Common Curriculum Map

Discipline: Foreign Language
Course: Spanish 1-2

Introductory Unit – Basic Information:

Standards:
28.B.1b Imitate pronunciation, intonation and inflection in target language
28 B.1a Respond to and ask simple questions with prompts.
28.D.1a Copy/write words, phrases and simple sentences
29.A.1 Use common forms of courtesy, greetings and leave-takings
29.D.1 Recognize important people, events, and celebrations in target language areas.
30.A.1 Recognize the currency of countries of target language areas.

CRISS Graphic organizers
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Essential Questions:
How will students approximate native-like pronunciation in Spanish?
How will students develop confidence to engage in conversation in Spanish?
How does one initiate conversation with Spanish speakers?

Content:
Greetings and farewells
Vocabulary
   emotions
   classroom objects
   months of year
   days of week
   numbers 0-1,000,000
Alphabet
Pronunciation
Making introductions
Introduce gender of nouns
Holidays
Monetary units of Spanish-speaking countries

Skills:
Use appropriate greeting/farewell in conversation
Formulate questions
   asking someone's name
   asking how someone is feeling
   asking how many/how much
Give appropriate response to questions
Recite alphabet
Memorize vocabulary
Sound out words with proper stress
Identify gender of nouns
Count

Assessment:
Mini-conversation
Paired activity
Quiz
Chapter 1 Ser, Adjective Agreement:

**Standards:**
- 28.C.2b Decode new vocabulary using clues
- 28.B.21 Pose questions
- 28.C.4b Demonstrate understanding of written materials by organizing info in Venn diagrams

**CRISS - Power Thinking**
- CRISS - Compare/contrast the educational systems of US and Hispanic schools
- CRISS - Reading comprehension
- CRISS - Conclusion/Support Notes - Organization and presentation of information on Hispanic schools
- CRISS - Construct Venn diagram of education

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**Essential Questions:**
- How do basic English and Spanish grammar structures compare?
- How does one give general information about oneself in Spanish?
- How do American and Hispanic schools compare?

**Content:**
- Vocabulary of people and descriptive adjectives
- Conjugation of verb ser (singular forms)
- Word order
- Nationalities and names of countries
- Agreement of nouns, adjectives and articles
- Education in Hispanic countries

**Skills:**
- Memorize vocabulary
- Recognize and choose correct form of verb ser
- Form and respond to questions about one's nationality
- Match adjective to noun in gender and number

**Assessment:**
- Oral questioning
- Homework/book activities
- Grammar worksheets
- Listening activities
- Group presentation
- Quiz/Test

Chapter 2 – Time, Descriptions:

**Standards:**
- 28.A.4 Comprehend details of video presentations
- 28.B.1a Respond to and ask simple questions.
- 28.C.3a. Comprehend the main message of written materials
- 29.A.3 Demonstrate customs/traditions in hispanic societies
30.A.2b Use the target language to make, use and estimate time

CRISS - K-W-L
CRISS - Selective underlining
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Essential Questions:
- What does a student need to know to interpret time schedules in various formats?
- How does a student develop grammatical accuracy and consistency in the target language?

Content:
- Vocabulary: school subjects, descriptions
- Telling time
- Review ser, introduce plural forms of ser
- Day of the Dead

Skills:
- Write in complete Spanish sentences.
- Form and respond to questions about time
- Review numbers 0-60
- Make a clock
- Create and interpret a time schedule
- Discussion about Day of the Dead
- Memorize vocabulary used to discuss Day of the Dead
- Complete worksheet while watching video
- Selective underlining - Read about the hispanic celebration
- Make paper flowers typically used in the celebration

Assessment:
- Wordsearch
- Homework
- Textbook exercises
- Class participation
- Completed craft
- Quiz/Test

December:

Standards:
- 28.B.2a Ask questions
- 28.B.3a Respond to questions
- 28.D.1a Write sentences

- CRISS - Mental imagery to memorize color vocabulary
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Essential Questions:
- How does a Spanish speaker discuss school activities?
- How does a Spanish speaker to describe the color of items?

Content:
- Grammar
  a. regular -ar verbs
  b. stress tú vs. Ud.
  c. recycle question-words
- Vocabulary
  a. school activities
b. color (not in book)

Skills:
- Conjugate any regular -ar verb
- Use correctly conjugated forms of ser
- Describe school activities
- Pose and appropriately respond to questions
- Correctly pronounce vocabulary

Assessment:
- Classwork/homework
- Quiz/Test
- Mini-dialogues
- Taped listening activities

Chapter 4 After School Activities:

Standards:
- 28.B.3a Respond to questions
- 28.B.3b Produce language with improved pronunciation
- 28.D.1a Write sentences
- 30.A.1c Discuss weather

CRISS graphic organizers
- vocabulary from context
- weather maps

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Essential Questions:
- What language skills does a student need to describe weather in Spanish?
- What language skills does a student need to discuss after-school activities in Spanish?

Content:
Grammar:
- a. ir, dar, estar
- b. Introduce formation and use of al, del

Vocabulary:
- a. Weather
- b. After-school activities

Review Chapters 1-4 for Semester Exam
- a. Bienvenidos pp. 116-125

Skills:
- Correctly conjugate the irregular verbs ser, ir, dar, estar
- Be able to choose the verb to correctly express themselves
- Distinguish between al and del
- Apply correctly al/del in sentence
- Recall past vocabulary and grammar
- Ask and respond to questions about weather

Assessment:
- In class worksheets
- Partner activities
- Writing activity
- Weather-related project
- Quiz/Test
- Semester 1 Exam
Chapter 9 - Winter Sports:

Standards:
- 28.B.3b  Respond to questions and initiate communication.
- 28.C.3a  Comprehend the main message of written materials

CRISS - Graphic organizers for conjugation of verbs
  Read-and-Say-Something
  Question-Answer Relationships
  Figuring out New Words from Context

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Essential Questions:
- How does one describe winter sports in Spanish?
- How does the idea of "to know" compare in Spanish and English?

Content:
- Vocabulary on winter sports
- -ar verbs related to winter sports
  - regular -er/-ir verbs
  - saber vs. conocer
- recycle: weather, seasons

Skills:
- Memorize commonly used -er/-ir verbs
  - Successfully conjugate any regular -ar/-er/-ir verb
  - Construct meaningful sentences using verbs and chapter vocab
  - Memorize vocabulary for winter sports
  - Read about winter sports
  - Conjugate saber and conocer
  - Distinguish need for saber or conocer

Assessment:
- In-class assignments
- In-class oral responses
- Quiz/Test
- Classroom participation in vocab games
  - -er/-ir verb booklet

Chapter 5 – Home Activities:

Standards:
- 28.A.3a  Comprehend audio presentations
- 28.B.3b  Improved pronunciation
- 28.C.2b  Decode new vocabulary
- 29.A.3  Demonstrate customs of Hispanic countries
- 30.A.1b  Math exercises
- 30.A.4d  Compare daily diet
- 28.A.3b  Follow instructions in target language

CRISS - Picture notes- drawing own representations of vocabulary
  - Highlighting essential words from reading on Hispanic customs regarding meals and meal times
Compare/contrast Hispanic and American customs of meals and meal times
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Essential Questions:
How does one determine people's housing needs using Spanish?
What and when do people in Hispanic cultures eat?
How does one interpret meaning from Spanish-language texts?

Content:
Vocabulary
- ordinal numbers
- residences
- food/drink
Grammar
- recycle -ar/-er/-ir verbs
- irregular yo forms
Culture
- mealtimes in Hispanic countries
- reading real estate advertisements

Skills:
Conjugate present-tense verbs
Create sentences using verbs
Memorize vocabulary for rooms in a house
Interpret meaning from Spanish-language real-estate advertisement
Analyze housing needs for different families
Write paragraph about housing in Spanish
Peer-Editing
Draw and label the ideal floor plan of a house
Rank items using ordinal numbers in Spanish
Demonstrate reading comprehension in Spanish
Compare/Contrast meal customs: Hispanic countries and U.S.
Identify foods in Spanish
Convert currencies

Assessment:
Homework
Class participation in verb game
In-class assignments
In-class oral responses
Written paragraph describing residence
Quiz/Test
Verb Project

Chapter 6 - Family:

Standards:
28.B.4b. Express meaning using proper pronunciation
28.C.4b. Demonstrate understanding of written materials through family chart
29.A.3 Demonstrate customs in target language societies
29.C.2c. Summarize main points of selected media

CRISS - Anticipation guides for video
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Essential Questions:
How is family described in Spanish?
Can a comparison between US and hispanic families be made?
How are future plans expressed in Spanish?

Content:
- Vocabulary - family
- Recycle -ar, -er, -ir regular verbs and ser, ir, estar, llamarse
- Grammar - verb tener
  express possession, age & obligation
- Grammar - possessive adjectives
- Grammar - ir + a + infinitive (expressing future plans)
- Culture: Quinceañera
  Video "Sweet 15"
  Royal Family of Spain

Skills:
- Memorize terms for family members related by blood, marriage, or baptism
- Describe family using correct vocabulary
- Conjugate tener in present tense
- Use computer to do Internet activity on Royal Family of Spain
- Comprehend audio presentations
- Discuss what students have in backpacks using tener
- Discuss what students have to do using tener + que + infinitive
- Determine ownership using possessive adjectives
- Express future using ir + a + infinitive
- Compare American Sweet 16 parties to Quinceañera
- Summarize plot of video
- Critique video

Assessment:
- Worksheets
- Internet activity packet
- Family tree project
- Quiz/Test

Chapters 7 & 11 – Summer Sports:

Standards:
- 28.A.3a Comprehend main message of simple presentations with resources
- 28.B.3a Respond to open-ended questions
- 28.B.3b Produce language with improved pronunciation
- 28.C.3b Compare word use of target language with other languages
- 29.A.2 Demonstrate activities associated with target language
- 30.A.2d Use target language to participate or describe sports

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Essential Questions:
In what spring & summer activities/sports do people in the target language participate?

Content:
- Vocabulary - Spring sports
  Summer
  Camping
Grammar - Stem changing verbs
   Yo-go verbs
   Me gusta(n), te gusta(n)

Skills:
   Memorize sports vocabulary
   Know required vowel change in stem-changing verbs
   Conjugate stem-changing verbs
   Describe and discuss spring/summer activities
   Recognize verbs with irregular yo form
   Use gustar to express (dis)likes

Assessment:
   Homework
   Classwork
   In-class responses
   Quiz/Test

Review Unit:

Standards:
   28.B.4a   Engage in extended conversation
   28.B.5b   Approximate native-like pronunciation
   28.C.4b   Demonstrate understanding of written materials
   29.C.2c   Summarize main points of selected media presentations
   29.C.3a   Read, discuss & write about themes & settings of selected materials

CRISS-
   Anticipation guide - video
   Story plan - video
   Venn diagrams- compare/contrast sports
   Graphic organizer - "boot" verbs

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Essential Questions:
   What does one need to know in order to understand a foreign-language movie?
   What does one need to know about a movie in order to explain it to someone else?
   Can the students respond to simple target-language questions in the target language?

Content:
   Wizard of Oz video and worksheets
   Ser vs. Estar
   Review of chapters 5-9
   -vocabulary
   -grammar

Skills:
   Answer questions in the target language
   Understand a movie dubbed in the target language
   Write a paragraph in Spanish summarizing the movie
   Respond to oral questions in the target language
   Correctly conjugate forms of ser and estar
   Determine use of ser vs. estar

Assessment:
   Written summary of movie
   Oral test
Review assignments
Semester Exam In-class responses
Quiz/Test