
Spanish Curriculum

School District of Seward

Implemented in the Fall of 2010

410 South St. • Seward, NE • 68434



*“If you talk to a man in a language he understands,
that goes to his head. If you talk to him in his own
language, that goes to his heart.”*

Nelson Mandela

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Spanish Education Program

PHILOSOPHY & GOALS



There are many facets to a comprehensive Spanish curriculum.

Philosophy Guiding Our Spanish Curriculum

The ability to communicate in a language other than one's own enables students to grow academically and personally. Competence in communicating in languages in addition to English enriches learning and creates a new foundation for intellectual growth that is unique to language studies. Students are not only mastering another subject but also creating a new source of academic and personal enrichment. Learning a language opens new doors and expands a student's opportunities to learn.

Learning a new linguistic system means acquiring an objective view of one's native language and of one's own culture. The structural elements of language, the range of ideas expressible in a language, the intense interdependence of language and culture—all these become apparent as the student becomes increasingly proficient in a new language. With these understandings comes a more sophisticated appreciation of the structures and the patterns of the new language as well as a better understanding of the learner's own language.

Rather than seeing foreign language studies as simply another area of study, foreign language stakeholders should see such studies as a vital partner in enhancing students' achievements in all areas.

Goals of Our Spanish Curriculum

As a result of our curriculum, students will:

- 🎧 engage in conversations, provide and obtain information, express feelings and emotions, and exchange information,
- 🎧 understand and interpret written and spoken Spanish language on a variety of topics,
- 🎧 convey information, concepts, and ideas to listeners and readers for a variety of purposes,
- 🎧 demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts,
- 🎧 recognize that different languages use different patterns to communicate and apply this knowledge to their own language,
- 🎧 recognize that cultures use different patterns of interaction and apply this knowledge to their own culture,
- 🎧 apply language skills and cultural knowledge within and beyond the school setting.

The educational materials come from a variety of sources. We attempt to select our materials from the best - from agencies and organizations that take a proactive and educational position with regard to Spanish Education in schools. We do not endorse any particular agency, organization, or business enterprise. Students are encouraged to look at all educational materials with a critical eye.

Evaluating the success of a Spanish Education program is a difficult task. In addition to mastering information, it is our goal to assist students in the development of a knowledge of the Spanish language, culture, and a desire to interact and appreciate the Spanish-speaking community.

Scope & Sequence of Learning Objectives

The scope and sequence of Spanish Education objectives are designed to provide background information prior to studying each topic in depth as students move through the curriculum. The objectives are based largely upon the national foreign language standards.

Students Will Communicate In Languages Other Than English

	Novice (Level 1)	Intermediate (Level 2)	Pre-Advanced (Level 3)	Advanced (Levels 4 & 5)
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	<ul style="list-style-type: none"> • Expression of basic needs. 	<ul style="list-style-type: none"> • Interact in basic survival situations. 	<ul style="list-style-type: none"> • Elaborate on needs. 	<ul style="list-style-type: none"> • Manage unforeseen circumstances.
	<ul style="list-style-type: none"> • Express basic courtesies. 	<ul style="list-style-type: none"> • Incorporate appropriate gestures into conversation. 	<ul style="list-style-type: none"> • Converse using appropriate language and gestures. 	
	<ul style="list-style-type: none"> • Express state of being. 	<ul style="list-style-type: none"> • Create simple descriptions within a text. 	<ul style="list-style-type: none"> • Create oral descriptions within a context. 	<ul style="list-style-type: none"> • Create <u>detailed</u> oral descriptions within a context.
	<ul style="list-style-type: none"> • Express likes and dislikes. 	<ul style="list-style-type: none"> • Qualify likes and dislikes. 	<ul style="list-style-type: none"> • Exchange personal feelings and ideas. 	<ul style="list-style-type: none"> • Exchange personal feelings and ideas for the purpose of persuading others.
	<ul style="list-style-type: none"> • Express agreement and disagreement. 	<ul style="list-style-type: none"> • Support opinions and describe a problem. 	<ul style="list-style-type: none"> • Support opinions, describe a problem, and make suggestions and recommendations. 	<ul style="list-style-type: none"> • Express individual perspectives and defend opinions.
	<ul style="list-style-type: none"> • Respond to one-on-one interactions. 	<ul style="list-style-type: none"> • Exchange information with peers and others. 	<ul style="list-style-type: none"> • Initiate, sustain, and conclude conversation on predetermined topics 	<ul style="list-style-type: none"> • Initiate, sustain, and conclude conversation on a variety of topics.
	<ul style="list-style-type: none"> • Make and respond to simple requests. 	<ul style="list-style-type: none"> • Give and follow directions in a familiar context. 	<ul style="list-style-type: none"> • Give and follow directions in an unfamiliar situation. 	

Students Will Communicate In Languages Other Than English

	Novice (Level 1)	Intermediate (Level 2)	Pre-Advanced (Level 3)	Advanced (Levels 4 & 5)
Students understand and interpret written and spoken language on a variety of topics.	<ul style="list-style-type: none"> Respond approximately to directions, instructions, and commands. 	<ul style="list-style-type: none"> Respond approximately to a series of directions, instructions, and commands. 	<ul style="list-style-type: none"> Respond approximately to complex directions, instructions, and commands. 	
	<ul style="list-style-type: none"> Make an identification based on simple oral and/or written descriptors. 	<ul style="list-style-type: none"> Respond approximately to complex oral and/or written descriptors. 	<ul style="list-style-type: none"> Analyze information based on complex oral and/or written descriptors. 	
	<ul style="list-style-type: none"> Read and respond to developmentally appropriate material. 	<ul style="list-style-type: none"> Derive meaning from selected authentic materials. 	<ul style="list-style-type: none"> Interpret and analyze cause and effect relationships and sequences in authentic materials. 	
	<ul style="list-style-type: none"> Respond to speech of peers and familiar adults on a given topic. 	<ul style="list-style-type: none"> Respond to speech of persons sympathetic to second-language learners. 	<ul style="list-style-type: none"> Comprehend the speech of native speakers. 	<ul style="list-style-type: none"> Respond to speech of native speakers who are not used to communicating with second-language learners.
	<ul style="list-style-type: none"> Identify oral, visual, and context clues. 	<ul style="list-style-type: none"> Use oral, visual, and context clues to derive meaning. 	<ul style="list-style-type: none"> Apply diverse strategies to derive meaning and detail from unfamiliar materials. 	

Students Will Communicate In Languages Other Than English

	Novice (Level 1)	Intermediate (Level 2)	Pre-Advanced (Level 3)	Advanced (Levels 4 & 5)
	<ul style="list-style-type: none"> Comprehend simple personal written communication such as notes, invitations, and letters. 	<ul style="list-style-type: none"> Comprehend and respond to simple personal written communication such as notes, invitations, and letters. 	<ul style="list-style-type: none"> Comprehend and respond to formal personal written communication such as business or official documentation 	<ul style="list-style-type: none"> Respond appropriately to mood and applied meaning.
	<ul style="list-style-type: none"> Identify main ideas and key words in oral and written material. 	<ul style="list-style-type: none"> Comprehend speech on familiar topics with some repetition. 	<ul style="list-style-type: none"> Identify the main idea with supporting details in written material. Summarize or restate secondary conversations. 	<ul style="list-style-type: none"> Interpret and analyze the main idea and significant details from teacher selected authentic materials and literary samples.

Students Will Communicate In Languages Other Than English

	Novice (Level 1)	Intermediate (Level 2)	Pre-Advanced (Level 3)	Advanced (Levels 4 & 5)
Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.	<ul style="list-style-type: none"> Give directions, commands, and instructions. 	<ul style="list-style-type: none"> Give multi-step directions, commands, and instructions. 	<ul style="list-style-type: none"> Explain a process based on prior knowledge and/or experience. 	<ul style="list-style-type: none"> Explain a familiar process incorporating detailed instructions.
	<ul style="list-style-type: none"> Give a description orally and in writing using simple phrases. 	<ul style="list-style-type: none"> Give a description in writing using complex sentences. 	<ul style="list-style-type: none"> Give a description orally using complex sentences. 	<ul style="list-style-type: none"> Give a description orally and in writing using paragraph form.
	<ul style="list-style-type: none"> Write a personal communication such as a note, letter, or invitation. 	<ul style="list-style-type: none"> Produce an informal written communication 	<ul style="list-style-type: none"> Produce formal written communication 	<ul style="list-style-type: none"> Produce a written sample to convey mood, implied meaning, or abstract ideas.
	<ul style="list-style-type: none"> Summarize the main ideas of selected authentic and/or contextualized material. 	<ul style="list-style-type: none"> Summarize the main idea of a more complex authentic and/or contextualized material. 	<ul style="list-style-type: none"> Interpret information from authentic material to an audience. 	<ul style="list-style-type: none"> Formulate and defend a position on an issue.

Students Will Gain Knowledge and Understanding Of Other Cultures

	Novice (Level 1)	Intermediate (Level 2)	Pre-Advanced (Level 3)	Advanced (Level 4 & 5)
Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.	<ul style="list-style-type: none"> Identify and react to cultural perspectives and practices in the culture studied. 	<ul style="list-style-type: none"> Describe and analyze cultural characteristics and behaviors of everyday life. 	<ul style="list-style-type: none"> Identify differences in cultural practices among same-language cultures. 	<ul style="list-style-type: none"> Compare and contrast cultural practices among same-language cultures.
	<ul style="list-style-type: none"> Recognize and interpret language and behaviors that are appropriate to the target culture. 	<ul style="list-style-type: none"> Produce language and behaviors that are appropriate to the target culture. 	<ul style="list-style-type: none"> Apply language and behaviors that are appropriate to the target culture in an authentic situation. 	
	<ul style="list-style-type: none"> Identify some commonly held generalizations about the culture studied. 	<ul style="list-style-type: none"> Analyze some commonly held generalizations about the culture studied. 		

Students Will Develop Insight Into The Nature Of Language And Culture

	Novice (Level 1)	Intermediate (Level 2)	Pre-Advanced (Level 3)	Advanced (Levels 4 & 5)
Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	<ul style="list-style-type: none"> Identify the sound patterns of the target language and compare them to their own language. 	<ul style="list-style-type: none"> Apply, within limited contexts, the sound patterns of the target language. 	<ul style="list-style-type: none"> Apply, in a variety of contexts, the sound patterns of the target language. 	
	<ul style="list-style-type: none"> Identify the structural patterns of the target language and compare them to the student's own language. 	<ul style="list-style-type: none"> Apply the structural patterns of a target language within a variety of contexts. 	<ul style="list-style-type: none"> Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively. 	
	<ul style="list-style-type: none"> Identify, compare, and contrast the idiomatic expressions of the target language and the student's own language. 			
	<ul style="list-style-type: none"> Identify connections among languages and explain the changing nature of languages. 			

Students Will Participate In Multilingual Communities At Home And Around The World

	Novice (Level 1)	Intermediate (Level 2)	Pre-Advanced (Level 3)	Advanced (Levels 4 & 5)
Students apply language skills and cultural knowledge within and beyond the school setting.	<ul style="list-style-type: none"> Identify the target language in the student's daily life. Share knowledge of target language with others. 	<ul style="list-style-type: none"> Respond to the target language encountered in the student's daily life. 	<ul style="list-style-type: none"> Interact appropriately in the target language in real-life situations. 	
	<ul style="list-style-type: none"> Locate connections with the target culture through the use of technology, media, and authentic sources. 			
	<ul style="list-style-type: none"> Locate resources in the community to research the target culture. 	<ul style="list-style-type: none"> Use resources in the community to research the target culture. 	<ul style="list-style-type: none"> Collaborate with resources in the community. 	

Grades 7 & 8 Exploratory Spanish Curriculum

GENERAL DESCRIPTION



7TH GRADE SUGGESTED TIMELINE

<u>Topic</u>	<u>Days</u>
Presentation of alphabet	4
Presentation of vocabulary	3
Drills with the vocabulary and quizzes	7
Numbers/math	10
Days/months/questions	5
Seasons/question	5
Weather/question	5
Time vocabulary introduction	4
Time drills/cards/homework/quiz/test	10
Total Days	53

LEARNING THE VOCABULARY

Alphabet and Simple Greetings

Approximate length of time allotted for this unit is 14 days

[illegible]

7th Grade Spanish Exploratory

Learning the Vocabulary

Assessment Plan	
Assessment	Comments
12.4.1	identify sound patterns to their own
12.1.1	engage in simple conversations
12.1.2	interpret written and spoken language

Vocabulary				
The alphabet	Adiós.	mucho/poco	Mucho gusto.	
Bien.	Hasta luego.	¿Y tú?	Igualmente.	
Así, así.	Hasta mañana.	¿Y Ud.?	El gusto es mío.	
Mal.	¿Cómo estás?	¿Cómo está Ud.?	Señor	
muy	¿Cómo te llamas?	¿Cómo se llama?	Señora	
Buenos días.	¿Qué tal?	gracias	Señorita	
Buenas tardes.	¿Cómo te llamas?	Me llamo.....		
Buenas noches.	¿De dónde eres?	Yo soy de.....		
Hola.	¿Hablas español?	Hablo español (mucho, poco.)		

Unit at a Glance	
Learning Topics / Standards	# of days
Presentation of alphabet	4
Presentation of vocabulary	3
Drills with the vocabulary and quizzes	7

Numbers/Days/Months/Seasons/Weather

Approximate length of time allotted for this unit is 25 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will learn to say and spell the days. Students will learn to say and spell the months. Students will learn to say and spell the seasons. Students will learn to say and spell the weather. Students will learn to say and spell the numbers. 	12.1.1		Essential Questions: <ul style="list-style-type: none"> How do you say which day is today? How do you tell the date? How do you say how the weather is today? Can you say which season is very cold. Can you tell me the sum of 20+20?
Content Outline: <ol style="list-style-type: none"> The days <ol style="list-style-type: none"> Which day is today? What is your favorite day? The months <ol style="list-style-type: none"> What is today's date? When is your birthday? The seasons <ol style="list-style-type: none"> Which is your favorite season? Weather <ol style="list-style-type: none"> What is the weather like today? Numbers <ol style="list-style-type: none"> addition and subtraction 	12.1.2 12.4.1		Classroom Ideas: <ul style="list-style-type: none"> Ask questions and responses with partners for all main points. Use a combination of the points with more questions such as "What are the months in the spring?" Use addition and subtraction to get more reps with numbers.
			Suggested Supplements: <ul style="list-style-type: none"> Songs! CDs dry boards worksheets
			Teaching Notes: <ul style="list-style-type: none"> Use songs!! Use there are three months in the fall ect. worksheet.

7th Grade Spanish Exploratory

Assessment Plan	
Assessment	Comments
12.1.1	Engage in conversation/provide information
12.1.2	Interpret written and spoken language
12.4.1	Identify sound patterns to their own

Vocabulary				
The numbers to 100	¿Qué día es hoy?	Hoy es.....		
The days	¿Cuándo es tu cumpleaños?	Mi cumpleaños es		
The months	¿Cuál es la fecha?	Es el # de month.		
The seasons	¿Cuál es tu número de teléfono?	Mi número de teléfono es.....		
The weather expressions	¿Qué tiempo hace hoy?			
más	grados			
menos				
es				
son				

Unit at a Glance	
Learning Topics / Standards	# of days
Numbers/math	10
days/months/questions	5
Seasons/question	5
Weather/question	5

Telling Time

Approximate time for this unit is 14 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will learn how to tell time. Students will learn the vocabulary used to tell time. Students will write and orally respond to the content vocabulary. Content Outline: <ol style="list-style-type: none"> vocabulary <ol style="list-style-type: none"> o'clock part pronunciation of time vocabulary 	12.1.1 12.2.2 12.4.1		Essential Questions: <ul style="list-style-type: none"> How do you say it is one o'clock? How do you say it is 2 through 12 o'clock? Classroom Ideas: <ul style="list-style-type: none"> Sing time song. Use time flash cards Suggested Supplements: <ul style="list-style-type: none"> Song/cds flash cards worksheets juega biésbol

7th Grade Spanish Exploratory

Assessment Plan	
Assessment	Comments
12.1.1	engage in simple conversation
12.2.1	interpret and spoken language
12.4.1	identify sound patterns to their own

Vocabulary				
numbers	de la mañana	a la una		
es la una	de la tarde	a las.....		
Son las.....	de la noche			
y	mediodía			
menos	medianoche			
media	en punto			
cuarto	¿Qué hora es?			
a	¿A qué hora es?			

Unit at a Glance	
Learning Topics / Standards	# of days
Time vocabulary introduction	4
Time drills/cards/homework/quiz/test	10

8TH GRADE SUGGESTED TIMELINE

<u>Units</u>	<u>Days</u>
Presentation of alphabet	3
Presentation of vocabulary	5
Drills with the vocabulary and quizzes	7
Numbers/math	5
Days/months/questions	5
Seasons/question	5
Weather/question	5
Time vocabulary introduction	4
Time drills/cards/homework/quiz/test	10
Total Days	49

Notes:

Approximate length of time allotted for this unit is 15 days

School District of Seward

Assessment Plan	
Assessment	Comments
12.4.1	identify sound patterns to their own
12.1.1	engage in simple conversations
12.1.2	interpret written and spoken language

Vocabulary				
The alphabet	Adiós.	mucho/poco	Mucho gusto.	Estoy....
Bien.	Hasta luego.	¿Y tú?	Igualmente.	triste alegre
Así, así.	Hasta mañana.	¿Y Ud.?	El gusto es mío.	cansado
Mal.	¿Cómo estás?	¿Cómo está Ud.?	Señor	aburrido enojado
muy	¿Cómo te llamas?	¿Cómo se llama?	Señora	emocionado enfermo
Buenos días.	¿Qué tal?	gracias/ de nada	Señorita	preocupado
Buenas tardes.	¿Cómo te llamas?	Me llamo.....	Nos vemos. No comprendo. Hable lentamente por favor.	
Buenas noches.	¿De dónde eres?	Yo soy de.....	¿Habla Ud. Inglés?	
Hola.	¿Hablas español?	Hablo español (mucho, poco.)		

[illegible]

Numbers/Days/Months/Seasons/Weather

Approximate length of time allotted for this unit is 20 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will learn to say and spell the days. Students will learn to say and spell the months. Students will learn to say and spell the seasons. Students will learn to say and spell the weather. Students will learn to say and spell the numbers. 	12.1.1		Essential Questions: <ul style="list-style-type: none"> How do you say which day is today? How do you tell the date? How do you say how the weather is today? Can you say which season is very cold. Can you tell me the sum of 20+20?
Content Outline: <ol style="list-style-type: none"> The days <ol style="list-style-type: none"> Which day is today? What is your favorite day? How many days are in a week? The months <ol style="list-style-type: none"> What is today's date? When is your birthday? How many weeks are in a month? How many months are in a year? The seasons <ol style="list-style-type: none"> Which is your favorite season? What is the weather like in each season? Weather <ol style="list-style-type: none"> What is the weather like today? Numbers <ol style="list-style-type: none"> addition subtraction multiplication division 	12.1.2 12.4.1		Classroom Ideas: <ul style="list-style-type: none"> Ask questions and responses with partners for all main points. Use a combination of the points with more questions such as "What are the months in the spring?" Use addition and subtraction to get more reps with numbers.
			Suggested Supplements: <ul style="list-style-type: none"> Songs! CDs dry boards worksheets
			Teaching Notes: <ul style="list-style-type: none"> Use songs!! Use there are three months in the fall ect. worksheet.

8th Grade Spanish

Assessment Plan	
Assessment	Comments
12.1.1	Engage in conversation/provide information
12.1.2	Interpret written and spoken language
12.4.1	Identify sound patterns to their own

Vocabulary				
The numbers to 100	¿Qué día es hoy?	Hoy es.....	Added weather: está granizado está húmedo	
The days	¿Cuándo es tu cumpleaños?	Mi cumpleaños es		
The months	¿Cuál es la fecha?	Es el # de month.		
The seasons	¿Cuál es tu número de teléfono?	Mi número de teléfono es.....		
Basic weather expressions	¿Qué tiempo hace hoy?	¿Cuántos/as?		
más	grados			
menos				
por				
dividido por				
es				
son				

Unit at a Glance	
Learning Topics / Standards	# of days
Numbers/math	5
days/months/questions	5
Seasons/question	5
Weather/question	5

Telling Time

Approximate time for this unit is 14 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will learn how to tell time. Students will learn the vocabulary used to tell time. Students will write and orally respond to the content vocabulary. Content Outline: <ol style="list-style-type: none"> vocabulary <ol style="list-style-type: none"> o'clock part pronunciation of time vocabulary 	12.1.1 12.2.2 12.4.1		Essential Questions: <ul style="list-style-type: none"> How do you say it is one o'clock? How do you say it is 2 through 12 o'clock? How do you ask what time something will happen? Classroom Ideas: <ul style="list-style-type: none"> Sing time song. Use time flash cards Suggested Supplements: <ul style="list-style-type: none"> Song/cds flash cards worksheets juega biésbol

8th Grade Spanish

Assessment Plan	
Assessment	Comments
12.1.1	engage in simple conversation
12.2.1	interpret and spoken language
12.4.1	identify sound patterns to their own

Vocabulary				
numbers	de la mañana	a la una	ayer	
es la una	de la tarde	a las.....	esta noche	
Son las.....	de la noche	por la mañana por la tarde por la noche	el fin de semana	
y menos	mediodía	la mañana la tarde la noche	hace mucho tiempo	
media cuarto	medianoche	próximo pronto	no hace mucho tiempo	
hora	en punto			
minuto	¿Qué hora es?			
segundo	¿A qué hora es?			

Unit at a Glance	
Learning Topics / Standards	# of days
Time vocabulary introduction	4
Time drills/cards/homework/quiz/test	10

Level 1 Spanish Curriculum

GENERAL DESCRIPTION

FUNCTION

Students develop the ability to:

- greet and respond to greetings;
- introduce and respond to introductions;
- engage in conversations;
- express likes and dislikes;
- make requests;
- obtain information;
- understand some ideas and familiar details;
- begin to provide information.



ACCURACY

Students:

- communicate effectively with some hesitation and errors, comprehension;
- demonstrate culturally acceptable behavior for Level I functions; •
- understand most important information.

CONTEXT

Students can perform these functions:

- when speaking, in face- to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs and short narratives;
- when writing notes, lists, poems, postcards, and short letters.

TEXT TYPE

Students can:

- use short sentences, learned words and phrases, and simple questions and commands when speaking and writing;
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening;
- understand short texts enhanced by visual clues when reading.
- communicate effectively with some hesitation and errors, comprehension;
- demonstrate culturally acceptable behavior for Level I functions; • understand most important information.

CONTENT

Levels I and II often include some combination of the following topics:

- the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

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LEVEL 1 SUGGESTED TIMELINE

<u>Unit</u>	<u>Days</u>
Estados Unidos-Unidad 1-1	7-10
Mis Amigo y Yo-Unidad 1-2	7-10
Somos Estudiantes-Unidad 2-1	9
En La Escuela-Unidad 2-2	8
Mi Comida Favorita-Unidad 3-1	7
En Mi Familia-Unidad 3-2	9
Vamos De Compras-Unidad 4-1	9
¿Qué Hacemos Esta Noche?-Unidad 4-2	7
Vivimos Aquí-Unidad 5-1	7
Una Fiesta En Casa-Unidad 5-2	7
Total Days	77-83

ESTADOS UNIDOS-UNIDAD 1-1

Approximate length of time allotted for this unit: 7-10 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. talk about activities 2. tell where they are from 3. say what they like and don't like to do 4. learn subject pronouns 5. conjugate the verb 'ser' 6. use the verb gustar with an infinitive <p>Content Outline:</p> <ol style="list-style-type: none"> A. Learn subject pronouns B. Learn the verb SER and practice matching pronouns with the verb C. Use SER DE and talk about where people are from D. Learn the verb GUSTAR and the indirect pronouns E. Practice using GUSTAR with an infinitive to say what you like/don't like to do 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Qué te gusta hacer? • ¿Te gusta...? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Gustar posters <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 1-23 • URB family letter p 123 • TPRS pp 1-7 • URB practice games pp 57-64 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Teaching Notes 1

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 11	
Vocab Production Quiz p 12	
Grammar Quizzes pp 13-14	
Test pp 16-22	

Vocabulary				
Activity	Subject	Snack food	Gustar phrases	Antes de
Vocab-verbs	Pronouns	and beverages		
Después de	Más	O	Pero	También

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	1-2 days
Pronouns	1-2 days
SER	1-2 days
GUSTAR + pronouns	2 days
Review and Assessments	2 days
	7-10 days

MIS AMIGO Y YO-UNIDAD 1-2

Approximate length of time allotted for this unit: 7-10 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Describe themselves and others 2. Identify people and things 3. Use SER to describe what someone is like 4. Use definite and indefinite articles 5. Match nouns and adjectives <p>Content Outline:</p> <ol style="list-style-type: none"> A. Present vocabulary and practice B. Review SER C. Present and practice definite and indefinite articles D. Present and practice noun-adjective agreement E. Describe people using definite/indefinite articles and noun-adjective agreement 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cómo eres? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Describe people (from magazines, etc) <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 24-49 • TPRS pp 8-14 • URB practice games pp 65-72 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Teaching Notes 1

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 28	
Vocab Production Quiz p 29	
Grammar Quizzes pp 30-31	
Lesson Test pp 33-39	
Unit Test pp 45-51	

Vocabulary				
Personality	Appearance	Additional Adjectives	People Vocabulary	Muy
Un poco	Porque	todos		

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Definite/Indefinite articles	1 day
Noun-Adjective matching	2 days
Review	1 day
Assessments	1 day
	7 days

SOMOS ESTUDIANTES-UNIDAD 2-1

Approximate length of time allotted for this unit: 9 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Talk about daily schedules 2. Ask and tell time 3. Say what you have and have to do 4. Say what you do and how often you do things 5. Use the verb TENER and TENER QUE 6. Use expressions of frequency 7. Use present tense –ar verbs 8. Review numbers and learn to 100 9. Tell time in Spanish <p>Content Outline:</p> <ol style="list-style-type: none"> A. Present vocabulary and practice B. Review and learn numbers and telling time C. Learn and practice the verb TENER D. Use the verb TENER to talk about daily schedules E. Learn and practice present tense –ar verbs F. Use both –ar verbs and TENER to talk about daily activities 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cuántos...? • ¿A qué hora es...? • ¿Qué hora es? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Make watches and play game with telling time • Bingo with numbers • Higher/lower with numbers • Dot to dots <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 50-72 • TPRS pp 22-28 • URB practice games pp 29-36 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 57	
Vocab Production Quiz p 58	
Grammar Quizzes pp 59-60	
Lesson Test pp 62-68	

Vocabulary				
Numbers	Telling time and daily schedules	Frequency	Classes and School	Casi
Difícil	En	El examen	Fácil	Hay...
Muchos	Tarde	Temprano	Tener que	

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	1 days
Numbers	1 day
Telling time	1 day
Tener/Tener que	2 days
-ar verbs	2 days
Review	1 day
Assessment	1 day
	9 days

EN LA ESCUELA-UNIDAD 2-2

Approximate length of time allotted for this unit: 8 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Describe classes and classroom objects 2. Say where things are located 3. Say where they are going 4. Talk about how they feel <p>Content Outline:</p> <ol style="list-style-type: none"> A. Present vocabulary and practice B. Learn the verbs ESTAR and talk about location, condition, and emotion C. Learn the verb IR and use to say where you go during and after school 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿(A) Dónde? • ¿Cuándo? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 73-95 • TPRS pp 22-28 • URB practice games pp 37-44 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 74	
Vocab Production Quiz p 75	
Grammar Quizzes pp 76-77	
Lesson Test pp 79-85 Unit 2 Unit Test pp 91-97	

Vocabulary				
Classroom objects	Directional Vocabulary	Describing classes	Places in a school	Emotions

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
ESTAR	2 days
IR	2 days
Review	1 day
Assessment	1 day
	8 days

MI COMIDA FAVORITA-UNIDAD 3-1

Approximate length of time allotted for this unit: 7 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Talk about foods and beverages 2. Ask questions 3. Say which foods you like and don't like <p>Content Outline:</p> <ol style="list-style-type: none"> A. Present and practice food vocabulary B. Introduce and practice question words C. Introduce and practice GUSTAR and pronouns D. Talk about likes and dislikes using GUSTAR E. Introduce and practice present tense –ER and –IR verbs 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cómo? • ¿Cual (es)? • ¿Por qué? • ¿Qué? • ¿Quién(es)? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 99-121 • TPRS pp 29-35 • URB practice games pp 31-38 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 103	
Vocab Production Quiz p 104	
Grammar Quizzes pp 105-106	
Lesson Test pp 108-114	

Vocabulary				
Foods and beverages	Question words	Tener idioms		

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	1 days
Gustar	2 days
Er and ir verbs	2 days
Review	1 day
Assessment	1 day
	7 days

EN MI FAMILIA-UNIDAD 3-2

Approximate length of time allotted for this unit: 9 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Talk about family 2. Ask and tell ages 3. Give dates 4. Make comparisons 5. Use DE to show possession 6. Use possessive adjectives 7. Use comparatives <p>Content Outline:</p> <ol style="list-style-type: none"> A. Practice Vocabulary B. Learn numbers from 200-1,000,000 C. Present and practice showing possession with DE D. Present and practice possessive adjectives E. Practice writing dates F. Use possessive adjectives to talk about family and people's birthdays G. Present and practice comparatives H. Use comparative words and possessive adjectives to describe family and friends 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cuál es la fecha? • ¿Cuántos años tienes? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 122-147 • TPRS pp 36-42 • URB practice games pp 39-46 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 120	
Vocab Production Quiz p 121	
Grammar Quizzes pp 122-123	
Lesson Test pp 125-131	
Unit Test pp 137-143	

Vocabulary				
Family vocabulary	Comparisons	Pets	Months/ Writing dates	Numbers 200 – 1,000,000
Possessive Adjectives				

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	1 days
Numbers/Writing dates	2 days
Family members	2 days
Comparisons	1 day
Possessive Adjectives	1 day
Review	1 day
Assessment	1 day
	9 days

VAMOS DE COMPRAS-UNIDAD 4-1

Approximate length of time allotted for this unit: 9 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Talk about what clothes they want to buy 2. Say what they wear in different seasons <p>Content Outline:</p> <ol style="list-style-type: none"> A. Practice Vocabulary B. Present and practice e – ie stemchanging verbs C. Use stem changing verbs to talk about clothing preferences D. Present and practice direct object pronouns E. Use stem changing verbs, direct object pronouns to discuss clothing preference 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cuánto cuesta(n)? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 148-170 • TPRS pp 43-49 • URB practice games pp 31-38 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 149	
Vocab Production Quiz p 150	
Grammar Quizzes pp 151-152	
Lesson Test pp 154-160	

Vocabulary				
Talk about shopping	Describe clothing	Expressions with tener	Seasons	Colors
Stem-changing verbs e-ie	Direct object pronouns			

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Stem-changing verbs	2 days
Direct object pronouns	2 days
Tener expressions	1 day
Review	1 day
Assessment	1 day
	9 days

¿QUÉ HACEMOS ESTA NOCHE?-UNIDAD 4-2

Approximate length of time allotted for this unit: 7 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Describe places and events in town 2. Talk about types of transportation 3. Say what they are going to do 4. Order from a menu 5. Use the verb VER and IR + a + infinitive 6. Use stem-changing verbs o – ue and e – i <p>Content Outline:</p> <ol style="list-style-type: none"> A. Practice Vocabulary B. Present and practice ir + a + infinitive to talk about what you are going to do C. Present and practice o – ue and e – ie stem-changing verbs D. Use stem-changing verbs to practice ordering food 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Cuánto cuesta(n)? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 171-196 • TPRS pp 50-56 • URB practice games pp 39-46 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 166	
Vocab Production Quiz p 167	
Grammar Quizzes pp 168-169	
Lesson Test pp 171-177	
Unit Test pp 183-189	

Vocabulary				
Places in town	Events in town	Transportation	Restaurant	Food
Stem changing o-ue and e-i				

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Stem-changing verbs	2 days
Ir + a + infinitive	1 day
Review	1 day
Assessment	1 day
	7 days

VIVIMOS AQUÍ-UNIDAD 5-1

Approximate length of time allotted for this unit: 7 Days

Content	Standards	Concepts	Connections
<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Describe a house and household items 2. Indicate the order of things 3. Describe people and locations 4. Learn the difference between ser and estar 5. Use ordinal numbers <p>Content Outline:</p> <ol style="list-style-type: none"> A. Practice Vocabulary B. Present and practice the difference between ser and estar C. Use ser and estar to talk about people and things D. Present and practice using ordinal numbers E. Use ser and estar, ordinal numbers, and household items to describe houses 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the differences between ser and estar? • ¿Cómo es tu casa? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 197-219 • TPRS pp 57-63 • URB practice games pp 31-38 • Online activities <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 210	
Vocab Production Quiz p 211	
Grammar Quizzes pp 212-213	
Lesson Test pp 215-221	

Vocabulary				
House	Ordinal numbers			

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Ser vs estar	2 days
Ordinal numbers	1 day
Review	1 day
Assessment	1 day
	7 days

UNA FIESTA EN CASA-UNIDAD 5-2

Approximate length of time allotted for this unit: 7 Days

Content	Standards	Concepts	Connections
Objectives: Students will: <ol style="list-style-type: none"> 1. Plan a party 2. Talk about chores and responsibilities 3. Tell someone what to do 4. Tell what they just did Content Outline: <ol style="list-style-type: none"> A. Practice Vocabulary B. Present and practice irregular present tense verbs C. Present and practice affirmative tú commands D. Present and practice acabar de + infinitive 			Essential Questions: <ul style="list-style-type: none"> • ¿Qué hay que hacer? Classroom Ideas: <ul style="list-style-type: none"> • Suggested Supplements: <ul style="list-style-type: none"> • Cuaderno pp 220-245 • TPRS pp 64-70 • URB practice games pp 39-46 • Online activities Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Vocab Recognition Quiz p 227	
Vocab Production Quiz p 228	
Grammar Quizzes pp 229-230	
Lesson Test pp 232-238	
Unit test pp 244-250	

Vocabulary				
Party	Gifts	Chores and responsibilities	Irregular present tense verbs	

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Irregular Verbs	2 days
Tú commands	1 day
Review	1 day
Assessment	1 day
	7 days

Level 2 Spanish Curriculum

GENERAL DESCRIPTION

FUNCTION

Students expand their ability to perform all the functions developed in Level I. They also develop the ability to:

- make requests;
- express their needs;
- understand and express important ideas and some detail;
- describe and compare;
- use and understand expressions indicating emotion.

ACCURACY

Students:

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Level I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Level II functions;
- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Level II functions.

CONTEXT

Students can perform these functions:

- when speaking, in face- to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media;
- when writing letters and short guided compositions.

TEXT TYPE

Students can:

- use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening;
- create simple paragraphs when writing;
- understand important ideas and some details in highly contextualized authentic texts when reading.
- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Level I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Level II functions;
- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Level II functions.

CONTENT

Levels I and II often include some combination of the following topics:

- the self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

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LEVEL 2 SUGGESTED TIMELINE



<u>Unit</u>	<u>Days</u>
Vamos De Viaje-Unidad 1-1	8
CuÉntame De tus Vacaciones-Unidad 1-2	9
La Copa Mundial-Unidad 2-1	9
La Copa Mundial-Unidad 2-2	11
¡Vamos De Compras!-Unidad 3-1	8
¡Vamos De Compras!- Unidad 3-2	11
Mexico: Cultura Antigua, Ciudad Moderna-Unidad 4-1	14
Mexico: Cultura Antigua, Ciudad Moderna-Unidad 4-2	10
Total	80

VAMOS DE VIAJE-UNIDAD 1-1

Approximate length of time allotted for this unit: 8 Days

Content	Standards	Concepts	Connections
Objectives: 1. Students will be able to use Spanish adjectives correctly.			Essential Questions: <ul style="list-style-type: none"> How would you use Spanish adjectives to describe _____? How would you use demonstrative adjectives to point out a specific item? How can you show specific ownership using adjectives?
Content Outline: A. Agreement	X.X.X		
B. Placement			
C. Demonstrative adjectives	X.X.X		
D. Possessive Adjectives	X.X.X		Classroom Ideas: <ul style="list-style-type: none"> Scavenger Hunt ¿Quién soy? Famous people activity
			Suggested Supplements: <ul style="list-style-type: none"> Document 1 Film 1 Website 1 Book 1
			Teaching Notes: <ul style="list-style-type: none"> Teaching Notes 1

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 17	
Vocabulary Production Quiz p 18	
Grammar Quizzes pp 19-20	
Lesson Test pp 22-28	

Vocabulary				
Travel	Airport	Around town	Direct objects	Indirect objects

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Personal a	1 day
Direct object review	1 day
Indirect objects	2 days
Review	1 day
Test	1 day
	8 days

CUÉNTAME DE TUS VACACIONES-UNIDAD 1-2

Approximate length of time allotted for this unit: 9 Days

Content	Standards	Concepts	Connections
<p>Objectives: The students will:</p> <ul style="list-style-type: none"> A. Say where they went and what they did on vacation B. Ask information questions C. Talk about buying gifts and souvenirs <p>Content Outline:</p> <ul style="list-style-type: none"> A. Pronounce and practice vocabulary B. Practice question words C. Present and practice the –ar preterite tense D. Talk about past activities in and out of school E. Present and practice irregular preterite verbs IR, SER, HACER, VER, and DAR F. Bargain with a vendor G. Talk about past vacation activities 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • ¿Podría ver...? <p>Classroom Ideas:</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 24-49 • TPRS pp 8-14 • Practice Games pp 67-74 • Online activities <p>Teaching Notes:</p>

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 34	
Vocabulary Production Quiz p 35	
Grammar Quizzes pp 36-37	
Lesson Test pp 39-45	
Unit Test pp 51-57	

Vocabulary				
Vacation Activities	Lodgings	Gifts and Souvenirs	Past Vocabulary	Expressions
Irregular Preterite Verbs				

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Preterite –ar	2 days
Irregular preterits	2 days
Bargain activity	1 day
Review	1 day
Test	1 day
	9 days

LA COPA MUNDIAL-UNIDAD 2-1

Approximate length of time allotted for this unit: - 9 Days

Content	Standards	Concepts	Connections
Objectives: The students will: A. Talk about sporting events and athletes B. Discuss ways to stay healthy C. Point out specific people and things D. Retell events from the past E. Use adverbs with – mente F. Use preterite –er/-ir verbs G. Use demonstrative adjectives and pronouns Content Outline: A. Pronounce and practice vocabulary B. Practice question words C. Present and practice the –ar preterite tense D. Talk about past activities in and out of school E. Present and practice irregular preterite verbs IR, SER, HACER, VER, and DAR F. Bargain with a vendor G. Talk about past vacation activities			Essential Questions: <ul style="list-style-type: none"> ¿Podría ver...? Classroom Ideas: Suggested Supplements: <ul style="list-style-type: none"> Cuaderno pp 24-49 TPRS pp 8-14 Practice Games pp 67-74 Online activities Teaching Notes:

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 34	
Vocabulary Production Quiz p 35	
Grammar Quizzes pp 36-37	
Lesson Test pp 39-45	
Unit Test pp 51-57	

Vocabulary				
Vacation Activities	Lodgings	Gifts and Souvenirs	Past Vocabulary	Expressions
Irregular Preterite Verbs				

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Preterite –ar	2 days
Irregular preterits	2 days
Bargain activity	1 day
Review	1 day
Test	1 day
	9 days

LA COPA MUNDIAL-UNIDAD 2-2

Approximate length of time allotted for this unit: - 11 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> A. Discuss your daily routine B. Clarify the sequence of events C. Say what you and others are doing right now or intend to do D. Use pensar+infinitive E. Use reflexive verbs and reflexive vocabulary F. Use the present progressive G. Review body vocabulary H. Review telling time <p>Content Outline:</p> <ul style="list-style-type: none"> A.Pronounce and practice vocabulary B.Practice using pensar+infinitive to talk about people's plans C.Learn and practice reflexive verbs and their pronouns D.Learn and practice the present progressive 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some things that you do everyday? • What are you doing right now? • What are you planning to do? <p>Classroom Ideas:</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 73-98 • TPRS pp 22-28 • Practice Games pp 39-46 • Did you get it? 13-24 • Online activities <p>Teaching Notes:</p>

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 80	
Vocabulary Production Quiz p 81	
Grammar Quizzes pp 82-83	
Lesson Test pp 85-91	
Unit Test pp 97-103	

Vocabulary				
Daily Routine	Reflexive Verbs	Parts of the body	Clarify sequence of Events	How often you do things
Personal Care Items	Reflexive Pronouns			

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Pensar+Infinitive	1 day
Reflexive verbs and vocabulary	3 days
Present progressive	2 days
Review	2 days
Test	1 day
	11 days

¡VAMOS DE COMPRAS!-UNIDAD 3-1

Approximate length of time allotted for this unit: - 8 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> A. Talk about clothing and personal needs B. Say whom things are for C. Express opinions D. Use verbs like gustar E. Use the present tense of irregular YO verbs F. Use pronouns after prepositions G. Review clothing <p>Content Outline:</p> <ul style="list-style-type: none"> A. Pronounce and practice vocabulary B. Review gustar and learn and practice new verbs that are formed like gustar C. Review present tense and learn and practice verbs that have irregular YO forms D. Learn and practice the pronouns that follow prepositions 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • <p>Classroom Ideas:</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 99-121 • TPRS pp 29-35 • Practice Games pp 30-47 • Did you get it? pp 1-11 • Online activities <p>Teaching Notes:</p>

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 109	
Vocabulary Production Quiz p 110	
Grammar Quizzes pp 111-112	
Lesson Test pp 114-120	

Vocabulary				
Clothing and accessories	Verbs like gustar	Clothing fit and fashion	Where you shop	Express preference and opinions
Irregular present tense verbs	Pronouns that follow prepositions			

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Irregular present tense verbs	2 days
Pronouns that follow prepositions	1 day
Review	2 days
Test	1 day
	8 days

¡VAMOS DE COMPRAS!- UNIDAD 3-2

Approximate length of time allotted for this unit: - 10 Days

Content	Standards	Concepts	Connections
<p>Objectives: The students will:</p> <ul style="list-style-type: none"> A. Describe past activities and events B. Ask for and talk about items at a marketplace C. Express yourself courteously D. Use Hacer+expressions of time E. Use irregular preterite verbs F. Use preterite of –ir stem-changing verbs <p>Content Outline:</p> <ul style="list-style-type: none"> A. Pronounce and practice vocabulary B. Learn and practice verbs with irregular preterite stems C. Learn and practice the preterite forms of –ir stem-changing verbs 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • <p>Classroom Ideas:</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 122-147 • TPRS pp 36-42 • Practice Games pp 38-45 • Did you get it? pp 12-22 • Online activities <p>Teaching Notes:</p>

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 126	
Vocabulary Production Quiz p 127	
Grammar Quizzes pp 128-129	
Lesson Test pp 131-137	
Unit Test pp 143-149	

Vocabulary				
Items at the market	Expressions of courtesy	Asking for help	Preterite verbs with irregular stems	-ir Stem-changing verbs in the preterite

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Preterites with irregular stems	3 days
Preterite –ir stem-changers	2 days
Review	2 days
Test	1 day
	10 days

MEXICO: CULTURA ANTIGUA, CIUDAD MODERNA- UNIDAD 4-1

Approximate length of time allotted for this unit: - 14 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> A. Describe continuing activities in the past B. Narrate past events and activities C. Describe people, places, and things D. Use past participles as adjectives E. Use the imperfect tense F. Use preterite and imperfect G. Review weather expressions H. Review daily activities <p>Content Outline:</p> <ul style="list-style-type: none"> A. Pronounce and practice vocabulary B. Learn and practice how to form the imperfect tense C. Learn the differences between the preterite and imperfect tenses 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • <p>Classroom Ideas:</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 148-170 • TPRS pp 43-49 • Practice Games pp 30-37 • Did you get it? pp 1-12 • Online activities <p>Teaching Notes:</p>

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 155	
Vocabulary Production Quiz p 156	
Grammar Quizzes pp 157-158	
Lesson Test pp 160-166	

Vocabulary-Legends				
Characters	Places	Events	Descriptions	Parts of a legend
Narrate past events				

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
Imperfect tense	2 days
Imperfect vs preterite	4 days
Legends	3 days
Review	2 days
Test	1 day
	14 days

MEXICO: CULTURA ANTIGUA, CIUDAD MODERNA- UNIDAD 4-2

Approximate length of time allotted for this unit: - 10 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> A. Describe early civilizations and their activities B. Describe the layout of a modern city C. Ask for and give directions D. Use verbs with i-y spelling change in the preterite E. Use preterite of –car, -gar, -zar verbs F. Use more verbs with irregular preterite stems G. Review daily activities <p>Content Outline:</p> <ul style="list-style-type: none"> A. Pronounce and practice vocabulary B. Learn the spelling changes of –car, -gar, and –zar verbs in the preterite C. Learn and use more irregular preterite stems and endings 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • <p>Classroom Ideas:</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Cuaderno pp 171-196 • TPRS pp 50-56 • Practice Games pp 38-45 • Did you get it? pp 13-23 • Online activities <p>Teaching Notes:</p>

Assessment Plan	
Assessment	Comments
Vocabulary Recognition Quiz p 172	
Vocabulary Production Quiz p 173	
Grammar Quizzes pp 174-175	
Lesson Test pp 177-183	
Unit Test pp 189-195	
Final Test pp 201-210	

Vocabulary-civilizations				
Characteristics	Activities	People	City layout	Ask for and give directions

Unit at a Glance	
Learning Topics / Standards	# of days
Vocabulary	2 days
-car, -gar, -zar verbs	1 day
Other irregular preterites	2 days
Asking for directions/giving directions	2 days
Review	2 days
Test	1 day
	10 days

Level 3 Spanish Curriculum

GENERAL DESCRIPTION

FUNCTION

Students expand their ability to perform all the functions developed in Levels I and II. They also develop the ability to:

- clarify and ask for and comprehend clarification;
- express and understand opinions;
- narrate and understand narration in the present, past, and future;
- identify, state, and understand feelings and emotions.

ACCURACY

Students:

- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening.



CONTEXT

Students can perform these functions:

- when speaking, in face-to-face social interaction and in simple transactions on the phone;
- when listening, in social interaction and using audio or video texts;
- when reading short stories, poems, essays, and articles;
- when writing journals, letters, and essays.

TEXT TYPE

Students can:

- use strings of related sentences when speaking;
- understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening;
- create simple paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.
- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening.

CONTENT

Content includes cultural, personal, and social topics such as:

- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields;
- career choices, the environment, social issues, and political issues.

Source: A Challenge to Change: The Language Learning Continuum. 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 14–18. Copyright © 1999 by College Entrance Examination Board. Reprinted with permission. All rights reserved. www.collegeboard.com.

LEVEL 3 SUGGESTED TIMELINE

Unit	Days
Unit 1-Review of basic Grammar skills from Spanish 1 and 2.	9
Unit 2 Chapter 1, Preterite Tense	12
Unit 3-Chapter 2, Conjugation	12
Unit 4-Chapter 3, Future Tense	12
Unit 5-Chapter 4, Perfect tense and uses of the subjunctive	15
Unit 6-Chapter 5, Uses of Subjunctive and Conditional	12
Total Days	72

UNIT 1 PRELIMINARY CHAPTER

Review of basic Grammar skills from Spanish 1 and 2.

Approximate length of time allotted for this unit: 9 Days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will be able to apply their knowledge of gustar and other similar verbs in sentences and questions. The students will use verbs in the present tense including regular verbs, stem-changing verbs, and reflexive verbs. Students will compare the verbs saber and conocer in order to know when to use them in sentences. Students will compare and contrast the uses of the verbs ser and estar in sentences. Students will make comparisons with the correct grammatical concepts. 	 x.x.x x.x.x x.x.x	 	Essential Questions: <ul style="list-style-type: none"> How would you use Spanish adjectives to describe _____? How would you use gustar and other similar verbs in sentences and questions? How can you use verbs in the present tense whether they are regular or irregular? Can you use the verbs saber and conocer correctly to express your thoughts? Can you identify the appropriate uses of ser and estar in different situations? Classroom Ideas: <ul style="list-style-type: none"> Scavenger Hunt ¿Quién soy? Famous people activity Suggested Supplements: <ul style="list-style-type: none"> Document 1 Film 1 Website 1 Book 1 Teaching Notes: <ul style="list-style-type: none"> Teaching Notes 1
Content Outline: <ol style="list-style-type: none"> Gustar and similar verbs Present tense endings when used with regular verbs and verbs with special needs. Saber and Conocer with the rules of use. Ser and estar: the uses and conjugations. Reflexive verbs Comparisons 			

Assessment Plan	
Assessment	Comments

Vocabulary				
See attached list				
Possessive adjectives	Demonstrative Adjectives			

Unit at a Glance	
Learning Topics / Standards	# of days
Gustar and similar verbs	1 day
Present tense: stem-changing verbs, regular verbs and irregular verbs	2 days
Reflexive verbs	1 days
Saber and Conocer	1 days
Ser and Estar	1 day
Comparison statements	1 day
Assessment days	2 days

UNIT 2 CHAPTER 1

Preterite Tense

Approximate length of time allotted for this unit: 12 Days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will use the preterite tense to describe completed actions in the past. Students will identify and use the irregular verbs in the preterite tense. Students will compare and contrast the cultural information over Mexico with what they are familiar with here in the United States. Students will use the imperfect tense to describe past actions and conditions. Students will use the imperfect and preterite tenses as appropriate to the situation. Content Outline: <ol style="list-style-type: none"> Regular Verbs (Preterite tense) <ol style="list-style-type: none"> -ar -er -ir Irregular Verbs Mexico Culture Regular Verbs (Imperfect Tense) Irregular Verbs (ser, ir, ver) Comparison of the Preterite and Imperfect tenses. 			Essential Questions: <ul style="list-style-type: none"> What are the conjugations of the verbs in the preterite tense? What are the situations requiring the use of the preterite tense? What are some of the cultural differences between Mexico and the United States? What are the conjugations of the verbs in the imperfect tense? How are the situations requiring the use of the imperfect tense different from the situations requiring the preterite tense? Classroom Ideas: <ul style="list-style-type: none"> Idea for Main Point 1 Idea for Main Point 2 Idea for Main Point Imperfect markers Powermediaplus.com Website 1 Book 1 Teaching Notes: <ul style="list-style-type: none"> Teaching Notes 1

Assessment Plan	
Assessment	Comments

Vocabulary				
Vacation	Nature	Unit 1 lesson 1, pg 53		
Family	Places	Skills	Unit 1 lesson 2, pg 79	

Unit at a Glance	
Learning Topics / Standards	# of days
Preterite –ar, -er and –ir verbs (Unit 1, lesson 1)	2
Irregular verbs in the preterite (Unit 1, lesson 1)	2
Comparison of culture between the United States and Mexico (Unit 1, lesson 1)	1
Imperfect tense (Unit, 1 lesson 2)	2
Irregular verbs in the imperfect tense	1
Comparison of the Preterite and the Imperfect tenses	2
Assessment Days	2

UNIT 3 CHAPTER 2

Conjugations

Approximate length of time allotted for this unit: 12 Days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will direct other individuals or groups to complete a task using informal and/or formal commands. Students will discuss the connection of Hispanic culture to the United States. Students will apply the use of the impersonal se in Spanish to the English language to gain better understanding? Students will compare the use of direct objects and indirect objects in Spanish and English as well as identify the use of pronouns to replace them. Content Outline: <ol style="list-style-type: none"> Informal commands <ol style="list-style-type: none"> affirmative commands negative commands Formal Commands Direct Object Pronouns Indirect Object Pronouns Object Placement with commands Impersonal construction with se. 			Essential Questions: <ul style="list-style-type: none"> How would you direct an individual or a group to...? How does the Hispanic culture come into play in the United States? Can you make an impersonal statement in both English and Spanish? <ul style="list-style-type: none"> Command game Reports on famous Hispanics in the United States Idea for Main Point <ul style="list-style-type: none"> Powermediaplus.com video Film 1 Website 1 Book 1 Teaching Notes: <ul style="list-style-type: none"> Teaching Notes 1

Assessment Plan	
Assessment	Comments

Vocabulary				
Salir	Hacer	Lo	Me	Les
decir	Poner	La	Te	Se
Venir	Ser	Los	Nos	Saber
ir	Tener	las	Le	
Unit 2 lesson 1, pg 113	Unit 2 lesson 2, Pg 139			

Unit at a Glance	
Learning Topics / Standards	# of days
Informal commands	1
Formal commands	2
Object placement	2
Assessment days	2
Direct and Indirect Object Pronouns	3
Impersonal sentences with se	1
Culture – Hispanic Influences in the United States	1

UNIT 4 CHAPTER 3

Conjugation-Future Tense

Approximate length of time allotted for this unit: 12 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will use the Spanish Future tense to express future actions, conditions, and plans. Students will compare and contrast the cultural information of the Central American countries to existing cultural knowledge and their own culture. Students will apply the uses of por and para to Spanish grammar. Students will use the Subjunctive Mood to state opinions and to make recommendations about a topic. <p>Content Outline:</p> <ol style="list-style-type: none"> Future Regular Verbs <ol style="list-style-type: none"> –ar, –er and –ir Future Irregular Verbs Por and Para uses Subjunctive mood Irregular verbs Uses: impersonal expressions and making recommendations 			<p>Essential Questions:</p> <ul style="list-style-type: none"> How would you use the future tense to express future actions, conditions, and plans? What determines whether the simple future or the future tense is appropriate in the given situation? Can you use por and para in the appropriate situations? How is the subjunctive used to imply feelings? How are the situations requiring the use of the subjunctive different from those requiring the indicative? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Predictions for students WIERDO sheet Idea for Main Point <p>Suggested Supplements:</p> <ul style="list-style-type: none"> Document 1 Film 1 Website 1 Verbal <p>Teaching Notes:</p> <ul style="list-style-type: none"> Teaching Notes 1

Assessment Plan	
Assessment	Comments

Vocabulary				
La próxima semana	Mañana	Esta tarde		Unit 3, lesson 1: pg 173
El año que viene	Esta noche			Unit 3, lesson 2: pg 199
Tener	Querer			
Venir	Valer			
Salir				
Hacer				
Decir				
Poner				
poder				

Unit at a Glance	
Learning Topics / Standards	# of days
Future –ar, -er and –ir verbs	2
Irregular verbs	1
Por and Para uses	2
Subjunctive mood	1
Irregular verbs	1
Uses of the Subjunctive: Impersonal Expressions and Making Recommendations	2
Culture information	1
Assessment days	2

UNIT 5 CHAPTER 4

Perfect tense and uses of the subjunctive

Approximate length of time allotted for this unit: 15 Days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will describe actions or states that have been completed using the present perfect tense. Students will demonstrate competency in conjugation of verbs in the subjunctive and will make statements using verbs of hope and influence. Students will identify various adjectives and make them into nouns using suffixes in Spanish. Students will be able to intensify the meaning of adjectives through the use of superlatives. Students will identify the important cultural information for the Caribbean countries. Content Outline: <ol style="list-style-type: none"> Haber Past Participles When to use Subjunctive with Ojala and verbs of hope, influence, doubt and emotion. Suffixes (-cia, -dad, -ez, and -ción) Superlatives 			Essential Questions: <ul style="list-style-type: none"> When is the present perfect tense used? What tense is similar to the Present perfect in meaning? Can you express hopes using the subjunctive mood? Can you use suffixes to make nouns out of adjectives? When describing people and things, can you use superlatives? What are the main cultural differences of the Caribbean and the other places we have studied? <ul style="list-style-type: none"> I have never ... game. Idea for Main Point 2 Idea for Main Point <ul style="list-style-type: none"> Document 1 Film 1 Website 1 Book 1 Teaching Notes: <ul style="list-style-type: none"> Teaching Notes 1

Assessment Plan	
Assessment	Comments

Vocabulary				
Hecho	Roto			Unit 4, lesson 1: pg 233
Dicho	Muerto			Unit 4, lesson 2: pg 259
Puesto	Escrito			
abierto				

Unit at a Glance	
Learning Topics / Standards	# of days
Forms of Haber	1
Participles	1
When to Use	2
Subjunctive used with Ojala and verbs of hope, influence, doubt and emotion	4
Suffixes (-cia, -ez, -dad, and -ción)	2
Superlatives	1
Assessment days	2
Cultural information	2

UNIT 6 CHAPTER 5

Uses of Subjunctive and Conditional

Approximate length of time allotted for this unit: 12 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Students will use the Subjunctive Mood with expressions with sea, adverbial clauses and unknowns about a topic. Students will be introduced to the Andean countries and the cultural importance. Students will use the conditional tense to describe potential occurrences. Students will compare qué and cuál to understand the uses for each. <p>Content Outline:</p> <ol style="list-style-type: none"> Expressions with sea Adverbial clauses Unknowns Uses of Qué and Cuál Conditional tense 			<p>Essential Questions:</p> <ul style="list-style-type: none"> How is the subjunctive used with expressions using sea, after adverbial clauses and with unknowns? How are the situations requiring the use of the subjunctive different from those requiring the indicative? How would you use the conditional tense to describe potential occurrences? Can you identify the Indian groups from the Andean countries? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Verbal Employer posters in Spanish Idea for Main Point <p>Suggested Supplements:</p> <ul style="list-style-type: none"> UWEIRDO handout Powerplusmedia.com Website 1 Book 1 <p>Teaching Notes:</p> <ul style="list-style-type: none"> Teaching Notes 1

Assessment Plan	
Assessment	Comments

Vocabulary				
				Unit 5 lesson 1: pg 293
				Unit 5 lesson 2: pg 319

Unit at a Glance	
Learning Topics / Standards	# of days
Subjunctive with expressions with sea, adverbial conjunctions, and unknowns	2
Conditional tense	1
Uses	1
Irregular verbs	1
Using Subjunctive versus Present Indicative	2
Comparing qué and cuál	1
Culture: Andean Countries	2
Assessment days	2

Levels 4 & 5 Spanish Curriculum

GENERAL DESCRIPTION

FUNCTION

Students expand their ability to perform all the functions developed in Levels I, II, and III. They also develop the ability to:

- give and understand advice and suggestions;
- initiate, engage in, and close a conversation;
- compare and contrast;
- explain and support an opinion.

ACCURACY

Students:

- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

CONTEXT

Students can perform these functions:

- when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations;
- when listening, in social interaction and using audio or video texts, including TV interviews and newscasts;
- when reading short literary texts, poems, and articles;
- when writing journals, letters, and essays.

TEXT TYPE

Students can:

- use simple discourse in a series of coherent paragraphs when speaking;
- understand most authentic spoken language when listening;
- create a series of coherent paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.
- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

CONTENT

Content embraces:

- concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture;
- topics of social and personal interest such as music, literature, the arts, and the sciences.



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LEVEL 4 SUGGESTED TIMELINE

Unit	Days
Comprehensive Grammar Overview	21-23
El Futuro Y El Condicional	19-24
Subjuntivo Con Emociones, Duda, Y Expresiones Impersonales	23-28
Latino Culture, Adverbios Y Adjetivos	15
Total Days	78-90

Comprehensive Grammar Overview

Approximate length of time allotted for this unit: 21-23 Days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. The student will use the present tense—including irregulars and stem-changers—in the appropriate communicative context. 2. The student will use the past tenses—both preterite and imperfect—in the appropriate communicative context. 3. The student will use the future tense in the appropriate communicative context. 4. The student will use the present perfect tense in the appropriate communicative context. 5. The student will use object pronouns—direct, indirect, and reflexive—in the appropriate communicative context. 6. The student will use commands—both formal and informal—in the appropriate communicative context. 7. The student will use the present subjunctive mood in the appropriate communicative context. 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		Essential Questions: <ul style="list-style-type: none"> • How is each verbal tense formed? • What is the difference between the preterite and the imperfect? • How are the command forms conjugated? • How are the object pronouns used and located correctly in a sentence? • When and why is the subjunctive mood used? Classroom Ideas: <ul style="list-style-type: none"> • Verbal • Spinters • “Que quieren los patrones de mí como empleado?” •

[illegible]

A Healthy Foundation

Assessment Plan	
Assessment	Comments
Comprehensive Grammar Exam	

Vocabulary				

Unit at a Glance	
Learning Topics / Standards	# of days
Present tense	1
Past tenses	4-5
Future tense	2
Objects	2
Subjunctive mood	3-4
Commands	3
Present perfect tense	2
Repaso	1
Assessment	1
Servicio de citas	2

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El Futuro Y El Condicional

Approximate length of time allotted for this unit: 19-24 Days

[illegible]

Assessment Plan	
Assessment	Comments
Grammar exam	

Vocabulary				
Career vocab				

Unit at a Glance	
Learning Topics / Standards	# of days
Costa Rica	2-3
Conditional tense	2-3
Imperfect subjunctive	5-6
Repaso	2
Assessment	1
Noticieros	5-6
Geografía	2-3

Subjuntivo Con Emociones, Duda, Y Expresiones Impersonales

Approximate length of time allotted for this unit: 23-28 Days

[illegible]

Assessment Plan	
Assessment	Comments
Exam over grammar and culture	

Vocabulary				
Vocab of negation				
Vocab of affirmation				
Vocab of doubt				
Impersonal expressions				

Unit at a Glance	
Learning Topics / Standards	# of days
Negation	2-3
Argentina	3-4
Subjunctive with unknown or non-existent	3-4
Certainty vs. doubt	4
Impersonal expressions	2-3
Subjunctive with emotions	5-6
Repaso	1
Assessment	1
Anuncios	2

Latino Culture, Adverbios Y Adjetivos

Approximate length of time allotted for this unit: 15 Days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will understand and appreciate the cultural contributions of Hispanics in the US. Students will use the subjunctive with adverbs of time. Students will use the subjunctive to express disagreement and denial. Students will appropriately use adjectives to describe themselves and others. 	 X.X.X X.X.X X.X.X		Essential Questions: <ul style="list-style-type: none"> What are the contributions to US society of Hispanic in the US? Which adverbs of time require the use of the subjunctive? How is the sunjunctive used to express disagreement or denial? What adjectives would you use to describe yourself (or other people)? Classroom Ideas: <ul style="list-style-type: none"> Sombrero activity Subjunctive poster Suggested Supplements: <ul style="list-style-type: none"> SVT La guadalupana Studyspanish.com Textbook
Content Outline: <ol style="list-style-type: none"> Hispanics in the USA <ol style="list-style-type: none"> Contributions Similarities Differences Subjunctive with adverbs of time <ol style="list-style-type: none"> Adverbs requiring the subjunctive Adverbs with which the subjunctive may or may not be used Subjunctive with disagreement or denial Agreement of adjectives (concordance) 			

Assessment Plan	
Assessment	Comments
Grammar exam	

Vocabulary				
Adjectives				
Adverbs of time				

Unit at a Glance	
Learning Topics / Standards	# of days
Hispanic culture	2-3
Subjunctive with adverbial conjunctions	4-5
Subjunctive with disagreement or denial	2-3
Adjectives	2-3
Repaso	2
Assessment	1

LEVEL 5 SUGGESTED TIMELINE

<u>Unit</u>	<u>Days</u>
Grammar Review	15
Literature Intro	15
Short Stories and Poetry	38
Total Days	68

NOTES

Grammar Review

Approximate length of time allotted for this unit: 15 Days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Students will understand and appreciate the cultural contributions of Hispanics in the US. Students will use the subjunctive with adverbs of time. Students will use the subjunctive to express disagreement and denial. Students will appropriately use adjectives to describe themselves and others. 	 x.x.x x.x.x x.x.x		Essential Questions: <ul style="list-style-type: none"> What are the contributions to US society of Hispanic in the US? Which adverbs of time require the use of the subjunctive? How is the subjunctive used to express disagreement or denial? What adjectives would you use to describe yourself (or other people)? Classroom Ideas: <ul style="list-style-type: none"> Sombrero activity Subjunctive poster Suggested Supplements: <ul style="list-style-type: none"> SVT La guadalupana Studyspanish.com Textbook
Content Outline: <ol style="list-style-type: none"> Hispanics in the USA <ol style="list-style-type: none"> Contributions Similarities Differences Subjunctive with adverbs of time <ol style="list-style-type: none"> Adverbs requiring the subjunctive Adverbs with which the subjunctive may or may not be used Subjunctive with disagreement or denial Agreement of adjectives (concordance) 			

Assessment Plan	
Assessment	Comments

Vocabulary				

Unit at a Glance	
Learning Topics / Standards	# of days
Irregular present tense	1
Preterite tense	1
Imperfect tense	1
Preterite vs. imperfect	1
Future tense	1
Conditional tense	1
Subjunctive mood	1
Imperfect subjunctive mood	1

Literature Intro

Approximate length of time allotted for this unit: 15 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. The student will utilize word comprehension strategies as a means of improving reading skills. 2. The student will learn to read purposefully and efficiently. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Acquiring word comprehension skills B. Reading purposefully and efficiently <ol style="list-style-type: none"> 1. Increasing reading speed 2. Interpreting literature C. Understanding the organization of a text 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the message of the text selection? • What is the author's purpose in writing the selection? • What are the components of a short story? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <u>Exploraciones en literatura</u>: Prefacio al profesor <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <u>Exploraciones en literatura</u>

Assessment Plan	
Assessment	Comments

Vocabulary				
La escena	Los niveles de interpretación			
Los personajes				
El argumento				
La introducción				
El desarrollo				
El desenlace				
El punto culminante				
El tema				
El simbolismo				

Unit at a Glance	
Learning Topics / Standards	# of days
Literature intro	2

Short Stories and Poetry

Approximate length of time allotted for this unit: 38 Days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. The student will understand and appreciate selected samples of Hispanic literature. 2. The student will consider and discuss in Spanish themes presented in the stories. 3. The student will consider intellectual concepts by reading selections with relevant themes. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Los Dos Reyes y los Dos Laberintos B. El Buen Ejemplo C. La Caja de Oro D. Selecciones de Don Quixote E. Héctor Max F. Rimas de Becquer G. Una Señora H. El Mejor Lugar I. Las Abejas de Bronce J. La poesía de Martí K. El Guardagujas 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the message of the text selection? • What is the author's purpose in writing the selection? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <u>Exploraciones en literature</u> • Laberintos • Circunlocución <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <u>Exploraciones en literatura</u>

Assessment Plan	
Assessment	Comments
Test 1-4	
Test 5-8	

Vocabulary				
La escena	Los niveles de interpretación			
Los personajes				
El argumento				
La introducción				
El desarrollo				
El desenlace				
El punto culminante				
El tema				
El simbolismo				

Unit at a Glance	
Learning Topics / Standards	# of days
Short stories and poetry	38

NOTES

Appendix

School District of Seward

