

Wilson Area School District Planned Course Guide

Title of planned course: Spanish I

Subject Area: World Languages

Grade Level: 9 - 12

Course Description: Year one Spanish. Introduction to basic concepts with emphasis on reading, writing and listening skills. Cultural materials, which give the students a realistic view of the Hispanic world, are included. Various forms of media are used to enhance students' understanding of grammatical and cultural aspects.

Time/Credit for this Course: Full year / 1 credit

Curriculum Writing Committee: David DiVentura, Stephen Campbell, Christa Hein.

Curriculum Map

August:

- Introduction
- Days of the Week
- Alphabet
- Colors
- Cultural Reading

September:

- Numbers 1-20
- Weather
- Classroom phrases
- Greetings and introductions
- Talking about origin
- Spanish-speaking countries of the world
- Cultural Reading

October:

- Likes and dislikes
- After-school activities
- Foods
- Describing people
- Cultural Reading

November:

- Numbers 21-100
- School subjects/schedule
- Frequency of events
- Telling time
- Cultural Reading
- Classroom Objects
- Location of people and things
- Places in school
- Talking about feelings/emotions

December:

- Meals
- Family relationships
- Talking about age
- Numbers 200-1,000,000
- Expressing possession
- Making comparisons
- Saying the Date
- Cultural Celebration

January:

- Shopping
- Seasons
- Clothing
- Colors
- Places and events in town
- Transportation
- Making plans
- Ordering from a menu
- Cultural Celebration

February:

- Describing house and household items
- Order
- Planning a party and giving gifts
- Chores and responsibilities
- Telling someone what to do
- Cultural Celebration

March:

- Sports
- Narrating past events
- Whom you know and what you know
- Body parts
- Staying healthy
- Cultural Celebration

April:

- Events in a series
- Negation
- Phone conversations
- Invitations
- Places of interest
- Cultural Celebration

May:

- Daily Routine
- Vacations
- Bargaining
- Cultural Reading

June:

- Review and prepare for final

Wilson Area School District Planned Course Materials

Course Title: Spanish I

Textbook:

¡Avancemos! Level 1
Holt McDougal. 2013
www.holtmcdougal.com

Supplemental Books:

¡Avancemos! Level 1 Reading Accompaniment
Holt McDougal. 2014.
www.holtmcdougal.com

Teacher Resources:

• **Books:**

- ¡Avancemos! series ancillary materials
- Vox Spanish/English Dictionary
- Barron's 501 Spanish Verbs
- English Grammar for Students of Spanish
- Schaum's Outlines Spanish Grammar 4th Edition
- Amsco Español Essencial Series
- Practice Makes Perfect Complete Spanish Grammar
- Practice Makes Perfect Spanish Pronouns and Prepositions

• **Audio:**

- ¡Avancemos! audio accompaniment

• **Video:**

- Ven conmigo video accompaniment
- Various cultural documentaries

• **Online:**

- <http://www.tomisimo.org>
- <http://www.quizlet.com>
- <http://www.conjugation.org>
- <http://www.britannica.com/>
- <http://online.culturegrams.com/world/index.php>
- <http://countrystudies.us/>
- <http://www.iexplore.com>
- <http://www.xe.com/ucc/>
- <http://www.lonelyplanet.com/>
- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- http://fds.oup.com/www.oup.com/pdf/online_products/straditions.pdf
- <http://www.mexonline.com/holiday.htm>
- <http://www.ilcymex.com/mexican.htm>
- <http://extensionespanol.net/articles.cfm?articleid=117>
- <http://www.red2000.com/spain/toros/history.html>
- <http://www.sanfermin.com/old/2006/guia.php?lang=eng>
- <http://www.pamplona.net/VerPagina.asp?IdPag=287&Idioma=5>
- <http://www.turismo.navarra.es/eng/propuestas/san-fermines/desarrollo/encierro.htm>
- <http://www.donquijote.org/culture/spain/bullfight/>

- <http://www.hispanic-culture-online.com/semana-santa.html>
- <http://www.topics-mag.com/internatl/holidays/spain/easter-spain.htm>
- <http://www.easterbunnys.net/spanisheaster.htm>
- http://www.questconnect.org/quat_semana_santa.htm
- <http://www.usccb.org/liturgy/page2.shtml>
- http://www.gale.cengage.com/free_resources/chh/activities/quinceanera.htm
- <http://www.nyfolklore.org/pubs/voic28-3-4/onair.html>
- <http://latino.sscnet.ucla.edu/research/folklore/quinceaneras/aqlitrep.htm>
- <http://www.jrank.org/cultures/pages/4364/Quincea%C3%B1era.html>
- http://teen-culture.suite101.com/article.cfm/la_quinceanera_or_the_quince_anos
- <http://www.quinceanera-boutique.com/quinceaneratradiation.htm>
- <http://www.mexonline.com/christmas.htm>
- <http://www.donquijote.org/culture/spain/fiestas/navidad.asp>
- <http://www.inside-mexico.com/Revista.htm>
- <http://www.californiamall.com/holidaytraditions/traditions-mexico.htm>
- http://www.escuelai.com/spanish_magazine/christmas_spain.html
- <http://www.californiamall.com/holidaytraditions/traditions-spain.htm>
- <http://www.nacnet.org/assunta/spa5may.htm>
- http://www.gale.cengage.com/free_resources/chh/activities/cinco.htm
- <http://www.mexonline.com/cinco-de-mayo.htm>

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Alphabet, Numbers 1-20, Days of the week

Time frame: 11 classes

State Standards: 12.1.A, B, C; 12.3.A; 12.5.A

Essential content/objectives: At end of the unit, students will be able to:

- Recite the Spanish alphabet and spell aloud using the alphabet
- Understand classroom instructions
- Count to 20
- Identify colors in Spanish
- Introduce self using a Spanish name
- List reasons to study a foreign language
- Name famous Spanish speaking people, past and present

Core Activities: Students will complete/participate in the following:

- Repetition of phrases, colors, numbers
- Repetition of the alphabet
- Listen to/sing the alphabet song
- Practice spelling words using alphabet song
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Solve math problems in Spanish
- Partner activities; giving and obtaining information
- Readings on benefits of learning another language
- Research famous Spanish speaking people
- Create page for alphabet book

Extensions:

- Create skit for the class to introduce oneself
- Create board game in Spanish to review numbers/colors/alphabet

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games

Assessments:

- Pre-assess prior knowledge
- Dictation quiz with numbers and alphabet
- Written test
- Alphabet book project
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Greeting and Introductions

Time frame: 5 classes

State Standards: 12.1.B, C, D; 12.3.A, B, C

Essential content/objectives: At end of the unit, students will be able to

- Greet others and say goodbye
- Introduce people and respond to an introduction
- Ask how someone is and say how you are
- Use Spanish punctuation marks
- Use the pronouns tú and yo
- Learn about names
- Learn about interpersonal space
- Provide information about the country of Spain

Core Activities: Students will complete/participate in the following:

- Repetition of vocabulary words
- Watch Chapter video
- Review games
- Worksheets
- Book exercises
- Listening activities
- Oral and written practice
- Partner activities; giving and obtaining information
- Readings on Spain
- Research information about the country of Spain
- Create a skit greeting and introducing oneself
- Discuss Spanish Holidays

Extensions:

- Create a PowerPoint giving information about Spain. Topics may include food, people, historical landmarks, etc.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- Video
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Project

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games
- Video
- VCR

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Listening assessment
- Projects
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Talking About Origin

Time frame: 5 classes

State Standards: 12.1.B, C, D

Essential content/objectives: At end of the unit, students will be able to:

- Ask and say where someone is from and say where you're from
- Conjugate the verb ser
- Form questions with interrogative words

Core Activities: Students will complete/participate in the following:

- Repetition of vocabulary words
- Review games
- Worksheets
- Book exercises
- Listening activities
- Oral and written practice
- Partner activities; giving and obtaining information
- Write dialogue using vocabulary words

Extensions:

- Create a PowerPoint giving information about Spain. Topics may include food, people, historical landmarks, etc.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- TPR
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games
- Video
- VCR

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Listening assessment
- Projects
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Likes and Dislikes

Time frame: 5 classes

State Standards: 12.1.B, C, E; 12.3.A

Essential content/objectives: At end of the unit, students will be able to:

- Talk about likes and dislikes
- Conjugate the verb gustar
- Use definite and indefinite articles

Core Activities: Students will complete/participate in the following:

- Repetition of vocabulary words
- Review games
- Worksheets
- Book exercises
- Listening activities
- Oral and written practice
- Partner activities; giving and obtaining information
- Write mini essay about self
- Readings on Architecture/Soccer in Spain
- Watch travel video on Spain

Extensions:

- Create a PowerPoint giving information about Spain. Topics may include food, people, historical landmarks, etc.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games
- Video
- VCR

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Listening assessment
- Essays
- Projects
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: School subjects and in the classroom

Time frame: 6 classes

State Standards: 12.1.B, C, D, F; 12.3.A, D

Essential content/objectives: At end of the unit, students will be able to:

- Talk about what he/she wants or needs
- Conjugate necesitar
- Use indefinite articles
- Utilize school vocabulary
- Conjugate –ar verbs and tener

Core Activities: Students will complete/participate in the following:

- Repetition of vocabulary words
- Watch Chapter video
- Review games
- Worksheets
- Book exercises
- Listening activities
- Oral and written practice
- Partner activities; giving and obtaining information
- Read article on a typical school day in Latin America

Extensions:

- Create a PowerPoint giving information about Spain. Topics may include food, people, historical landmarks, etc.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- Video
- TPR
- Cooperative learning
- Group work
- Partner activities, games
- Individual practice
- Worksheets
- Warm-ups
- Projects

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games
- Video
- VCR

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Listening assessment
- Projects
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Describing a house and its contents

Time frame: 5 classes

State Standards: 12.1.B, C, E

Essential content/objectives: At end of the unit, students will be able to:

- Describe the contents of a house and
- Conjugate ser and estar
- Place things in order using ordinal numbers

Core Activities: Students will complete/participate in the following:

- Repetition of vocabulary words
- Review games
- Worksheets
- Book exercises
- Listening activities
- Oral and written practice
- Partner activities; giving and obtaining information
- Write mini essay describing their rooms

Extensions:

- Create a PowerPoint giving information about Spain. Topics may include food, people, historical landmarks, etc.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- TPR
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games
- Video
- VCR

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Listening assessment
- Projects
- Essays
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Telling Time

Time frame: 8 classes

State Standards: 12.1.B, C, D, E; 12.3.A, B, D; 12.5.D

Essential content/objectives: At end of the unit, students will be able to:

- Talk about sequencing events
- Tell time in Spanish
- Use numbers 21-100

Core Activities: Students will complete/participate in the following:

- Repetition of vocabulary words
- Review games
- Watch Chapter Video
- Worksheets
- Book exercises
- Listening activities
- Oral and written practice
- Partner activities; giving and obtaining information
- Read cultural articles on México
- Create clocks to practice telling time
- Interview classmates about their school schedules
- Write mini essay on a classmates school day

Extensions:

- Create a PowerPoint giving information about México. Topics may include food, people, historical landmarks, etc.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- TPR
- Video
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games
- Video
- VCR

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Speaking and listening assessment
- Essays
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Describing People and Things

Time frame: 9 classes

State Standards: 12.1.B, C, E

Essential content/objectives: At end of the unit, students will be able to:

- Describe people and things
- Talk about things students like and why
- Conjugate the verb ser
- Agree adjectives to nouns

Core Activities: Students will complete/participate in the following:

- Repetition of vocabulary words
- Review games
- Worksheets
- Practice describing people and things with pictures
- Book exercises
- Listening activities
- Oral and written practice
- Partner activities; giving and obtaining information
- Read cultural articles
- Create "About Me" PowerPoint in Spanish

Extensions:

- Create a PowerPoint giving information about México. Topics may include food, people, historical landmarks, etc.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Direct instruction
- Teacher notes
- Repetition
- PowerPoint
- TPR
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects

Materials & Resources:

- Textbook
- Worksheets
- CD player
- Projector
- Computer
- Flashcards
- Games
- Video
- VCR

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Speaking and listening assessment
- Projects
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Chores, responsibilities, planning a party

Time frame: 9 class periods

State Standards: 12.1.A, B, C, D, E; 12.3.B; 12.5.D

Essential content/objectives: At end of the unit, students will be able to:

- Talk about basic household chores in spoken and written language
- Command people to do household tasks
- Describe a party or celebration

Core Activities: Students will complete/participate in the following:

- Classroom conversation and speaking activities
- Writing activities
- Listening activities
- Oral examination, answering related questions
- Verb conjugation activities and practice
- Listening activities

Extensions:

- Create invitation for a party

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Lecture/notes
- Discussion/conversation
- Chapter exercises
- Warm-ups

Materials & Resources:

- Verb chart
- Ancillary materials
- Teacher-generated worksheets
- Teacher-generated organizers
- Practice quizzes
- Audio resources
- Video resources
- Internet Resources

Assessments:

- Pre-assess prior knowledge
- Quiz on vocabulary
- Speaking and listening assessment
- Essays
- Formative assessments

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Spanish-speaking countries of the world.

Time frame: 7 class periods

State Standards: 12.3.A, C, D; 12.5.C

Essential content/objectives: At end of the unit, students will be able to:

- Discuss similarities and differences between the 21 Spanish-speaking countries of Europe and the Americas
- Know each country's capital and be able to show the location of a country on a map

Core Activities: Students will complete/participate in the following:

- WebQuest on Spanish-speaking country of choice
- Oral presentation including PowerPoint
- Letter to foreign exchange student
- Filling in blank map with country names and capitals
- Completing a list of unique identifying factors for each country

Extensions:

- Further research into must-see places for each country or a specific sub-topic of interest to student

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Overview lecture
- WebQuest
- Student presentations
- Discussion and feedback on student research
- Review

Materials & Resources:

- WebQuest
- Internet
- Personal interview
- Library resources

Assessments:

- Evaluation of research
- Evaluation of presentation
- Map quiz
- Evaluation of letter to foreign exchange student
- Extra credit research opportunity

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Transportation and getting around town

Time frame: 8 class periods

State Standards: 12.1.A, B, C, D, E; 12.3.B, D; 12.5.A, D

Essential content/objectives: At end of the unit, students will be able to:

- Communicate using *estar* and *ir* (present tense) in writing and speaking
- Understand basic Spanish conversations about where things are and where people go in the city
- How to get around town using various forms of transport through reading and listening

Core Activities: Students will complete/participate in the following:

- Map drawing listening activity
- Classroom conversation and speaking activities
- Writing activities
- Listening activities
- Oral examination, answering related questions

Extensions:

- Create a map using names of buildings in town

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Lecture/notes
- Discussion/conversation
- Chapter exercises
- Warm-ups

Materials & Resources:

- Verb chart
- Ancillary materials
- Teacher-generated worksheets
- Teacher-generated organizers
- Internet Resources
- Practice quizzes
- Audio resources
- Video resources

Assessments:

- Teacher editing/grading of written assignments
- Vocabulary quiz
- Oral examination, question and answer
- Written exam
- Listening exam

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Negation, events in a series, places of interest, making phone calls.

Time frame: 7 class periods

State Standards: 12.1.A, B, C, D, E; 12.3.B, D; 12.5.A, D

Essential content/objectives: At end of the unit, students will be able to:

- Communicate using regular –er and –ir verbs (preterite tense) in writing and speaking
- Understand basic Spanish telephone/email conversations
- Put events into sequence when narrating in the past

Core Activities: Students will complete/participate in the following:

- Create a comprehensive chart of the similarities and differences in verb conjugation.
- Classroom conversation and speaking activities
- Writing activities
- Listening activities
- Oral examination, answering related questions

Extensions:

- Create and perform a conversation with related content

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Lecture/notes
- Discussion/conversation
- Chapter exercises
- Warm-ups

Materials & Resources:

- Verb chart
- Ancillary materials
- Teacher-generated worksheets
- Teacher-generated organizers
- Practice quizzes
- Audio resources
- Video resources
- Internet Resources

Assessments:

- Teacher editing/grading of written assignments
- Vocabulary quiz
- Oral examination, question and answer
- Written exam
- Listening exam

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Talking about the date, months, and how old you are, numbers 201-1,000,000.

Time frame: 7 class periods

State Standards: 12.1.A, B, C, D, E; 12.3.B, D; 12.5.A, D

Essential content/objectives: At end of the unit, students will be able to:

- Communicate what happens on a specific date in speaking and writing
- Ask and explain how old you and others are

Core Activities: Students will complete/participate in the following:

- Conversations involving date and age.
- Writing activities
- Listening activities
- Oral examination, answering related questions

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Lecture/notes
- Discussion/conversation
- Chapter exercises
- Warm-ups

Materials & Resources:

- Ancillary materials
- Teacher-generated worksheets
- Internet Resources
- Teacher-generated organizers
- Practice quizzes
- Audio resources
- Video resources

Assessments:

- Teacher editing/grading of written assignments
- Vocabulary quiz
- Oral examination, question and answer
- Written exam
- Listening exam

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Discussing the extended family, describing family members, possessive adjectives.

Time frame: 7 class periods

State Standards: 12.1.A, B, C, D, E; 12.3.B, D; 12.5.A, D

Essential content/objectives: At end of the unit, students will be able to:

- Communicate what family life is like for themselves and others in speaking and writing
- Describe various members of the extended family and what families do together
- Understand basic Spanish conversations about the family, family members, and family activities

Core Activities: Students will complete/participate in the following:

- Conversations involving families and family members
- Questionnaire about student's own family
- Chapter writing activities
- Listening activities
- Oral examination, answering related questions

Extensions:

- Create family tree that gives a description of each member of the family

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Lecture/notes
- Discussion/conversation
- Chapter exercises
- Warm-ups

Materials & Resources:

- Verb chart
- Ancillary materials
- Teacher-generated worksheets
- Internet Resources
- Teacher-generated organizers
- Practice quizzes
- Audio resources
- Video resources

Assessments:

- Teacher editing/grading of written assignments
- Vocabulary quiz
- Oral examination, question and answer
- Written exam
- Listening exam

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Inviting people to do different things, recreational activities, places and events, accepting and politely refusing an invitation.

Time frame: 5 class periods

State Standards: 12.1.A, B, C, D, E; 12.3.B, D; 12.5.A, D

Essential content/objectives: At end of the unit, students will be able to:

- Invite people to go places
- Accept or refuse an invitation

Core Activities: Students will complete/participate in the following:

- Role-playing presentation in which two students are speaking on the phone inviting each other places
- Conversations involving invitations to events
- Chapter writing activities
- Listening activities

Extensions:

- Create a conversation with a partner or group, in which you are planning to throw a party and are calling to invite people to come. Those people will accept or refuse your invitation.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Lecture/notes
- Discussion/conversation
- Chapter exercises
- Warm-ups

Materials & Resources:

- Verb chart
- Ancillary materials
- Teacher-generated worksheets
- Teacher-generated organizers
- Practice quizzes
- Audio resources
- Internet Resources

Assessments:

- Teacher editing/grading of written assignments
- Vocabulary quiz
- Oral examination, question and answer
- Written exam
- Listening exam

Curriculum Scope & Sequence

Planned Course: Spanish 1

Unit: 1 Foods, meals, and ordering in a restaurant.

Time frame: 10 classes

State Standards: 12.1.B, C, D, F; 12.3.A, B, C; 12.5.A

Essential content/objectives: At end of the unit, students will be able to:

- Talk about food in general terms and express likes/dislikes of foods

Core Activities: Students will complete/participate in the following:

- Learn how Hispanic meals differ from American meals
- Learn *Tener* idioms to express hunger and thirst
- Read and talk about typical Hispanic foods
- Ordering from a menu

Extensions:

- Students will discuss and write about likes and dislikes of foods

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet

Assessments:

- Worksheets
- Book activities
- Test
- Quiz
- Skit

Curriculum Scope & Sequence

Planned Course: Spanish

Unit: Hispanic Celebrations

Time frame: 8 classes

State Standards: 12.1.B, C, D, E; 12.3.A, B, C

Essential content/objectives: At end of the unit, students will be able to:

- Understand and talk about Hispanic holidays and celebrations

Core Activities: Students will complete/participate in the following:

- Learn vocabulary related to Hispanic celebrations and holidays
- Read about holidays that differ from those in the USA

Extensions:

- Students will orally discuss in the target language which is their favorite holiday and express why

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice
- Group practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet
- Realia: greeting cards in Spanish

Assessments:

- Graded worksheets
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 1

Unit: Vacations and daily routine

Time frame: 1 class

State Standards: 12.1.D, E, F

Essential content/objectives: At end of the unit, students will be able to:

- Use the progressive structures to relate what is occurring now or what was occurring at a time in the past
- Talk about vacations
- Describe what they do to get ready in the morning or for bed

Core Activities: Students will complete/participate in the following:

- View a variety of pictures and tell/write what the person is or was doing in the picture
- Complete worksheets relating to the progressive structure
- Write about how to get ready in the morning
- Read about a trip to Costa Rica
- Discuss recreation while travelling
- Bargaining in a marketplace

Extensions:

- Orally tell what a person is doing in class, narrate a previous vacation.

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice
- Group practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet

Assessments:

- Graded worksheets
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 1

Unit: Describing events in the past.

Time frame: 12 days

State Standards: 12.1.D, E, F

Essential content/objectives: At end of the unit, students will be able to:

- Correctly use the preterit tense in Spanish to express past events

Core Activities: Students will complete/participate in the following:

- Take notes on the formation and use of the preterit tense
- Do worksheets dealing with past events
- Orally talk about what the students did in the past
- Write a paragraph about where the student went and what s/he did there

Extensions:

- Read a newspaper article about a past historical event

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice
- Group practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet

Assessments:

- Graded worksheets
- Graded paragraph
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 1

Unit: Expressing feelings; talking about moods and physical conditions

Time frame: 8 classes

State Standards: 12.1.B, C, D, E

Essential content/objectives: At end of the unit, students will be able to:

- Make a suggestion and express feelings using *estar*
- Express a physical or emotional mood

Core Activities: Students will complete/participate in the following:

- Study and Learn related vocabulary
- Watch a video clip of teenagers expressing feelings and moods
- Complete/Create a conversation about feelings and moods
- Review a series of pictures and identify how the subject is physically and emotionally feeling
- Read an article about stress and how to relieve it

Extensions:

- Create a journal too discuss feelings

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice
- Group practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet

Assessments:

- Graded worksheets
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 2

Unit: Body Parts

Time frame: 7 classes

State Standards: 12.1.B, D, E, F; 12.3.A, B; 12.5.C

Essential content/objectives: At end of the unit, students will be able to

- Discuss the human body
- Describe what hurts
- Talk about sports

Core Activities: Students will complete/participate in the following:

- Watch a video clip about the body
- Use saber and conocer to talk about sports events
- Conduct a Simonn Says activity
- Draw a monster by following a set of instructions

Extensions:

- Doctor-patient discussion simulation

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice
- Group practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet

Assessments:

- Graded worksheets
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 2

Unit 15: Weather and climate

Time frame: 6 classes

State Standards: 12.1.B, C, D, E, F; 12.3.B, C; 12.5.C

Essential content/objectives: At end of the unit, students will be able to:

- Describe the weather on a particular day

Core Activities: Students will complete/participate in the following:

- Watch a video clip of Hispanics describing their town/city and its climate
- Listen to a description and matching it to a photo
- Review and talk about weather conditions

Extensions:

- Students will read a letter from a foreigner receiving an exchange student

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice
- Group practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet

Assessments:

- Graded worksheets
- Quiz

Curriculum Scope & Sequence

Planned Course: Spanish 1

Unit: Colors, Clothing, Shopping, Seasons

Time frame: 10 classes

State Standards: 12.1.B, C, D, E

Essential content/objectives: At end of the unit, students will be able to:

- Describe and shop for clothing and other items
- Pick out clothing according to season

Core Activities: Students will complete/participate in the following:

- Study and Learn related vocabulary
- Watch a video clip of teenagers shopping
- Complete/Create a conversation about shopping
- Review a series of pictures and identify clothes, colors, and price

Extensions:

- Role-playing skit in a store
- Interaction between clerk and customer

Remediation:

- Create flashcards on vocabulary words and phrases to practice at home
- Teacher and peer tutoring
- Additional teacher-created materials/activities
- Cooperative education techniques
- Web-based resources

Instructional Methods:

- Teacher notes
- Chapter exercises
- Individual and paired practice
- Group practice

Materials & Resources:

- Teacher notes
- Text and ancillaries
- Internet

Assessments:

- Graded worksheets
- Quiz