the use of the formal or the informal.</p> <p>Identify the person being spoken to and then write the abbreviated word for each person in the singular and the plural.</p>	<ul style="list-style-type: none"> • Group discussion • Quiz (oral & written) • Class activity • Written exercises • Quiz skit 	<p>1.1,2.1,,5.1, 5.2,4.1,4.2</p> <p>1.1,1.2,1.3, 2.1,2.2,3.2, 4.1,4.2,5.1, 5.2</p> <p>1.1,1.2,2.1, 3.2</p>	<p>1.1,1.3,1.4, 1.6,2.0,2.3 2.6,3.1</p> <p>1.1,1.6,2.2, 3.5</p> <p>1.6,3.6</p>

Spanish I

Introduccion I

Somos Asi I

Leccion C ¿De donde eres?

Grade Level: 9 & 10

Recommended Instructional Time: 1 week

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
<p>Know Spanish speaking countries and their capitals</p> <p>Know Spanish names and nicknames</p> <p>Know how to ask and tell people where they come from</p> <p>Know the singular and plural personal pronouns</p> <p>Know the simple verb: <i>ser</i></p>	<p>Name countries and capitals where Spanish is spoken and recognize them on the map</p> <p>Ask for and give names and nicknames</p> <p>Ask and answer questions to tell where people live</p> <p>Recognize and use personal pronouns by addressing each other</p> <p>Use and write the verb: <i>to be</i></p>	<p>Fill in a map with the countries and capitals. Using flash cards work with a partner to memorize the different country and capitals. Discuss some cultural differences between countries.</p> <p>Role-play activities where students choose a country they come from and tell where they live. Students will say a capital and the others will tell them which country they come from. Sing a song about different countries and where people come from.</p> <p>Form sentences and questions using the personal pronouns with others in the class. List and identify pronouns correctly.</p> <p>Conjugate the verb <i>ser</i> using a chart. Fill in the correct form of the verb and pronoun in sentences. Use the verb <i>to be</i> to ask questions and answer questions in the correct person. Use flash cards with partners to memorize the verb <i>ser</i></p>	<ul style="list-style-type: none"> • Fill in map • Class co-op activity • Small group activity • Drills • Verb quiz • Oral quiz 	<p>1.3,2.1,2.2,3.1,3.2,4.2,5.1,5.2</p> <p>1.1,1.2,1.3,2.1,3.2,4.1,,4.2,5.1,5.2</p> <p>1.1,1.2.2.1,3.2</p> <p>1.1,3.2,5.1</p>	<p>1.1,1.4,1.6,2.3,3.3,3.5,4.6</p> <p>1.1,1.2,1.4,1.6,2.3,3.4,3.7</p> <p>1.6,3.6</p> <p>1.1,1.6,2.1,2.5,3.6</p>

Spanish I

**Introduccion I
Somos Asi I**

Leccion D En el colegio

Grade Level: 9 & 10

Recommended Instructional Time: 1 week

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know how to seek and provide personal information	Write and ask questions using whom and correct vocabulary	Students will construct and perform an introduction to the class in a role play. Students will answer questions about their classmates using conversation expressions.	<ul style="list-style-type: none"> • Quiz • Test • Coop activity • Worksheet 	1.1,1.2,1.3, 3.2,4.1,4.2	1.3,1.7,2.1
Know the genders of the nouns	Distinguish between the feminine and the masculine nouns Name and recall articles fro current vocabulary	Inform students of the different endings that take on either the feminine or masculine gender. Have students provide orally and in writing the appropriate definite article for the given nouns.		1.1,2.1,3.2, 4.1	1.6,3.6
Know the classroom vocabulary	Identify and name the classroom objects using he correct definite article	Drill the students using flash cards and classroom objects. Have students drill their partner or ask other classmates in Spanish what the object is. Memorize a rhyme and play a game with the classroom objects.		1.1,1.2,2.2, 3.2,4.1	1.5,1.6,1.8, 2.2
Know the indefinite articles <i>un</i> and <i>una</i>	Recognize the difference between the definite and indefinite articles Use the correct indefinite article Ask questions using the question word <i>what</i> in Spanish.	Students will provide the corresponding indefinite article for each given noun. Using classroom objects and pictures students will ask their classmates what different objects are.		1.1,1.2,1.3, 2.1,2.2,4.1, 4.2,5.1,5.2	1.1,1.6,2.1, 2.2,2.4,3.5, 4.6
Know how to improve their pronunciation of new vocabulary	Say and divide words into syllables	Listen to tapes and repetition drills.		1.2,1.5,3.2	1.6
Know how cognates enhance comprehension	Recognize that cognates do not always have the same meaning and usage Students will understand how to use cognates for expression and comprehension	Cite examples of cognates from a dictionary or magazine and report similarities and differences between sound and definition. Write a list in Spanish and English comparing cognates.		1.2,1.4,1.7	1.3,1.4

Spanish I

**Introduccion I
Somos Asi I
Leccion E**

**Grade Level: 9 & 10
Recommended Instructional Time: 1 week**

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the location of classroom objects	Ask and respond to where a particular object is in the classroom	Students take turns asking each other where objects are in the classroom. Have students brainstorm on where different objects could be hidden in the classroom.	<ul style="list-style-type: none"> Asher Activity Oral quiz Group Activity Vocabulary Quiz Journal 	1.1,1.2,1.3, 2.1.1,2.2,4.2, 5.2	1.1,1.2,1.4, 1.6,2.4,2.7, 3.3
Know the plural of nouns and articles	Use nouns and verbs in the plural in written and oral format	Change nouns from the singular to the plural.		1.1,1.2,1.3, 2.1,2.2,4.1, 4.2,5.1,5.2	1.1,1.6,2.1,2.2 ,2.4,3.5,4.6,
Know general classroom commands and expressions	Respond to directions and class commands	Students will act out certain phrases and commands. Students will give each other orders and perform actions.		1.1,1.2,1.3, 3.2,5.1	1.1,1.7,2.7,3.4
Know the name of the basic colors	Name and spell the colors	Students will use flash cards to drill the colors of classroom objects. Supplement activities with a video on colors. Have students color different cards and posters.		1.1,1.2,2.2, 3.2	1.4,2.3,3.5

Spanish I

Introduccion I
Somos Asi I
Leccion F Los numeros del 0 al 59

Grade Level: 9 & 10
Recommended Instructional Time: 1 week

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the numbers from 0 – 59	Recite and write the numbers correctly	Students will say and spell the numbers by using flash cards and drills. Students will tell their partners their phone numbers and their age. Students will do simple math problems.	<ul style="list-style-type: none"> • Oral quiz • Vocabulary test • Written quiz • Small group work 	1.1,1.2,1.3, 3.2,4.1,5.1	1.3,1.4,1.7 2.1,2.2,1.8, 1.10
Know how to tell time	Ask what time it is and reply using different expressions	Students will ask classmates what time it is using a clack or flash cards. Students will ask each other at shat time they have different school activities scheduled. Students will play a Bingo time telling game.	<ul style="list-style-type: none"> • Coop activity • Unit test 	1.1,1.3,2.1, .1,5.1,3.4	1.5,1.7, 1.12,2.2, 2.4,2.5,2.8, 3.1,4.6, 3.5

Spanish I

Grade Level: 9 & 10

Recommended Instructional Time: 4 weeks

Capítulo 1
Somos Así I
Lección 1

Presentaciones

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know how to make introductions	Introduce their friends and family to others	Using role play choose a few students and introduce them to the class as family members or friends. Write a dialogue where two people introduce their family to each other.	<ul style="list-style-type: none"> • Rubric • Student self-assessment • Individual poster • Coop. Group activity • Quiz • Test • Oral quiz 	1.1,1.2,1.3, 2.1,2.2,3.2, 4.1,4.2,5.1	1.1,1.6,2.1, 2.7,3.5,4.6
Know the use of the preposition <i>de</i> to indicate possession	State possession using the preposition <i>de</i> with singular and plural nouns	Students will participate in oral and written activities where they identify an object and its owner. Students will define other people with descriptive possessive phrases.		1.1,1.2,1.3, 2.1,3.2,4.1, 5.1	1.5,1.6,2.3, 2.6,3.1,4.1
Know the reflexive pronouns and how to use them	Understand that these reciprocal pronouns refer to the subject or object of a verb	Students will express orally and in writing how they and others are called using the verb <i>llamar</i>		1.2,1.2,1.3, 3.1,4.1,5.1	1.5,1.7,2.3, 2.4,3.1
Know how to use the preposition <i>a</i> to	Use the preposition <i>a</i> when stating where they and others want to go in written and oral forms. Correctly use the contractions of <i>al</i> and <i>del</i> with nouns	Students will answer questions orally and written about where they and others are going. Students will express to their partners where they are going.		1.1,1.2,1.3, 2.1,3.2,4.1	1.5,1.6,2.3, 3.3
Know the numbers 60 – 100	Recite and write the Spanish numbers correctly	Students will participate in various oral and written activities to help them memorize the numbers. Students will play a Binge and math game.		1.1,1.2,1.3, 3.1,3.2,4.1, 5.1	1.3,1.4,1.7, 2.1,2.2,2.3, 2.6,3.1,
Know how to read a simple Spanish dialogue.	Translate simple dialogues and skits	Students will practice pronunciation and review vocabulary using flash cards. Students will act out skits and dialogues,		1.1,1.2,1.3 3.2,4.1,5.1	1.1,2.3,3.4 3.5,4.1

Spanish I

Capítulo 1
Somos Así I
Lección 2 Presentaciones

Grade Level: 9 & 10
Recommended Instructional Time: 2 weeks

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the question words	Formulate questions in Spanish using question words and verb first order Recognize and answer simple questions in Spanish	Students will work with different diagrams and visual activities to compose questions and give answers. Students will work in groups constructing simple questions and answers about themselves and others.	<ul style="list-style-type: none"> • Written tasks • Small group activity • Coop activities • Verb chart • Oral quiz • Written assessments 	1.1,1.2,1.3, 4.1,4.2,5.1	1.3,1.4,1.6, 2.3,2.8,3.1, 4.1,4.6,4.8
Know the verb <i>ir</i> to go	Express where they and others are going by using the verb to go <i>ir</i> Talk about the future using the present tense of <i>ir</i> and the preposition <i>a</i>	Students will conjugate and use the verb <i>ir</i> by using a chart and graphic organizers. Students will construct questions and answer orally and written with the class. Students will learn by doing; giving oral commands and act out pantomimes for others to guess.		1.1,1.2,1.3, 2.1,3.2,4.2, 5.1,5.2	1.1,1.4,1.8, 2.1,2.2,2.5, 2.7,3.1,3.2, 3.3,4.1

Spanish I

Capítulo 2
Somos Así I
Lección 3

La familia y los amigos

Grade Level: 9 & 10

Recommended Instructional Time: 4 week

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know vocabulary for the family	Identify family members	Create a family tree and explain the relationship to each other. Introduce their family by role playing with other students in front of the class.	<ul style="list-style-type: none"> Rubric for posters Culture capsule Small group a class activity Student self-assessment Oral quiz Written test 	1.1,1.2,1.3, 2.1,2.3,3.2, 4.1,4.2,5.1	1.1,1.6,2.1, 2.7,3.5,4.6
Know cultural characteristics of family life in Latin America	Recognize and compare differences in cultures	Read and discuss cultural differences in the classroom and in groups. Create a written and oral report on a cultural aspect of family life in Latin America using the internet. View a video on family life and culture of Puerto Rico and Mexico.		1.1,1.2,1.3, 2.4,2.2,3.1, 3.2,4.2,5.1, 5.2	1.1,1.2,1.4,1.5, 1.7,2.1, 2.7,3.1,3.2,3.5, 4.1,4.6
Know the possessive pronouns	Express possession by use of the possessive pronouns	Students will identify their friends and family using the possessive pronouns in photographs, family tree, and oral activities. Students will interview each other asking questions about their family relationships and objects in the classroom.		1.1,1.2,1.3, 2.1,3.2,4.1, 4.6	1.5,1.6,2.2, 2.3,2.6,3.1, 4.6
Know the adjectives and rules of gender and number	Describe nouns using them correctly in a sentence	Students will orally describe and ask questions about family and friends. Students will write descriptions of different people and objects. Students will define people for others to guess.		1.1,1.2,1.3, 3.1,3.2,4.1, 5.1	1.4,2.1,2.3, 2.5,2.6,2.7, 3.1,4.1
Know expressions with verb <i>estar</i>	Express state of being or condition of people and objects	Students will distinguish differences of opposites by using visual aides. Students will act out expressions and have others guess.		1.1,1.2,1.3, 2.1,4.1,5.1	1.5,1.6,2.2, 2.3,2.5,2.7, 3.1,4.6
Know the relative pronoun <i>que</i> and how it is used	Correctly use <i>que</i> when describing a noun or situation	Students will express strong feelings about something they experiencing orally by using pictures. Students will play a game of acting out a feeling and have the class guess.		1.1,1.2,3.1, 3.2,4.1,5.1	1.1,1.6,2.1, 2.5,2.6,3.1, 4.1,4.6

Spanish I

Capitulo2
Somos Asi I
Leccion 4 La familia y los amigos

Grade Level: 9 & 10
Recommended Instructional Time: 3 weeks

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the expressions <i>me gusta</i> and <i>no me gusta</i>	Express a like or dislike of something or someone	Students will ask and tell each other what they like and dislike. Students will view a video on “Me gusta”.	<ul style="list-style-type: none"> • Video • Written task • Listening materials • Cooperative activity • Check list • Small group discussion • Class activity • Quiz • Unit test 	1.1,1.2,1.3, 1.4,2.2,2.7,	1.1,2.3,3.3, 3.4,2.2,2.7
Know how to use disjunctive pronouns and objects of a preposition	Express an opinion using a preposition with the correct pronoun	Students will work in pairs to express their views on certain simple situations and likes. Students will make a list of what the other group members do and do not like to do.			
Know verbs in the infinitive	Construct sentences with verbs in the infinitive to tell what they are doing	Students will play a guessing game in front of the class where they will take turns acting out a verb and other others will say that they are doing. Students will create oral and written sentences using verbs in the infinitive.		1.1,1.2,3.1, 3.2,4.1,5.1	1.1,1.6,2.1,2.5 ,2.6,3.1, 4.1,4.6
Know how to describe a person	Describe people using adjectives	Describe themselves and other classmates orally and written. Identify adjectives using real and picture clues.		1.1,1.2,1.3, 2.1,2.2,3.2, 4.1,4.2,5.1	1.1,1.6,2.1, 2.7,3.5,4.6
Know the difference between the verb <i>ser</i> and <i>estar</i>	Recognize that there are tow verbs o be and be able to use them correctly	Class discussion and board demonstrations about the differences and similarities between the two verbs to be. Students will state different permanent and temporary situations they and others are in.		1.1,1.2,1.3, 4.1,5.1	1.7,2.3,2.4, 2.5,2.8,3.1, 4.1,4.6,4.8

Spanish I

Capitulo 3
Somos Asi I
Leccion 5&6 Todos los dias

Grade Level: 9 & 10

Recommended Instructional Time:

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the calendar and expressions of item	Recite the seasons, months, and days of the week Ask questions and tell when events are taking place	Students will fill in a calendar with specific dates and special holidays. Students will respond to teacher or other students when asked when they have a birthday. Students will list when several activities take place.	<ul style="list-style-type: none"> • Cooperative group activity • Oral quiz • Verb chart • Class activity • Written tasks • Video • Small group discussion 	1.1,1.2,1.3, 2.1,4.1,5.1	1.1,1.6,3.2, 5.1,2.3,2.5,
Know the regular endings of <i>-ar</i> , <i>-er</i> , <i>-ir</i> verbs.	Conjugate regular <i>-ar</i> , <i>-er</i> , <i>-ir</i> verbs Identify the singular and plural person of each verb Compose simple sentences with the <i>-ar</i> verbs	Students will act out the verbs and phrases for others to guess. Students will fill in several charts and graphic organizers. Students will play games and throw a ball as they say the correct verb ending. Students will fill in the blanks in sentences indicating the correct form of the verb.		1.1,1.2,1.3, 2.1,3.1,4.1, 5.1	1.1,1.5,1.6, 1.7,2.3,2.4, 2.5,2.8,3.1,3.4 ,4.1,4.6
Know places in the city	Tell where they are going in the city Identify stores and places in the city	Students will tell and replay to □ where they are going in the city. Using flash cards the students will recognize the different city buildings. Students will respond to and give directions on where to go.		1.1,1.2,1.3, 3.2,4.1,1.5	1.1,2.3,3.4, 3.5,4.1
Know about music in Spanish speaking countries	Read and gather information about music in Spanish speaking countries Compare similarities and influences of music around the world	Students will listen to various CD's and view videos. Students will discuss music and their likes and dislikes.		1.1,1.2,1.3, 2.1,2.2,2.4, 2.7	1.1,1.2,1.4,1.6 ,2.4,2.7
Know the numbers 1-1000	Recite and write the numbers	Students will do several puzzles and mathematical problems. Students will play Bingo and other games.		1.1,1.2,1.3, 3.1,3.2,4.1, 5.1	1.3,1.4,1.7, 2.1,2.2,2.3

Spanish I

Capítulo 4
Somos Así I
Lección 7 La casa

Grade Level: 9 & 10
Recommended Instructional Time:

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the endings for <i>-er</i> and <i>-ir</i> present tense verbs	Conjugate verbs ending in <i>-er</i> and <i>-ir</i> Identify the subject pronouns for each form of the conjugated verb	Students will fill a chart to conjugate the verbs Individually and in pairs, students will construct sentences using graphic organizers. Students will participate in a class fun activity of cutting phrases of a sentence and finding the logical completion. Students will translate simple sentences and questions from English to Spanish.	<ul style="list-style-type: none"> Charts Graphic organizer Small group activity Student self-assessment Written tasks Oral quiz Written quiz Test 	1.1,1.2,1.3, 2.1,3.1,4.1	1.5,1.6,1.7, 1.1,2.3,2.4,2.5, 2.8.3,1.3.4.4, 1,4.6,1.8
Know vocabulary associated with the house	Describe house and furniture using predicate adjectives and nouns	Students will identify names of rooms and furniture using real and picture clues. Students will use a kit to put furniture where told by teacher and other students. Students will describe a room and their partner will guess.		1.1,1.2,1.3, 2.1,2.2,3.2, 4.1,4.2,5.1	1.1,1.6,2.1, 2.1,2.7,3.5,4.6
Know how to write a simple letter	Write and translate a simple letter	Students will fill in the missing parts of a letter. Students will write a postcard. Students will translate a letter from English to Spanish.		1.1,1.2,1.3, 2.1,2.2,3.1, 3.2,4.1,5.1	1.1,1.4,1.8,1.1 0,2.1, 2.5,2.7,3.1, 3.2,3.3,4.1
Know the polite form	Express a wish of desire using the polite form of <i>querer</i>	Students will tell each other and the teacher what they would like to do., In groups, students will interview each other and write down their partner's wishes and desires. Students will write a list of where they would like to travel to and what they would like to see in another country.		1.1,1.2,1.3, 2.1,2.2,3.1, 3.2,4.1,5.1, 4.6	1.1,1.4,1.6,1.8, 2.1,2.2,3.4,4. 1,4.6
Know the forms of comparatives	Use expressions of quantity when expressing a desire.	Students will act out expressions for others to guess Pick a card with an expression and describe it to their partners.		1.1,1.2,1.3, 2.1,4.1,5.1	1.5,1.6,2.2, 2.3,2.5,2.7, 3.1,4.1,4.6

Spanish I

Capítulo 4
Somos Así I
Lección 8 La casa

Grade Level: 9 & 10
Recommended Instructional Time:

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know vocabulary of the kitchen	Identify the kitchen and things on the table	Students will describe the kitchen and dishes using flash cards. Students will set the table using dishes and a kit. State the missing objects in an illustration. Students will ask each other to pass things on the table by acting out a dialogue.	<ul style="list-style-type: none"> Vocabulary quiz Coop group activity Dramatize skit Written task Chart for verbs Test Asher activity 	1.1,1.2,1.3, 2.1,2.3,3.2, 4.1.4.2,5.1	1.1,1.1,1.4, 1.6,2.3,3.4, 3.7
Know expressions of quantity	Express quantity when asking for food	In pairs, students will cut out and fill in food trays as their partner dictates. Students will create a shopping list for a party.		1.1,1.2,1.3, 2.1,2.2,3.2, 5.1,5.2	1.1,1.2,1.4, 1.8,1.10, 2.1,2.4,2.5, 2.7,3.1,3.2 3.3,4.1
Know demonstrative adjectives	State and compare where different things are in relation to each other	The teacher will demonstrate where certain things are in the room in relation to their location. Students will state orally and written where different things are on the table and in the room.		1.1,1.2,1.3, 2.1,3.2,4.2	1.1,1.6,2.1, 3.5,4.6
Know forms of negation	Correctly negate statements and decline actions	Students will express what they do not have at the table. Students will say what they do not want to eat and drink.		1.1,1.2,1.3, 5.1	1.1,2.1,2.2
Know irregular present tense verbs	Recall and use irregular present tense verbs in conversations, commands, and written work.	Students will memorize the irregular verbs and the vowel changes and conjugate them correctly. Students will express themselves orally and written using irregular verbs.		1.1,1.2,4.1, 5.1	1.5,1.7,2.3,2.8 ,3.1,3.4, 3.8,4.1,4.6, 4.8

Spanish II

Introduccion
Somos Asi 2
Leccion A-F Review

Grade Level: 10 & 11
Recommended Instructional Time: _____

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the regular and irregular present tense verbs	Recall and use the present tense in conversation and written work Identify the differences between regular and irregular verbs	Students will conjugate and memorize various irregular verbs as they are presented in the textbook. Students will construct sentences and dialogues using irregular verbs. Students will converse with their classmates about a specific topic using irregular verbs.	<ul style="list-style-type: none"> Verb chart Quiz Written task Schedule Small group discussion Cooperative class activity 	1.1,1.2,4.1, 5.1	1.5,1.7,2.3, 2.8,3.1,3.4,3.8 ,4.1,4.6, 4.8
Know the ordinal numbers	Recognize and use ordinal numbers when using time expressions and dates Recite and write the ordinal numbers	Students will discuss when certain holidays take place and write them down. Students will write an imaginary timeline of when certain events took place in their lives and share them with their classmates.	<ul style="list-style-type: none"> Video Culture capsule Unit test 	1.1,1.3,2.1, 4.1,5.1	1.5,1.7,2.2, 1.12,2.4. 2.5,2.8,3.1, 4.1
Know the importance an the fifteenth birthday <i>quinceanera</i>	Compare cultural differences and similarities between the U.S. and Spanish speaking countries	Students will read a selection about a girl turning fifteen and have a class discussion about the celebration. Students will view a video about a <i>quinceanera</i> and answer written questions.		1.1,1.2,1.3, 2.1,2.2,4.1	1.1,2.1, 2.2,1.7
Know the comparative and superlative	Compare and contrast using comparative constructions	Students will formulate comparisons using simple illustrations. Students will practice comparing by labeling one another using flash cards.		1.1,1.2,1.3, 4.1	1.1,2.2,3.1,4.6
Know the present progressive tense of verbs	Recognize and distinguish between the <i>-ar</i> endings and the <i>-er</i> endings. Build sentences using the present progressive tense of verbs and the verb <i>estar</i>	Students will change regular present tense sentences into the present progressive orally and written. Students will describe illustrations using present progressive tenses with the class and their partners.		1.1,1.2,1.3, 2.1,3.2,4.1, 4.2	1.5,1.7,2.3, 2.6,2.8,3.1, 3.4,3.8,4.1, 4.6

Spanish II

Introduccion Continued
Somos Asi 2
Leccion A-F

Grade Level: 10 & 11
Recommended Instructional Time: 4 weeks

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know the preterite tense for the regular and irregular <i>-ar</i> , <i>-er</i> , and <i>-ir</i> verbs	Conjugate preterite verbs using the correct endings to the stem and the correct subject pronoun. Recognize the difference between the regular preterite verbs and the irregular preterite verbs. Recall meanings for the verbs and use them in spoken and written sentences	Students will fill in a chart to conjugate the preterite verbs. Students will change regular present tense sentences into the past tensed using preterite verbs. Students will write phrases in pairs and act these out for the class to guess. Students will memorize phrases and their meaning in the preterite tense.		1.1,1.2,1.3, 5.1,1.8	1.5,1.7,2.3, 2.8,3.1,3.4, 3.8,4.1,4.6, 4.8
Know alternative patterns of affirmative and negative words	Recognize affirmative and negative expressions and use them in conversation and in written work. Differentiate between positive and negative statements	Students will differentiate between affirmative and negative Spanish words. In pairs, students will prepare a list of commands using the affirmative and negative expressions Students will take turns reading the commands as they observe if their classmates are performing them correctly.		1.1,1.2,1.3, 1.3,1.5,1.6	1.1,1.2,1.3, 1.5,2.4,3.1, 3.4,3.6
Know how to ask for help	Ask for help or assistance in Spanish	Students will read and present a dialogue where someone is asking for help. Students will model words and phrases for student repetition in groups. Students will say what they imagine illustrations say or other students are trying to communicate.		1.1,1.2,1.6, 1.7,1.10, 2.1,2.2,2.3, 2.4,3.1,3.6, 4.1	1.1,1.2,1.4, 1.5,2.1,2.4, 3.1
Know the direct object pronouns in Spanish	Use the direct object pronouns to replace the direct objects Add the direct object pronouns to the verbs in written and oral form	Students will practice replacing nouns in sentence by using direct object pronouns. Students will shorten sentences by replacing the direct objects with direct object pronouns. Students will give commands using verbs with the attached direct object pronoun.		1.1,1.2,1.3, 4.1,1.5,1.6, 2.1,2.2,3.1	1.5,1.12, 2.1,2.2,2.6, 3.1

Spanish II

Grade Level: 10 & 11

Recommended Instructional Time: 10 weeks

Somos Asi II

Leccion I Capitulo 1 La vida diaria

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know how to discuss personal grooming	Recall and use reflexive verbs in conversation and written work Understand that the reflexive pronoun refers to the subject in the reflexive phrase	Students will pantomime reflexive verbs while classmates guess. Students will create daily routine of their grooming habits. Students will draw pictures of different grooming activities; then they will write sentences using the reflexive telling what each one depicts. Students will tell others what they need to do in the command form.	<ul style="list-style-type: none"> • Oral quiz • Chart • Vocabulary tests • Student presentations • Small group discussion • Student skit 		1.1,1.2,1.3, 2.1,3.1,4.1
Know demonstrative pronouns and adjectives	Draw attention to where someone or something is located in relation to the speaker	Students will mimic a shopping situation where they will ask for a specific item and stress the whereabouts of these objects and how far away they are. Students will have a tea party and ask for the various things on the table and where they are. Students will complete worksheets where they will provide the correct placement of different objects.	<ul style="list-style-type: none"> • Daily routine chart • Written quiz • Teacher made test 		1.1,1.2,1.3, 3.1,4.1,5.1

Spanish II

Capitulo 2
Somos Asi 2
Leccion 3 La ciudad

Grade Level: 9 & 10
Recommended Instructional Time:

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
Know how to ask for and give directions	Ask for and give directions	Students will be shown a map that gives specific places and street addresses. Students will turn the room into a city by posting signs of different places and streets. Students will give their classmates directions and direct them to their goal. Students will write directions of how to go to several places from where they are at.	<ul style="list-style-type: none"> Vocabulary quiz Map Written tasks Cooperative class activity Poster Signs Small group skit Menu Culture capsule Video Games Unit test 	1.1,1.2,1.3, 2.1,3.2,4.2, 5.1,5.2	1.1,1.4,1.8,1.1 0,2.1, 2.5,2.7,3.1,3.2 ,3.3,4.1
Know places in the city	Identify places in the city and discuss what is sold in different stores	Students will make posters for different stores and what is sold in Spanish. Students will play shopkeeper and try to lure other students to shop at their store. Students will write a dialogue and then act it out with their partner about a conversation in a store.		1.1,1.2,1.3, 2.1,3.2,4.2, 5.1,5.2	1.1,1.4,1.8, 1.10,2.1, 2.5,2.7,3.1, 3.2,3.3,4.1
Know the vocabulary for food	Identify and name food and beverages in Spanish Identify typical Spanish food specialties	Students will create a menu of a restaurant. Students will memorize and act out a skit about going to a restaurant with their partners. Students will read and discuss typical Spanish dishes in different countries. Students will view videos on foods of Latin America and answer written and oral questions.		1.1,1.2,1.3, 2.1,2.2,3.2, 4.2,5.1,5.2	1.1,1.2,1.8, 2.4,2.7,3.1, 3.4,3.8,4.1
Know the imperative of informal and formal verbs	Give commands using the formal and informal forms of verbs Recognize and respond to the four command forms	Students will write verbs in the formal and informal forms. Students will practice commanding their classmates using the imperative form of all verbs. Students will play 'Simon Says' with the command forms in Spanish.		1.1,1.2,1.3, 3.1,4.1,5.1	1.3,1.5,1.6, 1.7,2.1,2.3

Spanish II

Grade Level: 10 & 11

Recommended Instructional Time: 10 weeks

Somos Asi II
¿Que hacias?

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
<p>Know the animals</p> <p>Identify sounds that animals make</p> <p>Know the imperfect tense of regular and irregular verbs</p> <p>Know the superlative</p> <p>Know the diminutive of irregular and regular words</p>	<p>Recognize animals and their sounds</p> <p>Describe the differences between zoo and farm animals</p> <p>Talk about the past and indicate past intentions and events</p> <p>Describe animals using various adjectives in the superlative and diminutive forms</p> <p>Recognize and express size and quantities</p>	<p>Students will cut out pictures of animals and then in groups of two will tell each other where to glue animal pictures on a grid.</p> <p>Students will describe each animal characteristic in an oral and written task.</p> <p>Students will conjugate regular and irregular verbs using a chart.</p> <p>Students will talk in the past tense about their past experiences in a circus and zoo.</p> <p>Students will share information in small groups and then with the class.</p> <p>Students will write a short dialog with their group and act it out in front of the class.</p> <p>Students will act out the behaviors of various animals and have their classmates guess.</p>	<ul style="list-style-type: none"> • Small group activity • Vocabulary quiz • Oral and written presentations • Rubric • Performance tasks • Verb quiz Oral assessment • Student presentations • Teacher made test 		<p>1.1,1.2.1.3, 2.1,2.2,3.2, 4.1,4.2,5.1 CA 1,5,6 & 7</p>

Course/Subject Name <u>Spanish III</u> Grade Level <u>11 & 12</u>					
Unit Name <u>Unit 1 Mucho Gusto</u> Leccion <u>1</u> Recommended Instruction Time <u>10 weeks</u> for the unit <u></u>					
Primary Text <u>Somos Asi ;YA!</u>					
What all students should know	What all students should be able to know	Suggested Learning Activities	Evaluation Linkage		
			State Stds./ Content Stds.	Assessments	
1. Informal and formal forms of address.	Use the formal and informal modes of address correctly based on the social context.	Working in pairs, students can role-play two teenagers meeting for the first time and then role-play two adults meeting for the first time utilizing the correct mode of address.	1.1,1.2,1.3,2.1,2.2, 3.1,3.2,4.1,4.2,5.1 5.2 CA1,CA5, CA6, CA7	Cooperative group activity Student group presentations Verb chart Quiz Written report Portfolio Oral interviews Listening Tests Written Test	
	2. Conjugation of regular and irregular verbs.	Conjugate both regular and irregular verbs.			Have students stand in a circle. Hold a beanbag and call out a verb and a subject pronoun. Then toss the beanbag to a student who then conjugates the verb. Call out another example as the last student tosses the bag to another student. Continue. Students may sit down once they have answered correctly.
	3. Vocabulary of a job application	Fill out a job application and discuss their qualifications.			Ask students to fill out a job application. Then, working in pairs, have students interview each other and decide if they would hire this person.

Course/Subject Name <u>Spanish III (Page 2)</u> Grade Level <u>11&12</u>				
Unit Name <u>Mucho Gusto</u> Leccion <u>2</u> Recommended Instructional Time <u>10 weeks for the unit</u>				
Primary Text <u>Somos Asi YA</u>				
What all students should know	What all students should be able to know	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1. Cognates 2. The difference between “que” and “qual”. 3. Vocabulary of various professions.	Recognize words that share the same meaning in both English and Spanish and words that only sometimes have the same meaning.	Have students scan the dialogue in the text to locate cognates.	1.1,1.2,1.3,1.4 2.1,2.2,2.3,3.1, 3.2,4.1,5.1,1.8 CA1,CA5, CA6	Cooperating group activity Reading quiz Vocabulary review Check list Authentic materials (listening/reading) Group discussion Listening test Written test
	Correctly use both forms of the interrogative “what”.	Pair students and provide them with two copies of a newspaper article. Ask them to find and circle examples of “que” and “cual” and then check what their partner has circled. Then ask them to explain why each form was used.		
	Provide adjectives and verbs related to various professions.	Write a profession on the board and have students come up with as many adjectives and verbs related to the profession without repeating. Continue with another profession.		

Course/Subject Name <u>Spanish III Unit 1</u> Grade Level <u>11&12</u>		Unit Name <u>Mucho Gusto Leccion 3</u> Recommended Instructional Time <u>10 weeks for the unit</u>		
Primary Text <u>Somos Asi YA</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds./ Content Stds.	Assessment
<p>1. How to express time in Spanish.</p> <p>2. The difference between “ser” and “estar”.</p> <p>3. How to talk about every day activities.</p> <p>4. How to give excuses.</p>	<p>Tell time in Spanish using the 24-hour clock.</p> <p>Use “ser” and “estar” as appropriate to make either an objective or a personal statement.</p> <p>Critique an article.</p> <p>Make requests and demands.</p>	<p>Have students practice expressing time in Spanish using the 24-hour clock by asking them what time they perform certain activities.</p> <p>Fill a bag with equal amounts of two different colors of candy. Have one student at a time take a piece of candy from the bag. If Color A is chosen, the student makes a sentence with “ser” and an adjective. If Color B is chosen, the student makes a sentence with “estar” and an adjective.</p> <p>Have students discuss in a circle their personal opinion about a newspaper or magazine article.</p> <p>Memorize emphatic phrases and write a dialog using excuses and demands for their questions.</p>	<p>1.1,1.2,1.2.2, 3.1,3.2,4.1,4.2, 5.1,5.2 CA1,CA5,CA6, CA7</p>	<p>Speech activity Cooperating group activity Speech debate Written dialog Student presentations Written quiz Listening quiz Written test</p>

Course/Subject Name <u>Spanish III Unit 1</u> Grade Level <u>11&12</u>				
Unit Name <u>Mucho Gusto Lesson 4</u> Recommended Instructional Time <u>10 weeks</u> for the unit <u></u>				
Primary Text <u>Somos Asi YA</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. / Content Stds.	Assessments
<p>1. Know the vocabulary of movie genres</p> <p>2. Know the grammar points of using pronouns with prepositions</p> <p>3. Know the Spanish verbs that are commonly used only in the third person singular or plural</p>	<p>Discuss different movie genres</p> <p>Should be able to use the correct pronoun after a preposition</p> <p>Should be able to follow the pattern of verbs such as "gustar"</p>	<p>Have students make a list of the names of 10 movies that they like and then write in Spanish what types of movies they are.</p> <p>Ask students questions that will force them to answer with a pronoun after a preposition.</p> <p>Call out a verb that follows the pattern of "gustar". Have students respond with a question or statement using that word. Or, Have students stand in a circle. Hold a beanbag and call out a verb and a subject pronoun (encantar/yo). Then toss the beanbag to a student who then makes a sentence and provides a new example. Students sit down once they have answered correctly.</p>	<p>1.1,1.2,1.3, 2.2,3.1,3.2, 4.1,4.2,5.1 CA1,CA5, CA6,CA7</p>	<p>Speech debate Video Group discussion Written worksheet Vocabulary test Cooperating activity Listening test Written test</p>

Course/Subject Name Spanish III Unit 2 Grade Level 11&12
 Unit Name Capitulo 2 La familia Leccion 5 Recommended Instructional Time 10 weeks for the unit _____
 Primary Text Somos Asi ;YA!

What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. / Content Stds.	Assessments
<p>1. Know affirmative and negative words in Spanish</p> <p>2. Know cardinal and ordinal numbers</p> <p>3. Know vocabulary for different family members and for physical descriptions</p>	<p>Be able to correctly use affirmative and negative words.</p> <p>Be able to use cardinal or ordinal numbers as appropriate</p> <p>Be able to talk about and to describe different family members</p>	<p>Ask questions and cue students to answer with and affirmative or negative response. Ex. T: Que tengo en la mano? S: No tiene nada.</p> <p>Have students make flashcards of dates, times, telephone #s, and addresses. Students shuffle the cards and take turns quizzing each other.</p> <p>Think-Pair-Share. Pair students. Have them think about a particular relative and be prepared to share with their partner. When the time is up, students will provide a description of and thoughts about the relative they were thinking about.</p>	<p>1.1,1.2,1.3, 2.1,2.2,2.3, 3.1,4.1,4.2,& 5.1, 5.2 CA1, CA5,& CA7</p>	<p>Situation based assessment Written quiz Group activity Student self-assessments Cooperative group activity Student presentations Listening test Written test</p>

Course/Subject Name <u>Spanish III Unit 2</u> Grade Level <u>11&12</u>				
Unit Name <u>La Familia Capitulo 6</u> Recommended Instructional Time <u>10 weeks for the unit</u>				
Primary Text <u>Somos Asi ;YA!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. / Content Stds.	Assessments
<p>1. Know the vocabulary of personal hygiene items and know the reflexive construction.</p> <p>2. Know reflexive verbs that express emotion (to get angry/bored/sick)</p> <p>3. Know when the reflexive indicates reciprocal actions.</p>	Be able to describe their morning grooming routine using the correct Spanish vocabulary and reflexive verbs.	Have students write a description of their morning grooming routine and share the information with a partner.	1.1,1.2,1.3,2.1, 3.1,4.1,4.2,5.1,& 5.2 CA 1,5,& 7	Daily schedule Time line Small group discussions Vocabulary test Verb conjugation Student presentations Reading comprehension Journal Listening test Written test
	Be able to express emotion in Spanish.	Think-Pair-Share. Pair students. Have them think of a time when they were angry, bored, happy, etc. Then have them describe the situation to their partner.		
	Be able to use the reflexive to indicate reciprocal actions.	Have students identify the reflexive and reciprocal constructions in Sonia's diary on page 72.		

Course/Subject Name <u>Spanish III - Unit 3</u> Grade Level <u>11&12</u> Unit Name <u>Leccion 7 La familia</u> Recommended Instructional Time <u>10 weeks for the unit</u> Primary Text <u>Somos Asi ¡YA!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1.The present participle (gerunds)	Form the present participle and use it in speech and writing.	Bring photos that show people performing various actions and ask students to describe what they are doing using the verb "estar" and a gerund.	1.1,1.2,1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Small group discussions Student presentations Oral quiz Rubric Cooperating activity Video Listening test Written test
2.Vocabulary for parts of the house	Describe a house or an apartment.	Have students think about where they live. Then pair students and have them share descriptions of the house or apartment where they live.		
3.The impersonal "se".	Use the impersonal "se" appropriately.	Bring classified ads for apartment rentals from Spanish-language newspapers. Pair students. Have them search for and identify the impersonal "se".		

Course/Subject Name <u>Spanish III</u> Grade Level <u>11&12</u> Unit Name <u>Unit 2 La familia Leccion 8</u> Recommended Instructional Time <u>10 weeks</u> for the unit Primary Text <u>Somos Asi ;YA!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1. How to give advice in Spanish	Give advice in various situations	Put students in small groups to work together to think of suggestions for Susana's problem (see page 88). When they are finished, have them read the advice column and compare their answers with that of the columnist.	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Small group discussions Student self-assessments Rubric Student presentations Oral debate Authentic materials (listening/reading) Listening test Written test
2. When and how to use informal commands	Use informal commands appropriately	Ask students to make a list of 10 rules for a happy and healthy life using informal "tu" commands.		
3. Expressions of obligation	Correctly use expressions of obligation	Ask students to make a list of 5 things they have to do this weekend. Have them write sentences using "hay que", "tener que", and "deber"		
4. How decimal points and commas are used in Spanish	Correctly use decimal points and commas	Bring a Spanish-language text that contains figures. Have students search for and identify uses of commas and decimal points in figures.		

Course/Subject Name Spanish III Grade Level 11 and 12
 Unit Name Unit 3, Mis Amigos_ Leccion 9 Recommended Instructional Time 10 weeks for the unit
 Primary Text Somos Asi !Ya!

What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
<p>1. Adjectives to describe a person's character</p> <p>2. How to use direct and indirect object pronouns</p> <p>3. How to use the tilde (accent mark) for emphasis on different syllables</p>	<p>Describe the character of different people</p> <p>Correctly replace nouns with pronouns.</p> <p>Correctly put emphasis on the correct syllable</p>	<p>Have students think of a friend or family member and how they would describe their personality. Then pair students and have them share their descriptions with each other.</p> <p>Bring Spanish-language newspapers or magazines to class. Have students identify examples of direct and indirect object pronouns.</p> <p>Give a short dictation of words with emphasis on different syllables. Have students write them down, underlining the stressed syllable. Then write the words on the board so students can check them.</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7</p>	<p>Poster</p> <p>Cooperative group activity</p> <p>Small group discussions</p> <p>Individual conference</p> <p>Rubric</p> <p>Authentic reading materials</p> <p>Student presentations</p> <p>Quiz</p> <p>Listening Test</p> <p>Written Test</p>

Course/Subject Name <u>Spanish III</u> Grade Level <u>11 and 12</u>				
Unit Name <u>Unit 3, Mis Amigos Leccion10</u> Recommended Instructional Time <u>10 weeks for the unit</u>				
Primary Text <u>Somos Asi !Ya!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1. How to form and use the past participle 2. How to ask and answer questions to resolve conflicts 3. The various uses of the preposition "a"	Correctly use the past participle to talk about past experiences	Ask students to think about what they did last weekend. Then pair students and have them share their past experiences.	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Small group discussions Observation Cooperative activity Debate Check list Quiz Listening test Written test
	Resolve conflicts by asking and answering questions appropriately.	Divide students into small groups. Provide them with a personal conflict and ask them how they would resolve it. Have them justify their answers.		
	Correctly use the preposition "a"	Write the infinitive of several verbs on index cards. Divide the class into groups. One volunteer from each group selects a card and writes the verb on the board. Then, groups compete to write as many sentences as they can in 3 minutes, using these verbs with the preposition "a". Groups receive one point for each correct answer.		

Course/Subject Name <u>Spanish III</u> Grade Level <u>11 and 12</u>				
Unit Name <u>Unit3, Mis Amigos_ Leccion 11</u> Recommended Instructional Time <u>10 weeks for the unit</u>				
Primary Text <u>Somos Asi !Ya!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1. That the position of many common adjectives affects meaning depending on whether it precedes or follows a noun	Correctly use adjectives to convey the intended meaning.	Have students listen to sentences where the adjective precedes or follows the noun. Ask them to provide the correct meaning for each adjective.	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Written assessment Workbook Cooperative activity Visual diagram Reading quiz Video Journal Listening test Written test
	Give and respond to informal negative commands	Have students write a list of what they were told not to do as children		
	Summarize information from a brief article.	Have students read the brief article on the Galapagos. Then ask them to orally summarize the article.		
2. How to form and use informal negative commands				
3. How to summarize information				

Course/Subject Name <u>Spanish III</u> Grade Level <u>11 and 12</u>				
Unit Name <u>Unit 3, Mis Amigos</u> Leccion <u>12</u> Recommended Instructional Time <u>10 weeks</u> for the unit				
Primary Text <u>Somos Asi !Ya!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
<p>1. The different ways in which a phone can be answered in Spanish and how to have a polite phone conversation</p> <p>2. How to record a greeting on an answering machine</p> <p>3. How to form and use the imperfect progressive tense</p>	Have a brief phone conversation	Assign a 3-digit phone number to each student. Write the numbers on cards and distribute them. Each student has to place a call to the number received and the student who has the assigned number must respond. Suggest different possibilities. EX. The call is answered by an answering machine, the caller gets a wrong number, etc.	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Cooperative group activity Student self-assessment Student presentation Written report Group discussion Listening test Written test
	Correctly record an appropriate greeting	Ask students to write messages for their own answering machines. Ask them to read their messages, and have the class select the most original message.		
	Use the imperfect progressive tense to talk about past actions.	Working in small groups, have students survey each other about what they did yesterday. Then have members of each group tabulate their findings and have one student report to the class a summary of what people did.		

Course/Subject Name Spanish III Grade Level 11 and 12
 Unit Name Unit 4, Las Noticias_ Leccion 13 Recommended Instructional Time 10 weeks for the unit
 Primary Text Somos Asi !Ya!

What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
<p>1. Vocabulary related to news and newspapers</p>	<p>Talk about the news and the different sections of a newspaper</p>	<p>Divide the class into groups of students who will play roles of TV news broadcasters (anchor, co-anchor, meteorologist, sportscaster, etc.). Have each group compose, rehearse, and videotape a broadcast.</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7</p>	<p>Video Speech/Debate Small group discussions Rubric Oral/written reports Combined assessment packet Listening test Written test</p>
<p>2. How to use expressions of time with "hace" and "que"</p>	<p>Be able to correctly use "hace" statements to talk about something that has been going on.</p>	<p>Ask students to prepare six statements using "hace", some in the present tense, some in the preterite. Have classmates decide if each statement refers to current situations or actions completed in the past.</p>		
<p>3. The major mountain ranges and regions of Spain</p>	<p>Be able to name and point out the major mountain ranges and regions of Spain.</p>	<p>Have students create a color-coded map identifying the regions of Spain. Have small groups research and report on a given region.</p>		

Course/Subject Name <u>Spanish III</u> Grade Level <u>11 and 12</u>				
Unit Name <u>Unit 4, Las Noticias_ Leccion 14</u> Recommended Instructional Time <u>10 weeks for the unit</u>				
Primary Text <u>Somos Asi !Ya!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1. How to form the imperfect tense for regular and irregular verbs	Correctly use the imperfect tense to talk about past actions.	Have students prepare a brief narration of things they did when they were children. Give them the option of either telling a true story or inventing one. As students read their narrations, the class votes on whether each one is true or invented.	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Small group discussion Student presentation Oral/written report Rubric Student self-assessment Journal Listening test Written test
2. How to use past tense ad present tense to compare the present to the past	Discuss something from another time period, comparing the present to the past.	Ask students to write a short composition about their favorite invention. They should compare the present time to life in the past (when this invention did not exist)		
3. How to answer comprehension questions based on a brief article	Read an article and be able to scan the text in order to answer questions about it.	Have students read the article about San Sebastian (pg. 173) and answer the comprehension questions about it.		

Course/Subject Name Spanish III Grade Level 11 and 12
 Unit Name Unit 4, Las Noticias Leccion 15 Recommended Instructional Time 10 weeks for the unit
 Primary Text Somos Asi !Ya!

What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1. The difference between the preterite and imperfect tenses	Correctly use the preterite and the imperfect to talk about the past.	Have students write the beginning of six sentences using the imperfect. Then ask them to exchange their phrases with a partner. They have to complete each sentence using a verb in the preterite.	1.1, 1.2, 1.3 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Cooperative group activity Written assessment Small group discussion Class discussion Rubric Listening test Written test
2. Verbs that express reactions	Express reactions to activities or events of interest to them.	Ask students to list recent movies, sporting events, or other activities of interest to them, and give their reaction to each.		
3. The influence of the language of the Moors on Spanish	Point out words adapted from Arabic (words beginning with al-)	Have students scan their dictionary to list as many words as possible taken from Arabic.		
4. Vocabulary for different program types	Discuss their feelings about different types of programs	Have students rate the different program types listed on page 175 according to their preference (1-8, 1 being their favorite). Take a class survey to determine the three most popular types of programs.		

Course/Subject Name <u>Spanish III</u> Grade Level <u>11 and 12</u>				
Unit Name <u>Unit 4, Las Noticias_ Leccion 16</u> Recommended Instructional Time <u>10 weeks</u> for the unit				
Primary Text <u>Somos Asi !Ya!</u>				
What all students should know	What all students should be able to do	Suggested Learning Activities	Evaluation Linkage	
			State Stds. Content Stds.	Assessment
1. The vocabulary for the different categories of newspaper articles	Recognize which category an article falls under (sports, politics, etc.)	Bring various newspaper clippings in Spanish. Divide the class into groups and ask students to place each article under a category.	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, & 5.1 CA: 1, 5, 6, & 7	Research Authentic materials assessment Student self-assessment Performance tests Culture capsules Listening test End of unit/year tests
2. How to form and use the past perfect (pluperfect) tense	Correctly use the pluperfect when talking about two or more past actions.	Write several pairs of activities on the board. Have students form sentences using the pluperfect to show which action occurred first.		
3. Verbs of reporting and how to report what someone has said (indirect speech)	Be able to report what someone has said.	Ask a student to give a direct statement. Call on another student to report what the first one said using one of the verbs listed on page 189.		
4. Information about a Spanish artist	Be able to discuss a Spanish artist and his/her work.	Have small groups research and report on one of the Spanish artists mentioned in the article on page 193.		

FOREIGN LANGUAGE AT MRH

The foreign language department of Maplewood-Richmond Heights offers the student three years of Spanish. Students are advised to pursue the study of language for at least two, but possibly three or four years to achieve a degree of proficiency that allows them to use the language as a tool in their future career. Most colleges and universities are now requiring two to four years of the same language for admissions.

Spanish classes begin their instruction with TPR (Total Physical Response), an increasingly popular method of learning by doing as they learn English and daily cooperative learning activities.

Spanish I

Students are introduced to the world of the target language by acting out commands using the Total Physical Response (TPR or Asher method), which encourages a basic understanding of Spanish before the students begin speaking the language. Furthermore, Spanish I is designed to help students develop the basic language skills of listening, speaking, reading, and writing within a language content which meets the needs and interests of young people. It also gives students a look at the cultural background, daily life, customs, and traditions of the different countries. A computer with software is available for cultural activities, games, and review. In a few weeks, the students learn over 100 verbs and phrases. Students are exposed to a lot of oral work and skits that they must memorize. This enables the students to lose their fear of speaking, and helps students have ready and useful phrases on hand to use when needed. Audio-visual materials are used together with the well-programmed basic course, which stresses understanding and speaking Spanish. Students work together as well as with the teacher and they get a lot of individual attention and assistance in class.

Prerequisite: Grades in English average or better, and an interest in diverse cultures and languages.

Spanish II

In Spanish II, the student progresses further in all four skills: understanding, speaking, reading, and writing. It is in this second year that the main body of grammar has to be learned; therefore, much time is spent on becoming familiar with the new sentence patterns. The Asher method is still used, but in a different way. Oral skills are practiced daily and skits continue to be a great part of the conversational skills. Vocabulary expansion and the use of more phrases, and correct pronunciation improve speaking and comprehension. Songs, poems, short stories, films, puzzles, and games bring a variety of

fun learning activities into the course. In this second year, students feel more comfortable with the target language and begin to compose sentences and phrases without the help of the teacher.

Prerequisite: Spanish I with a grade of a C or better.

Spanish III

Spanish III is not a mere continuation of the preceding two years; the emphasis shifts from listening and speaking practice to developing reading comprehension and grammar review. The material to be read shifts from stories written by textbook authors to original material written by modern Spanish and Latin American authors. It also includes literary and expository prose, poetry, and drama. Class discussion and oral reports help to retain and improve proficiency in speaking. Several texts and monthly magazines are used for reading and discussion. Audio-visual material such as tapes, CDs, newspapers, the Internet, and films bring a change of pace into the course. Individual and group projects are encouraged. Emphasis is placed on individual responsibility. Most communication in class is in the target language by both the teacher and the students.

Prerequisite: Spanish II with a grade of C or better.

Somos Asi 1 - Introduccion

Unit Title: Introduccion - Lecciones A - F
Grade Levels: 9 & 10
Time Frame: 8 weeks
Designer: Rebecca Kettler

Link to State Content Standards:

1.1,1.2,1.3,2.1,2.2,3.2,4.1,4.2,5.1, & 5.2.
CA: 1,5, & 7.

Brief Summary of Unit:

The introductory unit is intended to prepare students to begin using the foreign language from the first day of class. With this in mind, students should be able to communicate their names, age, where they live, where they are going, greet and express courtesy, tell time, and identify people and objects with minimal grammar expression. This unit is the foundation upon which the other units will expand.

Students will understand...

- how to express courtesy and greet other people in Spanish;
- how to ask simple questions and give simple answers;
- how to count in Spanish from 0 - 59;
- how to provide personal information.

Wh

at enduring understandings are desired?

What essential questions will guide this unit and focus teaching?

Why is it important to know how to greet people in their own language?
How does one distinguish between the formal and the informal?
Why is it important to address people properly?
What do we need to know to provide personal information?
How do you give and take instructions?
Why is it important to know the rules and regulations of another culture?

What key knowledge and skills will students acquire as a result of this unit?

Students will know /be able to:

- count to 59;
- tell time;
- greet others in Spanish;
- expressions of courtesy;
- give and ask for personal information;
- identify classroom objects;
- recognize the formal and informal address;
- discuss health;
- spell words in Spanish.

What are the desired understandings/standards that will be assessed with this task?

Students will memorize skits and rhymes with the intention of learning and using useful vocabulary in everyday life. Students will perform these oral presentations with other classmates in front of the class. At the end of a two week period, the students will be given an oral quiz on the skit or rhyme and a written quiz on the

Task Overview (Include GRASPS: goal, role, audience, situation, product or performance and standards)

- **Goal:** The goals are to develop good pronunciation and comprehension of basic everyday Spanish vocabulary and speech.
- **Role:** The students will assume the role of a native speaker in common everyday situations.
- **Audience:** The class and the teacher are the audience.
- **Situation:** Students will perform and act out real life conversations.
- **Product:** Students will be able to answer simple questions and respond to simple phrases in Spanish.
- **Standards:** 1.1,1.2,1.3, & 1.5

Insert a copy of the rubric to score this task on the following page.

Blueprint for Other Assessment Evidence

What will be assessed?

How will evidence be collected?

- Quiz/test
- Teacher notes
- Assignment
- Other_____

What type of assessment will be used?

- Selected response
- Academic prompt
- Brief constructed response
- Observation
- Work Sample
- Other_____

Describe the assessment.

By what criteria will the student responses be evaluated?

Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? (Consider the WHERE elements from the student perspective.)

Where:

- Personal introductions and greetings

- **Correct pronunciation**
- **Formal and informal forms of address**
- **School vocabulary and subjects**
- **Definite and indefinite articles**
- **Numbers from 0 – 59**
- **Time telling**
- **Spanish speaking countries and their capitals**

Hook:

- **Songs, rhymes, skits, games and fun activities that will engage students in active learning**
- **TPR – learning by doing**

Equip:

- **Give students songs, rhymes, and fun skits**
- **Provide students with introductory vocabulary**
- **Give them a list of greetings and farewells**
- **Hand students rubrics on how they will be orally assessed**

Reflect/Rehearse:

- **Students will rehearse the skits and songs in order to refine their pronunciation and be comfortable using the language**

Evaluate:

- **Students will listen to others and the teacher and compare their pronunciation and presentations with their peers**
- **Compare their work and help each other memorize the skits and rhymes**

SPANISH I - UNIDAD 1

PRESENTACIONES

Unit Title: Presentaciones – Unidad 1
Grade Levels: 9 & 10
Time Frame: 8 weeks
Designer: Rebecca Kettler

Link to State Content Standards:

1.1,1.2,1.3,1.5,2.2,3.2,4.1,4.2,5.1,& 5.2

CA 1,5, & 7

Brief Summary of Unit:

This unit is about making introductions, giving personal information, and talking about family and friends.

What enduring understandings are desired?

Students will understand...
Why is it important to be able to ask and give personal information in another language?
How are expressions of courtesy an important part of a language?
How does one place a question in Spanish?

What essential questions will guide this unit and focus teaching?

How does one place a question with and without a question word?
What is the difference between the verb “estar” and “ser”?
Which verb designates the future as well as where one is going?
What are expressions of courtesy?
How does one state possession?

What key knowledge and skills will students acquire as a result of this unit?

Students will know /be able to:
-count to 100
-ask questions using question words
-state possession using possessive pronouns
-make introductions
-seek and provide personal information
-talk about the future
-express courtesy

What are the desired understandings/standards that will be assessed with this task?

Students will...introduce their family and friends to the class. The students will work in groups of four and rehearse their introductions first. The students will then present their family and friends to the class taking turns within their groups.

Task Overview (Include GRASPS: goal, role, audience, situation, product or performance and standards)

- **Goal:** Students will demonstrate that they can introduce family members and friends to others using correct and polite Spanish phrases.
- **Role:** The student will assume the role of a new student in a school district.
- **Audience:** The audience will be the class and the teacher.
- **Situation:** Students will first model their introductions in their team group and demonstrate proper introductions before presenting their family to the class.
- **Product:** The students will make name tags to identify their relatives and friends.
- **Standards:** 1.1,1.2,1.3,2.1,3.2, & 4.2

Blueprint for Other Assessment Evidence

What will be assessed?

?

- Quiz/test
- Teacher notes
- Assignment
- Other_____

What type of assessment will be used?

- Selected response
- Academic prompt
- Brief constructed response
- Observation
- Work Sample
- Other_____

Describe the assessment.

By what criteria will the student responses be evaluated?

Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? (Consider the WHERE elements from the student perspective.)

Where: The students will be given a list of introductory phrases and vocabulary to help them create a short dialog. The teacher will model an introduction and show them examples in their textbook.

Hook: The students will get to choose any one they want as their relative and friend within the classroom including the teacher.

Explore: Students will explore what it would be like to meet people in Spanish speaking countries and the cultural differences and similarities.

Reflect: Students will rehearse and revise their roles within their groups before the final presentation.

Explore: The students will self-assess their work on the key performance tasks.

SPANISH I - Todos los dias

Unit Title: Unit 3 – Leccion 5 & 6 Todos los dias.
Grade Levels: 9 & 10
Time Frame: 4 weeks
Designer: Rebecca Kettler

Link to State Content Standards:

1.5,1.9, & 2.2

CA: 1,5, & 7

Brief Summary of Unit:

This unit examines the present tense of the regular verbs ending in –ar, -er, &-ir while also exploring the cultural aspects of the days of the week and special holidays.

What enduring understandings are desired?

Students will understand...

- how to conjugate regular present tense verbs;
- how to use the present to express the future;
- how to express wishes and expressions of courtesy.

What essential questions will guide this unit and focus teaching?

How does a culture influence your social life?
Why is it important to conjugate verbs?
How are expressions of courtesy important when relating to other cultures and our own?
Why is it important to understand the importance of cultural activities for other people?

What key knowledge and skills will students acquire as a result of this unit?

Students will know / be able to:

- how to communicate using proper verb conjugation;
- how to use expressions of courtesy;
- express wishes and desires
- use the present tense to express a future event;
- the importance of holidays and special days in South America.

What are the desired understandings/standards that will be assessed with this task?

Students will...go shopping at a Spanish market using proper verb conjugation and phrases. The students will also use the numbers of one hundred and above when paying and receiving payment for the items purchased.

Task Overview (Include GRASPS: goal, role, audience, situation, product or performance and standards)

- **Goal:** The goals are to develop communication skills using correct verb conjugation and to know the numbers 1-1000.
- **Role:** Students will assume the role of either a shopper or store keeper and purchase several items in Spanish.
- **Audience:** The audience is the class and the teacher.
- **Situation:** Students will perform and act out real life situations in a market place.
- **Product:** Students will be able ask questions and give answers when shopping in Spanish as well as give change using the numbers comfortably.
- **Standards:** 1.1,1.2,1.3, &1.5

Insert a copy of the rubric to score this task on the following page.

Blueprint for Other Assessment Evidence

What will be assessed?

How will evidence be collected?

- Quiz/test
- Teacher notes
- Assignment
- Other _____

What type of assessment will be used?

- Selected response
- Academic prompt
- Brief constructed response
- Observation
- Work Sample
- Other _____

Describe the assessment.

By what criteria will the student responses be evaluated?

Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? (Consider the WHERE elements from the student perspective.)

WHERE:

- Review the rubric for the shopping activity.
- Post essential questions on the chalkboard.
- Print lists of vocabulary and verb conjugation.
- Give them a list of numbers from 1-1000.

HOOK:

- Discuss shopping in an open air market place and have a variety of items for purchase.
- Let students choose the role of a seller or buyer.
- The students will be video taped.

EXPLORE AND EQUIP:

- Provide students with foreign currency to use when shopping.
- Give the students a variety of situations to act out in a market place.
- Equip the students with a sample dialog and phrases.

REFLECT AND RETHINK:

- The students will compare their dialog with their peers and assess their work sharing with others in their group.
- The students will revise their writing with the teacher before the final product.

EXHIBIT AND EVALUATE:

- Students will self-assess their work using the given rubric.
- Students will present their skit in front of the class and will view the class performance on video.

Spanish II - Introduccion

Unit Title: Somos Asi II - Introduccion : Lecciones A-F
Grade Levels: 10 & 11
Time Frame: 10 weeks
Designer: Rebecca Kettler

Link to State Content Standards:

1.1,1.2,1.3,1.5,1.6,2.1,2.2,2.3,2.4,3.1,3.2,4.1,4.2,& 5.1
CA: 1,5,6,& 7.

Brief Summary of Unit:

Lessons A – F are intended as a comprehensive review of the core content of the Spanish I book. Students will review structures, vocabulary, and themes from the previous year and cover new grammar and material.

Students will understand...
-how to communicate effectively by using several verb tenses of regular and irregular verbs, and how to use the comparative and the superlative forms.

Wh

at enduring understandings are desired?

What essential questions will guide this unit and focus teaching?

Why is it important to know how to use several tenses of the verbs?
How does knowing the comparative enhance communication in the target language?
Why is it important to understand cultural differences like the fifteenth birthday "quinceanera"?
What are the alternative patterns of negative and affirmative words?
How do the direct object pronouns facilitate speech in Spanish?

What key knowledge and skills will students acquire as a result of this unit?

Students will know /be able to:

- the regular and irregular present tense verbs;
- the ordinal numbers
- the comparative and superlative;
- the present progressive tense of verbs;
- how to express themselves in the past
- use words in negative and affirmative patterns
- add direct object pronouns to verbs to make shorter sentences

What are the desired understandings/standards that will be assessed with this task?

Students will...create a poster with pictures of their family members and their professions. They will label the poster in Spanish and explain it to the class. The students will choose a partner and write ten questions to ask each other in front of the class in Spanish. Their partner must answer in the target language and

Task Overview (Include GRASPS: goal, role, audience, situation, product or performance and standards)

- **Goal** :The goal is for the students to apply the language skills they know and develop questions and give answers using visual and oral presentations in Spanish.
- **Role**: They will play the role of an interviewer and an interviewee.
- **Audience**: The audience are the students and the teacher.
- **Situation**: The students will be creating a personal autobiography to share with the class in order for the other students to get to know them better.
- **Product**: The product is a brief autobiographical description of their family.
- **Standards**: 1.1,1.2,1.3,3.1,& 4.2.

Insert a copy of the rubric to score this task on the following page.

Blueprint for Other Assessment Evidence

What will be assessed?

How will evidence be collected?

- Quiz/test
- Teacher notes
- Assignment
- Other_____

What type of assessment will be used?

- Selected response
- Academic prompt
- Brief constructed response
- Observation
- Work Sample
- Other_____

Describe the assessment.

By what criteria will the student responses be evaluated?

Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? (Consider the WHERE elements from the student perspective.)

Where:

- Review of verbs in the present and past tenses

- Review sentence and question writing structures
- Talk about the family and everyday activities
- Talk about dates and special occasions

Hook:

- Discuss personal events and family members
- Present your family with pictures to the class

Equip:

- Create a poster with pictures of their family
- Create a short autobiographical sketch
- Give a list of the necessary vocabulary and verbs
- Show a sample from a previous year
- Give students a rubric to follow

Reflect:

- Think about their family and friends
- Find new ways of sharing with the class
- Compare their family traditions and occupations

Evaluate:

- Learn to evaluate their peers
- Compare their work and share with others
- Present their work to the class

LA VIDA DIARIA

Unit Title: LA VIDA DIARIA – Unidad 1
Grade Levels: 10 & 11
Time Frame: 10 weeks
Designer: Rebecca Kettler

Link to State Content Standards:

1.1,1.2,1.3,2.2,2.3,3.1,4.1,4.2,5.1,& 5.2
CA 1, 5, & 7.

Brief Summary of Unit:

This unit is about the daily routines of grooming and taking care of oneself. Students will learn about their bodies and discuss health and how they feel.

What enduring understandings are desired?

Students will understand

- how to discuss their health
- express past actions
- recognize and identify Hispanic influence in the U.S.
- how to provide personal information
- discuss personal grooming
- identify parts of the body

What essential questions will guide this unit and focus teaching?

How do reflexive pronouns facilitate identifying what you are doing?
Why is it important to recognize the Hispanic influence in the U.S.?
What are alternative ways of expressing oneself in the past tense?
Why is it important to be able to communicate how one feels?

What key knowledge and skills will students acquire as a result of this unit?

Students will know /be able to:

- talk about everyday activities in the home;
- discuss personal grooming;
- the parts of the body;
- express feelings
- express past actions and events;
- how to use reflexive pronouns when taking care of oneself and others;
- discuss health
- identify personal items

What are the desired understandings/standards that will be assessed with this task?

Students will...write a list in chronological order on their daily routines and personal grooming to share with the class.

Task Overview (Include GRASPS: goal, role, audience, situation, product or performance and standards)

- **Goal:** To be able to express in writing and orally daily personal grooming.
- **Role:** A realistic role of themselves every day and how they take care of themselves.
- **Audience:**The class.
- **Situation:** The students are at home and getting ready for school in the morning.
- **Product:** Students will write a list of personal grooming habits in sentence form to present to the class.
- **Standards:**1.1,1.2,1.3,1.5

Insert a copy of the rubric to score this task on the following page.

Blueprint for Other Assessment Evidence

What will be assessed?

How will evidence be collected?

- Quiz/test
- Teacher notes
- Assignment
- Other _____

What type of assessment will be used?

- Selected response
- Academic prompt
- Brief constructed response
- Observation
- Work Sample
- Other _____

Describe the assessment.

By what criteria will the student responses be evaluated?

Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? (Consider the WHERE elements from the student perspective.)

WHERE:

- Provide students with a list of reflexive verbs and vocabulary.
- Post essential questions on bulletin board.
- Print handouts that will aide them in describing themselves.
- Give them a daily time chart to fill in their routines.

HOOK:

- Students love to talk about themselves and their morning routines.
- Compare and share supplies they use and grooming habits.
- Give them perfume samples and other gifts to share and describe.

EXPLORE AND EQUIP:

- Discuss and share in groups toiletry preferences.
- Model a daily routine and give show them samples from previous classes.
- Explore good habits of daily grooming and morning routines.

REFLECT AND RETHINK:

- Evaluate their daily routine charts in groups and look for correct reflexive verb usage.
- Reflect on their own and their family's daily habits.
- Compare the similarities and differences we share with Latin America.

EXHIBIT AND EVALUATE:

- Self-evaluate in groups on correct verb usage and sentence structure.
- Present their daily routines and personal grooming habits to their groups and the class.

Spanish II - La ciudad

Unit Title: Unit 2 – La ciudad
Grade Levels: 10 & 11
Time Frame: 8 weeks
Designer: Rebecca Kettler

Link to State Content Standards:

1.1, 1.2, 1.3.1, 3.2, 4.2, 5.1
CA: 1, 5, & 7.

Brief Summary of Unit:

This unit is set in a city where students ask and give directions and identify places in the city. Students will use the imperative tense when giving and receiving directions.

Students will understand.....

- how to give directions and orders using the imperative tense of verbs;
- how to get around in a city;
- how to recognize places and their function in Latin America;
- the distinctions between regular and irregular commands;
- how to advise and suggest;
- the cultural similarities between city life in Latin America and the U.S.

Wh

at enduring understandings are desired?

What essential questions will guide this unit and focus teaching?

Why is it important to be able to give directions in another language?
How does one give orders in Spanish?
Why is it important to learn to advise and suggest using correct language?
What do we need to know in order to tell others what to do?
How do we ask for help?
How is city life similar in other cultures?

What key knowledge and skills will students acquire as a result of this unit?

Students will know /be able to:
-tell people what to do
-order from a menu in a restaurant
-identify places in the city
-discuss what is sold in different stores
-ask and give directions
-identify parts of a car
-recognize international street signs

What are the desired understandings/standards that will be assessed with this task?

Students will...create a city within the classroom. They will create street signs and building sites where they will then proceed to give each other directions on how to get to specific stores and places in the city. Students will work sometimes in groups or individually and with the class as a whole to carry out their instructions and

Task Overview (Include GRASPS: goal, role, audience, situation, product or performance and standards)

- **Goal:** Students will demonstrate the understanding of Spanish when giving and receiving directions in the imperative tense.
- **Role:** The student will assume the role of a lost tourist seeking directions to a particular place in the city and also the role of a native speaker giving directions to a foreigner.
- **Audience:** The audience will be the class as a whole.
- **Situation:** The students will demonstrate their understanding of giving and receiving commands in Spanish and the cultural places in a Latin American city. The students will also compare the similarities between cities in the U.S. and abroad.
- **Product:** The students will produce signs and posters that will identify in Spanish various places in the city and post them in the room. The room itself will become a city in Latin America.
- **Standards:** 1.1, 1.2, 1.3, 2.1, 3.2, & 4.2.

Insert a copy of the rubric to score this task on the following page.

Blueprint for Other Assessment Evidence

What will be assessed?

How will evidence be collected?

- Quiz/test
- Teacher notes
- Assignment
- Other_____

What type of assessment will be used?

- Selected response
- Academic prompt
- Brief constructed response
- Observation
- Work Sample
- Other_____

Describe the assessment.

By what criteria will the student responses be evaluated?

Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? (Consider the WHERE elements from the student perspective.)

Where: Students will be given a list of places in the city and will also find the necessary vocabulary in their textbook. Students will discuss what is sold in different stores and give and ask for directions. The teacher will explain the imperative tense of regular and irregular verbs. The students will practice using commands in the formal and informal persons in the singular and plural forms.

Hook: Students love to give each other commands. They will be hooked as soon as they give their teacher and classmates the first commands to go to the place of their choice using the directions of their choice.

Explore: Students will explore what it will be like to give directions in Spanish, order from a menu, shop in the city, and sell mimicking a sales person at a market. Students will get a real feel about what city life is like in Latin America and how to communicate effectively where they want to go and what they want.

Reflect: Students will rehearse for several days in a row the their double role of a native person versus a tourist seeking help and goods in a foreign country. Students will direct each other towards their goals and reflect on what it is like on the side of the giver and receiver.

Explore: Students will exhibit their understanding by their actions and directions. Students will repeat the commands until the other student understands where they are headed. The teacher and the class as a whole will evaluate the performance of each student as they give and act out commands correctly and efficiently.

Spanish II - ¿Qué hacías?

Unit Title: Unit 3 - ¿Qué hacías?
Grade Levels: 10 & 11
Time Frame: 10 weeks
Designer: Rebecca Kettler

Link to State Content Standards:

1.1,1.2,1.3,2.1,2.2,3.2,4.1,4.2,&5.1
CA:1,5,6,& 7.

Brief Summary of Unit:

This is a unit about animals with an emphasis on the imperfect tense of the regular and irregular verbs and different ways of using adjectives.

Students will understand...

- how to use the imperfect tense of regular and irregular verbs when conversing or writing in Spanish;
- how to use adjectives and adverbs and their position in a sentence;
- how to express quantities;
- how to identify animals.

Wh

at enduring understandings are desired?

What essential questions will guide this unit and focus teaching?

Why is the correct position of the adjective or adverb in a sentence important?
Which words express quantity?
How is the imperfect tense of verbs important when expressing oneself in Spanish?
How does one describe animals in the present and the past?

What key knowledge and skills will students acquire as a result of this unit?

Students will know /be able to:

- -communicate in the imperfect past tense;
- -seek and provide personal information;
- -identify animals and their sounds;
- -express and recognize quantities and size;
- -talk about activities at a special event;
- -indicate past intentions.

What are the desired understandings/standards that will be assessed with this task?

Students will identify and describe the animals in the imperfect tense in groups of two. Each group will receive instructions and pictures of animals. The students will describe an animal and the partner will identify the animal. They will then cut out the animal identified and glue it in the correct space. When this activity has been

Task Overview (Include GRASPS: goal, role, audience, situation, product or performance and standards)

- **Goal:** Students will understand the foreign language through comparisons on a variety of topics of the language studied and their own.
- **Role:** The student will assume the role of a zoo keeper in a foreign country.
- **Audience:** The audience will be each other in group work and the teacher.
- **Situation:** The students will read about the zoo and learn the names for many animals that live in South America and the rain forests.
- **Product:** The student will complete a fun activity where they will show that they understood which animal was being described and which characteristics they possessed.
- **Standards:** 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange information.
1.2 Students understand and interpret spoken and written Spanish on a variety of subjects.

Insert a copy of the rubric to score this task on the following page.

Blueprint for Other Assessment Evidence

What will be assessed?

How will evidence be collected?

- Quiz/test
- Teacher notes
- Assignment
- Other_____

What type of assessment will be used?

- Selected response
- Academic prompt
- Brief constructed response
- Observation
- Work Sample
- Other_____

Describe the assessment.

By what criteria will the student responses be evaluated?

Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings? (Consider the WHERE elements from the student perspective.)

Where: The teacher will explain why it is important to express oneself in the

imperfect past for seeking and providing personal information. The students will receive several handouts to aide in their understanding of the grammar and new vocabulary. Students will also be provided with an assessment by which their work will be judged.

Hook: Students love animals and they will immediately be hooked when the animals are presented by using flash cards and other fun activities. Students will be asked to mimic an animal and have others guess which animal it is.

Explore: Students will explore the life in a circus and a zoo and discuss issues and environmental issues about the life in the rain forests and the importance of conserving the rain forests intact.

Reflect: Students will reflect and rethink about the bigger ideas of conserving nature and the important role they could have in travelling to other countries and being able to communicate effectively in order to be of help.

Exhibit: Students will check on each other and evaluate if they did their task correctly. Students will then exhibit their finished product on the bulletin board for the class to share and compare.

Spanish I

Introduccion I
Somos Asi I
Leccion A Mucho gusto

Grade Level: 9 & 10
Recommended Instructional Time: 1 week

What all students should know	What all students should be able to do	Instructional Activities	Assessments	MSIP Alignment	
				Links to National Standards	Links to State Standards
			.		