

SPANISH 1

World Languages

Course Description: (As written in the Course Description Book)

Spanish 1 builds the four language skills: listening, speaking, reading and writing. In Spanish 1, emphasis is placed on the first two skills using basic daily vocabulary and elementary grammar. Students are encouraged to think and required to express themselves in Spanish. The language is contemporary and the topics are familiar situations to the students. Required language laboratory exercises and performance tasks afford students the means to develop their aural-oral and comprehension skills.

Course Goals:

Students will:

- communicate in Spanish using learned vocabulary and familiar expressions.
- gain cultural knowledge of Spain and the Spanish-speaking Americas.
- make connections with other areas across the curriculum
- compare and contrast their own culture with that of Hispanic cultures.
- exchange ideas with communities of Spanish-speakers.
- use appropriate technology to accomplish various performance tasks.

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
WL Communication 1.1, 1.2, 1.3 CT Communication 1 Cultures 2, 3 EOS Speaking and listening Cooperation CTCS 1.a	<p><i>¡Hola Bienvenidos!</i> Introduction to Spanish</p> <p>Greetings and salutations</p>	<ul style="list-style-type: none"> – greet each other in Spanish. – say how old they are. – recite the Spanish alphabet, name letters, and orally spell vocabulary. – aurally recognize and name the days of the week and the months and seasons of the year. – recognize, name and write the numbers 0-30. – say which day it is. – exchange phone numbers. 	1 week Teacher presentations Overheads Listening activities Paired activities Work book activities Games (bingo, hangman, lottery) Flash cards Language Lab – sing along activity	1 week Worksheets Games Language Lab sing along Oral and written proficiency quizzes Test
WL Communication 1.1, 1.2, 1.3 Cultures 2.1, 2.2 Connections 3.1 Comparisons	<p><i>Estados Unidos: mi mundo</i> Spanish-speaking communities (United States), talking about friends, and introducing family.</p>			5-6 weeks

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<p>4.1 Communities 5.1</p> <p>CT Communication 1, 2, 3 Cultures 4 Connections 5, 6 Comparisons 7, 8 Communities 9</p> <p>EOS Critical thinking Speaking and listening Writing Use technology Work cooperatively Respect Individual difference Integrity</p> <p>CTCS</p>	<p><i>¡Bienvenido a Miami!</i> Getting to know people and learning about the Hispanic community in the U.S.</p> <p>Greetings</p>	<ul style="list-style-type: none"> - aurally recognize greetings and differentiate between talking about yourself and other people. - sing/recite vocabulary (recorded song). - assist each other in learning and memorizing the new vocabulary items (student led activity). - utilize new vocabulary to greet and introduce others. 	<p>Language lab, video programs Question/answer worksheets for video programs Sing along program Teacher presentation of vocabulary used in context Overheads Orally answering questions Mini-presentations (3-4 groups of students taking turns)</p>	<p>Informal observations Student responses Student recordings Worksheets Language Lab activities Oral questioning Oral and written proficiency quizzes</p>

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	<p align="center">Marking Period 1 Project <i>Los latinos de Estados Unidos</i></p>	<p>pronouns) to express the likes of self and others.</p> <ul style="list-style-type: none"> - recognize the infinitive form of verbs. - utilize the present tense of <i>gustar</i> accurately to describe likes and dislikes. - Recall greetings, introductions, spelling names, numbers #0-10, and the days of the week - research Latino communities in the United States and locally. - find statistics about population - choose community for topic of MP1 project (to be completed before the end of the Marking Period 1) - answer questions about Miami and the Cuban influence there. - describe a Latino community in the United 	<p>Activity book exercises Textbook oral and written activities Online workbook DVD tutor Language Lab – paired oral and visual activity</p> <p>Activity book exercises</p> <p>Textbook reading Oral questions Internet research Library research</p>	<p>Oral participation in class Activity book exercises Written proficiency quiz</p> <p>Written proficiency quiz</p> <p>Test</p> <p>On-going: 2-3 weeks Oral participation in class Written responses Short essay Class presentation</p>

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	<p><i>Los Angeles: Te presento a mi familia</i> Describing family, age, birthdays, dates, and expressing possession</p> <p>Vocabulary for family, months, birthdays, ages</p>	<ul style="list-style-type: none"> - aurally identify family members, their ages, and birthdays. - write the numbers 11 to 100. - assist each other in learning and memorizing the new vocabulary items (student led activity). - utilize new vocabulary to talk about family and birthdays. 	<p>Language Lab video programs Question/answer worksheets for video program Sing along program Teacher presentation Overheads Student-led flashcard activity in groups Online workbook Activity book exercises DVD tutor</p>	<p>Test</p> <p>Informal observation Student responses Language Lab activities Oral and written proficiency quizzes DVD tutor scores</p>

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	<p>The verb <i>tener</i></p> <p>Possession using <i>de</i> and possessive adjectives</p> <p>Dates</p>	<ul style="list-style-type: none"> - correctly use the present tense of the verb <i>tener</i> orally and in written form to describe family and possession. - utilize the preposition <i>de</i> to express possession of people and things. - demonstrate understanding of possessive adjectives in oral and written forms. - correctly give dates for birthdays, graduation, weddings and holidays. 	<p>Teacher presentation Overheads Worksheets Activity Book exercises Oral and written activities from textbook DVD tutor</p> <p>Language Lab audio program Teacher presentations Paired oral and written activities Activity book exercises DVD tutors Oral and written activities from textbook</p> <p>Language Lab audio and visual programs Teacher presentations Group activities</p>	<p>Oral participation in class Games Activity book exercises Written proficiency quiz DVD tutor scores</p> <p>Language Lab activities Informal observations Oral questioning Classroom games Oral and written proficiency quizzes DVD tutor scores</p> <p>Informal observation Classroom games Oral and written</p>

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<p>WL Communication 1.1, 1.2, 1.3</p>	<p><i>La quinceañera</i></p> <p><i>¡Estudia en otro país!</i> (studying in another country)</p> <p><i>Una semana típica</i> Going to school in a city (Mexico City,</p>	<ul style="list-style-type: none"> - demonstrate an understanding of Hispanic cultural influence in Los Angeles, California. - demonstrate an understanding of the <i>quinceañera</i> celebration in Hispanic culture. - use different descriptive words to describe oneself and apply to study in another country. - utilize biographical data, physical traits, personal characteristics and interests in a writing context. 	<p>Calendar Paired activities Activity book exercises DVD tutor</p> <p>Video: “Sweet Fifteen” Video: “<i>La Quinceañera</i>” Worksheets to accompany videos Teacher led questioning</p> <p>Textbook activities www.classzone.com</p>	<p>proficiency quizzes DVD tutor scores</p> <p>Informal class discussions Worksheet responses Written proficiency quiz</p> <p>Short essay</p> <p>Test</p> <p>5-6 weeks</p>

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<p>Cultures 2.1, 2.2 Connections 3.1 Comparisons 4.1, 4.2 Communities 5.1, 5.2</p> <p>CT Communication 1, 2, 3 Cultures 4 Connections 5, 6 Comparisons 7, 8</p> <p>EOS Critical thinking Speaking and listening Reading Writing Technology Work cooperatively Respect</p>	<p>Mexico), classes and after school activities</p> <p><i>Un día de clases</i> Talking about schools, classes, schedules, and teachers</p> <p>Vocabulary</p> <p>Present tense of –ar</p>	<ul style="list-style-type: none"> – identify and match items in the classroom. – identify and use vocabulary to discuss weekly schedules and frequency of classes. – assist each other in memorizing new vocabulary words. – use vocabulary to answer a variety of questions about obligations and daily routines in school. 	<p>Language Lab, video programs Oral repetition Sing along program Oral questions Overheads Teacher presentation of vocabulary Online workbook Textbook activities Paired oral activities Games (Pictionary, circumlocution contests)</p> <p>Sing-along program.</p>	<p>Informal observation Student responses Worksheets Language lab participation Oral participation Paired activities Oral and written proficiency quizzes</p> <p>Informal</p>

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<p>CTCS 1.a, 1.b, 2.b, 2.c, 3.a, 3.b, 4.a, 4.b, 5.a, 5.b, 5.c, 6.a</p>	<p>verbs</p> <p>Frequency using adverbs</p> <p>Obligations with <i>hay que</i> and <i>tener que</i></p> <p><i>¡Un horario difícil!</i> Plans and activities, places and people.</p>	<ul style="list-style-type: none"> – correctly conjugate in the present tense regular –ar verbs for all six subject pronouns orally and in written form. – use regular –ar verbs to describe daily activities in class and after-school activities. – correctly use adverbs or adverbial phrases to talk about how often someone does something. – use a variety of adverbs to talk about daily routines in school and after-school activities. – correctly use <i>hay que</i> and <i>tener que</i> to talk about obligations. 	<p>Oral repetition with a partner Team competitions for subject verb agreement</p> <p>Teacher presentation. Oral and written repetition activities with a partner Short essay</p> <p>Teacher presentations. Oral activities with a partner Textbook activities Classroom surveys DVD tutors</p>	<p>observation Oral and written proficiency quizzes</p> <p>Short essay Written proficiency quiz</p> <p>Written responses Classroom surveys Oral and written proficiency quizzes</p> <p>Test</p>

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	<p>Vocabulary for activities and places</p> <p>The verb <i>ir</i> to say where you are going</p> <p>Telling time</p> <p>The verb <i>estar</i></p>	<ul style="list-style-type: none"> – assist each other in learning and memorizing new vocabulary items. – manipulate vocabulary in dialogues. – ask and answer questions using appropriate vocabulary. – recognize, identify, and correctly use the verb <i>ir</i> in the present tense. – recognize and use correctly the expressions for telling time, including minutes, quarters, and half hours. – correctly use the verb <i>estar</i> when saying where people or things are located. 	<p>Language Lab, video programs Worksheets on video programs Paired and grouped student activities Flashcards Overheads Online workbook</p> <p>Teacher presentation Overheads Online workbook Textbook activities</p> <p>Teacher presentation Repeating oral exercises in pairs Clock</p> <p>Teacher presentations Repeated student oral exercises</p>	<p>Language lab participation Student responses Worksheets Oral and written proficiency quizzes</p> <p>Informal observation Written responses Written proficiency quiz</p> <p>Oral and written proficiency quizzes</p> <p>Oral and written proficiency quizzes</p>

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	<p>Interrogative words</p> <p>Snack foods</p> <p><i>Mis actividades</i> Plans, events, places and people you know.</p> <p>Vocabulary for plans, events, and places</p> <p>The expression <i>ir a</i></p>	<ul style="list-style-type: none"> – correctly use appropriate question words to ask and answer a variety of questions. – compare the Mexican <i>merienda</i> to US snack foods in written and oral forms. – aurally recognize and answer questions about places and activities in a city. – answer oral questions about the community. – assist each other in learning and memorizing the new vocabulary. – correctly use <i>ir a + infinitive</i> to talk about 	<p>Overheads Mini-dialogue written and performed in pairs</p> <p>Textbook oral and written activities</p> <p>Language Lab, video and audio programs Teacher presentations Worksheets from video programs Textbook oral and written exercises Flash card practice (student led, group activity)</p> <p>Teacher presentation</p>	<p>Dialogues Written proficiency quiz</p> <p>Short essay</p> <p>Test</p> <p>Informal observation Student oral and written responses Oral and written proficiency quizzes</p> <p>Student oral</p>

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	<p>+ <i>infinitivo</i></p> <p>Present tense of regular <i>-er</i> and <i>-ir</i> verbs</p> <p>Verbs with irregular <i>yo</i> forms</p> <p>The verb <i>oír</i></p> <p><i>México y sus jóvenes</i></p>	<p>what one is “going to do” in a variety of contexts.</p> <ul style="list-style-type: none"> – correctly conjugate <i>-er</i> and <i>-ir</i> verbs in the present tense. – use a variety of <i>-er</i> and <i>-ir</i> verbs in the present tense to talk about routines. – correctly conjugate regular present tense verbs with irregular <i>yo</i> forms (<i>tener, hacer, decir, etc.</i>). – correctly spell the irregular verb <i>oír</i>. – talk about where young people in Mexico City go and what they do for fun. 	<p>Written and oral activities Online workbook DVD tutor activities</p> <p>Teacher presentation Overheads Textbook written and oral activities (paired work)</p> <p>Teacher presentations Whiteboard writing activity Textbook written and oral activities</p> <p>Teacher presentation Overheads Online workbook</p> <p>Textbook reading and writing activities</p>	<p>responses Student written responses Workbook scores DVD tutor scores Written proficiency quizzes</p> <p>Oral and written responses Written proficiency quiz</p> <p>Student oral and written responses Written proficiency quiz</p> <p>Student responses Written proficiency quiz</p> <p>Student written responses</p>

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WL Communication 1.1., 1.2, 1.3 Cultures 2.1, 2.2 Connections 3.1, 3.2	<p><i>El Zócalo: centro de México</i></p> <p><i>El horario de la escuela.</i> (School schedule)</p> <p><i>Una semana en México</i></p> <p>El fin de semana: San Juan, Puerto Rico Puerto Rico, weather, and leisure activities.</p> <p><i>¡Me gusta el tiempo</i></p>	<ul style="list-style-type: none"> – discuss the capital of the Aztecs and the importance of the Zócalo (Central Plaza) in the political life of Mexico. – write about and describe their school schedules. – describe a vacation in México with family for one week. – choose places in México to visit for 5 days. – describe activities for each day of vacation and important sites to visit. 	<p>Oral discussions Short essay</p> <p>Teacher presentation. Textbook reading and writing activities Group discussions Short essay</p> <p>Textbook written activities Mini-presentation</p> <p>Marking Period Project Internet research Library research Guiding rubrics</p>	<p>Short essays</p> <p>Student oral and written responses Essay</p> <p>Test</p> <p>Written and oral responses.</p> <p>On-going: 2-3 weeks Written responses Oral presentation</p> <p>5-6 weeks</p>

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<p>Comparisons 4.1, 4.2 Communities 5.1, 5.2</p> <p>CT Communication 1, 2, 3 Cultures 4 Connections 5, 6 Comparisons 7, 8 Communities 9</p> <p>EOS Critical thinking Speaking and listening Reading Writing Technology Work cooperatively Respect Individual difference Integrity</p>	<p><i>libre!</i> Invitations, the phone, feelings.</p> <p>Vocabulary</p> <p><i>Estar</i> and adjectives</p> <p><i>acabar de</i> (what just happened)</p>	<ul style="list-style-type: none"> – identify places and activities. – manipulate vocabulary to ask and answer questions about plans, events, people and places. – assist each other in memorizing new vocabulary. – correctly form expressions with <i>estar</i> to express feelings. – correctly use the word <i>cuando</i> (when) without an accent when expressing feelings. – correctly use appropriate words to accept or decline invitations. – use <i>acabar de</i> to talk about what just happened 	<p>Language Lab, video programs Worksheets to video programs Teacher presentations Online workbook Textbook oral and written activities with partner</p> <p>Teacher presentations Textbook oral activities in pairs Teacher generated written activities Mini-presentations in class in pairs</p> <p>Teacher presentation Textbook oral activities in pairs</p>	<p>Informal observation Language lab participation Student responses Oral and written proficiency quizzes</p> <p>Oral responses Written responses. Written dialogues Mini-presentations</p> <p>Oral conversations Written responses Written proficiency</p>

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<p>School programs</p> <p>CTCS 1.a, 1.b, 2.a, 2.b, 2.c, 3.a, 5.a, 5.b, 6.a</p>	<p>The verb <i>venir</i></p> <p>The verb <i>gustar</i> + <i>infinitivo</i></p> <p><i>La bomba y plena</i></p>	<ul style="list-style-type: none"> – correctly use <i>venir</i> in the present tense for a variety of subjects. – compare the use of <i>venir</i> and <i>ser de</i> when expressing origin. – recall <i>gustar</i> + <i>infinitive</i> to talk about what a person likes to do. – talk about the origins of <i>bomba y plena</i> and the instruments and costumes that accompany it. 	<p>Online workbook activities Activity book exercises Worksheets Textbook written activities</p> <p>Teacher presentation Textbook oral activities in pairs Online workbook Worksheets Mini oral dialogues</p> <p>Teacher presentation Textbook oral and written activities Teacher generated oral and written activities (whiteboard practice)</p> <p>Textbook reading and writing exercises Short essay</p>	<p>quiz</p> <p>Informal observation Oral responses Worksheets Oral and written proficiency quizzes</p> <p>Informal observations Students written responses Written proficiency quizzes</p> <p>Short essay</p>

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	<p>Stem-changing verbs: <i>e</i> to <i>ie</i></p> <p>The verb <i>saber</i></p> <p>Making comparisons</p> <p><i>Roberto Clemente</i></p>	<ul style="list-style-type: none"> – use the verb correctly to ask and answer questions about playing sports. – correctly conjugate the stem-changing verbs and use stem-changing verbs to talk about sports. – orally talk about what sports one knows how to play or do. – correctly use phrases for comparison while talking about sports. 	<p>oral activities</p> <p>Teacher presentation Overhead Online workbook Written and oral exercises Whiteboard practice Teacher presentation Online workbook DVD tutor</p> <p>Teacher presentations Overheads DVD tutor Oral and written exercises Teacher generated oral and written exercises</p> <p>Textbook reading and writing activities</p> <p>Video “Roberto</p>	<p>quiz</p> <p>Student written responses DVD tutor responses Written proficiency quiz</p> <p>Student written and oral responses Written proficiency quizzes</p> <p>Student oral and written responses</p> <p>Written and oral</p>

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	<p><i>Béisbol: El pasatiempo nacional</i></p> <p><i>El tiempo en El Yunque</i> The weather, clothes, and opinions</p> <p>Vocabulary for weather</p>	<ul style="list-style-type: none"> - discuss, and write about Roberto Clemente a famous Puerto Rican baseball player. - talk about the importance of baseball as a national pastime in Puerto Rico. - identify current Hispanic players. - aurally recognize new vocabulary about the weather and seasons. - respond orally to questions about preferences and wants during the different seasons and weather. - compare the weather, seasons, clothes, and activities in Puerto Rico and the US. 	<p>Clemente” Teacher generated worksheet for video</p> <p>Textbook reading activities Teacher generated oral activities Internet research</p> <p>Language Lab video and audio programs Worksheets for video programs Teacher presentation Textbook and teacher generated oral and written activities (in</p>	<p>responses Class discussion</p> <p>Written and oral responses</p> <p>Test</p> <p>Student oral and written responses Worksheets Activity book exercises Oral and written proficiency quizzes</p>

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	<p>The verbs <i>hacer</i>, <i>nevar</i>, and <i>llover</i></p> <p>Special expressions using <i>tener</i></p> <p>Direct object pronouns</p>	<p>– correctly use <i>hacer</i> and other verbs to talk about the weather and seasons.</p> <p>– talk about physical and emotional feelings in relation to seasons and weather.</p> <p>– correctly manipulate direct object pronouns to talk about activities.</p>	<p>pairs and groups) Online workbook Activity book exercises DVD tutor</p> <p>Teacher presentations Overheads Realia Picture cues Group oral and written activities</p> <p>Teacher presentation Overheads Textbook oral and written exercises (in pairs) Online workbook Internet activities Games</p> <p>Teacher presentation Oral and written activities Teacher generated</p>	<p>Student oral and written responses Oral and written proficiency quizzes</p> <p>Informal observation Oral and written responses Written proficiency quiz</p> <p>Oral and written responses Written proficiency quiz</p>

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	<p>The present progressive tense</p> <p><i>El coquí</i></p> <p><i>Puerto Rico: Diversión para todos</i></p>	<ul style="list-style-type: none"> – correctly use the present progressive tense in a variety of contexts, focusing on sports. – recognize the famous frog <i>coquí</i> from Puerto Rico, the origins of its name, its sounds and why it is good to see one. – draw/describe the typical plants found where the <i>coquí</i> lives. – read, talk about, listen to and present a report on the history of Puerto Rico, the 	<p>oral and reading activities Online workbook DVD tutor Competitive game activity (in groups)</p> <p>Teacher presentation Overhead Teacher generated worksheets Textbook oral and written activities Online workbook DVD tutor</p> <p>Textbook reading and writing activities Short essays</p> <p>Textbook reading and writing exercises Language Lab video program</p>	<p>Informal observation Written proficiency quiz Worksheet written responses</p> <p>Short essay Drawing</p> <p>Written responses Oral presentation</p>

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	<p>Affirmative <i>tú</i> commands</p> <p><i>¡A viajar a Oaxaca!</i></p> <p><i>En el mercado</i> Shopping, making purchases, and bargaining</p> <p>Vocabulary</p>	<ul style="list-style-type: none"> - recognize and form commands for informal affirmative situations. - correctly use commands of regular verbs in a variety of situations. - identify six specific places in Oaxaca to visit by foot. - aurally and visually recognize new 	<p>Online Workbook Game (location finder)</p> <p>Teacher presentation TPR activity Overhead Transparency Word Tiles Paired activities Group activities Listening activity</p> <p>Individual student activity Paired activity Online activity</p> <p>Teacher presentation Worksheets</p>	<p>Informal observations Student responses Oral and written quizzes</p> <p>Written responses Written quiz</p> <p>Test</p> <p>Informal observation</p>

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	<p style="text-align: center;">Stem-changing verbs: <i>o</i> to <i>ue</i></p> <p style="text-align: center;">Indirect object pronouns and placement</p>	<ul style="list-style-type: none"> - vocabulary for shopping. - assist each other in memorizing the new vocabulary. - ask and answer questions using appropriate vocabulary. - demonstrate an understanding of barter. - connect and compare bargaining customs in own community with those in a new community. - recall stem-changing verbs (<i>pensar, empezar, querer, preferir, etc.</i>). - utilize <i>o</i> to <i>ue</i> stem-changers. - manipulate indirect objects. - correctly place indirect object pronouns. 	<p>Partner activities Flashcards Overhead transparency Video activities Audio activities Textbook (role-play, written, and oral activities) Workbook Language lab- video, audio programs</p> <p>Written and oral activities Worksheets Workbook</p> <p>Teacher generated Power Point presentation Textbook Workbook (Online) Paired activities Group activities</p>	<p>Student responses Written and oral quizzes</p> <p>Written and oral quizzes</p> <p>Informal observations Written and oral quizzes</p>

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	<p><i>El Mercado Benito Juárez</i></p> <p><i>¿Qué hacer en Oaxaca?</i> Food, expressing extremes, and the preterite tense.</p> <p>Vocabulary</p> <p><i>Gustar + noun</i></p>	<ul style="list-style-type: none"> - compare what they know about bargaining customs in their community to help them learn about bargaining customs in a new community. - order food and request the check. - talk about food. - express extremes. - connect and compare what they know about restaurants/cafes in their community to those in Latin American countries. 	<p>Textbook (reading) Language lab activities DVD take-home tutor</p> <p>Textbook Overhead Paired activities</p> <p>Overhead</p>	<p>Oral questioning Mini project (role-play) Crossword puzzle Improved role play Oral and written quizzes</p> <p>Test</p> <p>Partner activities Written and oral activities Written quiz</p> <p>Group/Class</p>

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<p>WL Communication 1.1, 1.2, 1.3</p>	<p>Affirmative and negative words</p> <p>Stem-changing verbs: <i>e</i> to <i>ie</i> and <i>e</i> to <i>i</i></p> <p><i>Monte Albán: ruinas misteriosas</i></p> <p><i>Barcelona, España: preparaciones</i></p>	<ul style="list-style-type: none"> – recall conjugation of <i>gustar</i> – use the verb <i>gustar</i> + noun to describe likes and dislikes of food – utilize new vocabulary in indefinite or negative situations. – identify and utilize <i>e</i> to <i>ie</i> stem-changing verbs (<i>querer, pensar, preferir</i>). – identify and utilize <i>e</i> to <i>i</i> stem-changing verbs (<i>pedir, servir, repetir, seguir</i>). – demonstrate an understanding of types of indigenous ruins and artifacts in Monte Albán. – compare / contrast Zapatecs, Mixtec and Olmec indigenous groups. – research tourist interests. 	<p>Transparencies Workbook Activities Information gap activity</p> <p>Activity book exercises Overhead Student created rap</p> <p>Worksheets Dice game</p> <p>Reading: ruins of Albán Presentation and lecture Marking Period Project</p>	<p>activities Written quiz</p> <p>Informal observations Written quiz Rap</p> <p>Oral questioning Worksheets</p> <p>Test</p> <p>Oral presentation Poster</p> <p>5-6 Weeks</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
<p>Cultures 2.0 Connections 3.0, 3.4 Comparisons 4.1</p> <p>CT Communication 1, 2, 3 Cultures 4 Connections 5, 6 Comparisons 8</p> <p>EOS Critical Thinking Speaking and listening Technology Cooperation Respect Individual differency</p> <p>CTCS 1.a, 1.b, 2.b, 2.b,</p>	<p><i>especiales</i></p> <p><i>¿Cómo es tu rutina?</i> Daily routines, body parts, grooming and daily chores</p> <p>Vocabulary</p> <p>Reflexive verbs</p> <p>Irregular</p>	<ul style="list-style-type: none"> – describe daily routines. – assist each other in learning and memorizing body parts. – create an alien to identify body parts. – describe grooming. – discuss house chores through partner activities and dialogs. – create a poster of two siblings “Maya and Miguel”-showing one doing all the house chores, the other playing all the time. – utilize reflexive verbs in conjunction with new vocabulary (how they get ready for...). 	<p>Overheads Flashcards Realia Worksheets Games (charades, pictionary, etc.) Language Lab activities</p> <p>Overheads Worksheets Partner activities</p> <p>Textbook reading</p>	<p>Partner Activities Games Oral and Written quizzes Informal observation Poster of alien Poster of siblings</p> <p>Informal observation Written quiz</p> <p>Oral and written</p>

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3.a, 4.b, 6.a	affirmative <i>tú</i> commands Negative <i>tú</i> commands <i>Una exhibición especial de Pablo Picasso</i> <i>¿Qué debo hacer?</i> Persuading others, describing a house, and negotiating responsibilities. Vocabulary	<ul style="list-style-type: none"> – recognize and manipulate irregular commands in informal settings. – correctly manipulate informal commands. – use verbs in a variety of situations. – correctly manipulate verbs in the negative informal command form (remembering to use No). – demonstrate an understanding about the Spanish artist Pablo Picasso. – compare and contrast several of his paintings to one another. – compare and contrast selected Picasso paintings to selected Spanish painters. – draw/paint a picture in one of Picasso’s period themes and have an “art show” in class. 	www.conjugemos.com Listening activity Worksheet Team competition activity-following oral commands Textbook reading and other samples of Picasso’s artwork Internet research Web activity Teacher generated	quizzes Drill practice results from web site Competition Oral questioning Written responses Picture/Drawing with explanation Test Written/Oral quizzes

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
	<p style="text-align: center;">Present progressive</p> <p style="text-align: center;"><i>Deber</i></p> <p style="text-align: center;">Adverbs with – <i>mente</i></p> <p style="text-align: center;"><i>Las tapas: una</i></p>	<ul style="list-style-type: none"> – label the rooms of a house and three pieces of furniture that correspond to each. – say what work needs to be done to a house. – Demonstrate an understanding of the formation of the present progressive tense (<i>estar</i> + present participle). – utilize the present progressive tense accurately to say what people are doing in different rooms of a house. – make up situations and persuade others to do an activity. – work in pairs designing a guide for a successful party. – Demonstrate an understanding of formation of adverbs (adjective ends e, l or z add – <i>mente</i>, -o or -a and the feminine form). – produce a written chant or rap with adverbs. – use adverbs correctly in a chant or rap in front of class. 	<p>worksheet of a house Flashcards Overhead transparency</p> <p>TPR Overhead Textbook activities Workbook activities www.conjuguemos.com</p> <p>Dice Game Online workbook Activities Audio program activities</p> <p>Overheads Textbook/workbook activities Online workbook Chants/raps</p> <p>Teacher generated</p>	<p>Written quiz Online quiz</p> <p>Informal observations Written quizzes</p> <p>Oral quiz Chant/rap</p> <p>Mini project: Food</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
	<p><i>experiencia muy española</i></p> <p><i>¡Qué Buena celebración!</i> Parties, buying food and describing past activities.</p> <p>Vocabulary</p> <p>Regular <i>-ar</i> preterit verbs</p>	<ul style="list-style-type: none"> - discuss compare, and contrast <i>tapas</i> to American snack foods. - research and prepare a Spanish appetizer. - identify party decorations. - write a grocery list for a party. - manipulate vocabulary in dialogues. - ask and answer questions using appropriate vocabulary. - express extremes. - compare U.S. and European currency (euro). - recognize preterite verb endings. - correctly conjugate regular <i>-ar</i> verbs in the preterite (past) tense, including <i>-car</i>, <i>-gar</i>, and <i>-zar</i> endings for a variety of subject 	<p>presentation Realia: cookbooks Recipes/food</p> <p>Realia TPR Role playing Language lab activities</p> <p>Teacher presentation Textbook activities Game/competition- Dice game DVD take-home tutor</p>	<p>recipe and sample</p> <p>Test</p> <p>Informal observations Written quizzes Oral quizzes</p> <p>Oral quiz Written quiz</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
<p>WL Communication 1.1, 1.2, 1.3 Cultures 2.1, 2.2 Connections 3.1, 3.2 Comparisons 4.1, 4.2 Communities 5.1, 5.2</p>	<p><i>Los favoritos de la cocina Española</i></p> <p><i>Barcelona: joya de arquitectura</i></p> <p>Quito, Ecuador: La ciudad y el campo.</p> <p><i>La vida de la ciudad</i> Suggestions, describing cities, professions</p>	<p>pronouns.</p> <ul style="list-style-type: none"> – manipulate verbs in a variety of oral/written dialogs, questions and answers. – recognize ingredients in this typical Spanish recipe atypical in North American dishes. – prepare a Valencia <i>paella</i>. – create historical timeline of Barcelona’s architectural history (ancient to modern). – describe buildings in the target language. – discuss several Spanish architects and significant projects/work. – identify selected buildings on a map. 	<p>disc www.conjuguemos.com</p> <p>Textbook Audio script (CD) Map</p> <p>Overhead transparencies Textbook DVD/Video</p>	<p>Oral questions <i>Paella</i></p> <p>Oral questions Written responses</p> <p>Test</p> <p>5-6 weeks</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
<p>CT Communication 1, 2, 3 Cultures 4 Connections 5, 6 Comparisons 7, 8 Communities 9</p> <p>EOS Critical Thinking Speaking and listening Technology Cooperation Respect Individual differency</p> <p>CTCS 1.a, 1.b, 2.b, 3.a, 4.b,</p>	<p>Vocabulary</p> <p>Regular <i>-er, -ir</i> preterite verbs</p> <p>Preterite with <i>i</i> to <i>y</i> spelling changes</p> <p>Preterite of <i>ir, hacer, ser</i></p>	<ul style="list-style-type: none"> - name and label correctly buildings found in cities. - make suggestions to a group of places to see and visit. - discuss different professions, along with brief descriptions. - state what jobs they want in the future. - manipulate vocabulary in dialogues. - recognize <i>-er</i> and <i>-ir</i> preterite verbs. - correctly conjugate verbs in the present tense for a variety of subject pronouns. - tell what happened in selected situations. - recall the <i>-er</i> and <i>-ir</i> list of regular preterite verbs. - recognize preterite verbs with <i>i</i> to <i>y</i> spelling changes (<i>oír, leer, creer</i>). - correctly conjugate and manipulate irregular preterite verbs: <i>ir, hacer, and ser</i> . 	<p>Textbook Workbook Overhead transparencies DVD tutor</p> <p>Blank verb sheet, for practicing verb conjugations Oral practice: dice game</p> <p>Online workbook activities</p> <p>Gap activities Language Lab activity with Internet www.conjuguemos.com</p>	<p>Informal observations Oral quizzes Written quizzes Dialogues</p> <p>Oral quizzes Written quizzes</p> <p>Written quiz</p> <p>Informal observations Internet activity scores</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
	<p><i>Saludos desde Quito</i></p> <p><i>A conocer el campo</i> Specific people and things, location, past events</p> <p>Vocabulary</p>	<ul style="list-style-type: none"> – read and write about Quito, Ecuador. – name at least three tourist attractions in Quito. – write a postcard from their tourist perspective to a “friend” in the U.S. <ul style="list-style-type: none"> – recognize and match pictures and sound of animals found on farms (horses, pigs, chickens, etc.). – recite location rhyme. – match vocabulary to where people and places are on a map. – sing a traditional nursery song- <i>Los pollitos</i>. – read excerpts of the storybook <i>La Gallinita Rojita</i>. 	<p>Teacher presentation Map of Ecuador and individual maps for students Overhead transparencies Audio Program Textbook Postcards</p> <p>Worksheets Song-<i>Los pollitos</i> Text- <i>La Gallinita Rojita</i> Textbook Activities Online workbook activities</p>	<p>Oral questions/responses Postcard project</p> <p>Test</p> <p>Oral performance of song-Language Lab Written and oral quizzes</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
	<p>Demonstrative adjectives and pronouns</p> <p>Ordinal numbers</p> <p>Irregular verbs in the preterite</p> <p><i>Los otavaleños</i></p>	<ul style="list-style-type: none"> – demonstrate knowledge of demonstrative adjectives and pronouns (meaning and usage). – point out specific objects using demonstratives. – practice and memorize the first ten ordinal numbers. – demonstrate knowledge of agreement and placement of ordinal numbers when used with nouns. – recall previously learned irregular verbs in the preterite. – identify which irregular verbs have similar forms. – correctly conjugate verbs for a variety of subject pronouns. – use verbs in a variety of questions, answers and dialogues. – define the term <i>indigenous</i> (people) correctly. 	<p>Textbook Partner activities Worksheets</p> <p>TPR Group activities Pair activities (draw and label eleven-story building) Audio</p> <p>Textbook Overheads Workbook Partner Activities DVD Take Home tutor disc</p> <p>Overhead Video program www.classzone.com</p>	<p>Written proficiency quiz</p> <p>Listening comprehension quiz Written quiz Group class activity</p> <p>Informal observations Games/competitions Language Lab-partner activities Oral and written quizzes</p> <p>Informal observations Written responses</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
	<p><i>¡A ganar el concurso!</i> Present and future events, instructions, and discussing the past.</p> <p>Present progressive</p> <p>Affirmative <i>tú</i> commands</p> <p>Regular preterite verbs</p>	<ul style="list-style-type: none"> – watch, read and discuss who <i>los otavaleños</i> are from Otavalo, Ecuador. – write response to written questions related to both the video and reading. – review the present progressive tense. – manipulate in conversation, verbs in the present progressive. – instruct each other in learning the forms of affirmative informal commands. – review regular preterite verbs – perform improvisational dialogs using regular preterite verbs correctly 	<p>Selected reading Written questions</p> <p>Paired activities Group activities Worksheets</p> <p>Game (Simon dice) Worksheets Internet- www.conjugemos.com</p> <p>Overheads Game (dice)</p>	<p>Internet activity Test</p> <p>Oral questioning Written quizzes</p> <p>Informal observations Website scores</p> <p>Competitions/Game Oral quiz-paired oral performance</p>

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Expectation and/or Subject Standard	Major Topic and Key Concepts	Performance Outcomes Students Will:	Instructional Tools/Methods	Timeline and Assessment Tools/Methods
	Irregular preterite verbs <i>Un paseo por Ecuador</i>	<ul style="list-style-type: none"> – review irregular preterite verbs – write a one page essay utilizing a given number of irregular verbs correctly to discuss an imaginary trip in Ecuador – recall related information learned about Ecuador thus far – watch and comprehend video on a guided tour of Ecuador – respond to oral and written questions. 	Textbook Audio program Overhead Textbook Pair work Worksheets Online workbook	Informal questioning Oral and written quizzes Written essay Oral responses Final Exam

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MEDIA

I. Text:

¡En Español! 1 Uno, McDougal Littell, Illinois, Boston, Dallas, 2004

II. Supplementary readings:

Selected poetry, songs, videos

Short texts on culture and history

(*Quinceañera* and other holidays, Olmecs and other Mesoamerican cultural groups, etc.)

III. Technology:

Video One, *¡En Español! 1*, McDougal Littell, Illinois, Boston, Dallas, 2004

DVD program, *¡En Español! 1*, McDougal Littell, Illinois, Boston, Dallas, 2004

DVD Take Home Tutor, *¡En Español! 1*, McDougal Littell, Illinois, Boston, Dallas, 2004

World Wide Web

Online textbook, www.classzone.com/eservices, *¡En Español! 1*, McDougal Littell, Illinois, Boston, Dallas, 2004

Online workbook, www.classzone.com, *¡En Español! 1*, McDougal Littell, Illinois, Boston, Dallas, 2004

Internet websites, www.conjuguemos.com

“*Quinceañera: Princesa por un Día*” I, © 1993, VHS, 24 mins., ISBN: 1-58950-719-3

“Sweet Fifteen” © 1996, VHS, 120 min. ISBN: none found

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IV. Additional resources

Overheads from text series, *¡En Español! 1*, McDougal Littell, Illinois, Boston, Dallas, 2004

Testing and Assessment, *¡En Español! 1*, McDougal Littell, Illinois, Boston, Dallas, 2004

Realia, e.g. plastic food, menus, home goods

Flashcards

Various games

Teacher generated worksheets

