


Spanish I

Teacher: MASTER MAP \*\*\*\*\*

| Month       | Essential Questions/Competencies  | Content  | Skills/Proficiencies   | Assessment   | Materials/Resources/Technology |
|-------------|---|--|--|--|--------------------------------|
| August 2012 | <p>How can I utilize the textbook as a tool for language learning?</p> <p>B. How does language change in different situations?</p> <p>Ⓢ</p> | <p>A. Textbook exploration</p> <p>B. basic greetings and farewells</p> | <p>A. Investigate and identify essential information in the text</p> <p>B. Engage in conversations<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Ask and respond to basic questions<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>1. When using the target language orally and in writing, students will...<br/>a. answer and produce questions in appropriate context.<br/>b. choose appropriate vocabulary.</p> <p>2. When using the target language, students will...<br/>a. pronounce vocabulary correctly and with proper intonation.<br/>b. employ basic spelling and grammar rules in oral and written work</p> <p>4. When interpreting aural selections in the target language,</p> | <p>A. scavenger hunt for textbook or textbook activity (teacher-generated)</p> <p>B. performance based speaking rubric -group speaking activity, asking giving names, greeting each other.</p> <p>For all units the textbook Realidades includes a series of written quizzes, listening comprehension activities, speaking tasks, reading comprehension challenges, writing challenges, and a chapter test. Other specific assessments will vary according to the teacher. This section will be completed in the indiidual teacher's maps.</p> |                                |


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|                              |  |   | <p><b>students will:</b></p> <p>identify cognates and previously learned vocabulary to determine meaning.</p> <p>give appropriate responses based on context</p>   |   |                                |
| <p><b>September 2012</b></p> | <p>What first language knowledge is essential for learning a second language?</p> <p></p> | <p>A. greetings and farewells, Spanish names, asking for help, numbers, body parts, the calendar, weather, telling time</p> | <p>A. Greet people at different times of the day<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Ask and respond to questions in Spanish<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Utilize the Spanish alphabet to spell words<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Identify common names from the Spanish-Speaking world<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Express the time and date in both written and oral form<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Identify and spell numbers from</p> | <p>A/B class participation rubric</p> <p>A/B performance based speaking rubric</p> <p>A. audio activities in audio book activities 1-5</p> <p>A. written quiz - school PE-1</p> <p>A. written quiz-class PE-2</p> <p>A. written quiz-weather PE-3</p> <p>A. Chapter test PE</p> |                                |

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|       |                                  | <p>B. the verb gustar and infinitives to accompany it.</p> <p>C. infinitives, negative expressions, agreement of noun/adjective, definite and indefinite articles, adjective usage and placement</p> | <p>1-100<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. identify different parts of the body<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Describe weather conditions<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Read, listen to, and explain activities that people like and dislike doing.<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Ask others what they like to do<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Identify the basic parts of a Spanish sentence<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Explain what an article is and how it is used<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> | <p>B. Vocabulary recognition quiz 1A-1 from Realidades Level 1 series</p> <p>B. Vocabulary production quiz 1A-2</p> <p>C. Verb quiz (infinitives)-identification quiz</p> <p>C. Application quiz 1A-4 on Negative expressions</p> <p>C. Examen 1A (Realidades Level 1A)-reading, writing, speakin, listening</p> <p>B/C.. Audio activities 1A-5-1A-9 from Realidades level 1</p> |                                |

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|       |                                  |         | <p>C. Differentiate placement of adjectives in Spanish from English<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Apply parts of sentences to form grammatically correct sentences<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>Proficiencies:</p> <p><b>1. When using the target language orally and in writing, students will...</b></p> <ul style="list-style-type: none"> <li>a. answer and produce questions in appropriate context.</li> <li>b. choose appropriate vocabulary.</li> <li>c. communicate with clarity</li> </ul> <p><b>2. When using the target language, students will...</b></p> <ul style="list-style-type: none"> <li>a. pronounce vocabulary correctly and with proper intonation.</li> <li>b. employ basic spelling and grammar rules in oral and written work</li> </ul> <p>communicate with clarity and adequate fluency appropriate at a beginner level.</p> <p><b>4. When interpreting aural selections in the target language,</b></p> | <p>A-CVideo 1A1-4 (video program Realidades)</p> <p>A-C-Reading and writing for success theme 1</p> |                                |

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|                            |   |                              | <p><b>students will:</b></p> <ul style="list-style-type: none"> <li>a. identify cognates and previously learned vocabulary to determine meaning.</li> <li>b. recognize the main idea of the passage and be able to give a general summary in the foreign language.</li> <li>c. give appropriate responses based on context</li> </ul> <p><b>Through the target language, students will...</b></p> <ul style="list-style-type: none"> <li>a. reinforce and further their knowledge of other disciplines including history, art and literature, cuisine, grammar skills, communication skills, and essential literary terminology.</li> </ul> <p><b>6. Through the target language, students will...</b></p> <ul style="list-style-type: none"> <li>a. develop insights into the nature of language and realize that there are multiple ways of seeing the world.</li> <li>b. compare and contrast grammar and vocabulary with their native language.</li> </ul> |   |                                |
| <p><b>October 2012</b></p> | <p>A.How do you describe yourself and others?</p> | <p>A. Personality traits</p> | <p>A. Describe personality traits</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p>  | <p>A-C Class participation rubric</p> <p>A-C Audio activities from audio book</p> |                                |

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|       | B. What are some elements of Spanish Culture? | B. Facts about the Caribbean | <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Ask and tell what people are like</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Use adjectives to describe people</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Read a letter in Spanish and write a letter describing themselves</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Examine the heritage of the Caribbean</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Read and discuss important facts</p> | <p>1B5-1B9</p> <p>Video activities 1B1-1B4</p> <p>A. Vocabulary recognition quiz 1B-1</p> <p>A. Vocabulary reproduction quiz 1B-2</p> <p>A. Theme 2-reading and writing for success with rubric-writing a letter in Spanish</p> <p>B. Class discussion and reading</p> |                                |

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|       | <p>C. What are the basic elements and structure of a basic Spanish sentence?</p>  | <p>B. Important historical figures: Frida Kahlo &amp; Simon Bolivar</p> <p>C. Adjectives</p> <p>C.Cognates</p> <p>C. Definite and indefinite articles</p> <p>C. Pronunciations of vowels <i>o</i> and <i>u</i></p> | <p>about historical figures<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C.Choose and apply the correct form of an adjective to match the noun.<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Recognize cognates<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Choose and apply the correct form of the definite and indefinite article to match the noun<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Practice the pronunciation of the letters <i>o</i> and <i>u</i><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Practice the placement of adjectives in a sentence</p> | <p>comprehension questions (written and oral) following selected readings on the nations of the Carribean</p> <p>C. Written quizzes (fill-in, reproduction of sentences) on adjectives, adjective placement, and</p> |                                |

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|       |                                  | C. Word order | <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><b>1. When using the target language orally and in writing, students will...</b><br/>                     a. answer and produce questions in appropriate context.<br/>                     b. choose appropriate vocabulary.<br/>                     c. communicate with clarity</p> <p><b>2. When using the target language, students will...</b><br/>                     a. pronounce vocabulary correctly and with proper intonation.<br/>                     b. employ basic spelling and grammar rules in oral and written work<br/>                     communicate with clarity and adequate fluency appropriate at a beginner level.</p> <p><b>3. When interpreting written works in the target language, students will...</b><br/>                     a. identify cognates and previously learned vocabulary to determine meaning.<br/>                     b. recognize the main idea of the passage and be able to give a general summary in the foreign language.<br/>                     c. translate the written work into English.<br/>                     d. answer questions about the written work using complete sentences and providing specific details.</p> | <p>articles</p> <p>A-C Realidades 1B exam (reading, writing, speaking, listening, identification, fill-in, application)</p> |                                |



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|       |                                  |         | <p><b>4. When interpreting aural selections in the target language, students will:</b></p> <ul style="list-style-type: none"> <li>a. identify cognates and previously learned vocabulary to determine meaning.</li> <li>b. recognize the main idea of the passage and be able to give a general summary in the foreign language.</li> <li>c. give appropriate responses based on context</li> </ul> <p><b>5. Through the target language, students will...</b></p> <ul style="list-style-type: none"> <li>a. reinforce and further their knowledge of other disciplines including history, art and literature, cuisine, grammar skills, communication skills, and essential literary terminology.</li> </ul> <p><b>6. Through the target language, students will...</b></p> <ul style="list-style-type: none"> <li>a. develop insights into the nature of language and realize that there are multiple ways of seeing the world.</li> </ul> |            |                                |

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|                      |   |   | <p>b. compare and contrast grammar and vocabulary with their native language.</p> <p>7.<br/> <b>Through the study of the world language, students will...</b><br/>           a. gain a knowledge and understanding of the cultures that use the language.<br/>           b. discover and recognize different viewpoints.<br/>           c. gain an understanding of the cultural contexts in which the language occurs.<br/>           d. Demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own.</p> |  |                                |
| <b>November 2012</b> | A. How do you describe a day at school? | A. school activities, the school day, school supplies | <p>A. recognize meaning and utilize vocabulary in sentences<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. understand the differences between United States schools and Spanish speaking schools</p>   | <p>A-C Realidades 1 text, audio manual, workbook and accompanying test materials</p> <p>A-C accompanying video and cd for audio and video activities</p> |                                |

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|       | <p>B. What are some grammar essentials necessary for describing a day at school?</p> <p>C. What are some of the cultural perspectives on school</p> | <p>B. subject pronouns,-ar verbs, the verb estar, plurals of nouns and verbs</p> <p>C. Schools and courses students take</p> | <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. understand infinitive forms of ar verbs<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. understand "conjugating" ar verbs<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. understand and utilize regular "ar" verbs to form a sentence<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Compare and contrast schools and course in the USA and spanish-speaking countries<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> | <p>A. 2 vocabulary quizzes (translations and application) on school vocabulary</p> <p>B. Translation quiz on infinitives</p> <p>written verb conjugation quizzes to assess -ar- verbs</p> <p>Chapter 3A test (Realidades)- assessing writing, reading, speaking, listening</p> <p>C. Persuasive essay (reading and writing for learning 3)</p> |                                |

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|       | <p>C</p>                         | <p>in Spanish-speaking countries</p> <p>C. Central America</p> <p>C. Day of the dead</p> | <p>C. Demonstrate an understanding of Central America<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Write a persuasive essay based on cultural information from reading on Latin American Schools<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Read, discuss, and watch celebrations of the day of the dead, including creation of sugar skulls and pan de muerto</p> <p><b>1. When using the target language orally and in writing, students will...</b></p> <p>a. answer and produce questions in appropriate context.</p> <p>b. choose appropriate vocabulary.</p> | <p>C. Reading and written responses to questions on the Day of the Dead</p> |                                |

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|       |                                  |         | <p>c. communicate with clarity</p> <p><b>2.</b><br/> <b>When using the target language, students will...</b><br/>                     a. pronounce vocabulary correctly and with proper intonation.<br/>                     b. employ basic spelling and grammar rules in oral and written work<br/>                     communicate with clarity and adequate fluency appropriate at a beginner level.</p> <p><b>3. When interpreting written works in the target language, students will...</b><br/>                     a. identify cognates and previously learned vocabulary to determine meaning.<br/>                     b. recognize the main idea of the passage and be able to give a general summary in the foreign language.<br/>                     c. translate the written work into English.<br/>                     d. answer questions about the written work using complete sentences and providing specific details.</p> |            |                                |

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|       |                                  |         | <p><b>4. When interpreting aural selections in the target language, students will:</b></p> <ul style="list-style-type: none"> <li>a. identify cognates and previously learned vocabulary to determine meaning.</li> <li>b. recognize the main idea of the passage and be able to give a general summary in the foreign language.</li> <li>c. give appropriate responses based on context</li> </ul> <p><b>5. Through the target language, students will...</b></p> <ul style="list-style-type: none"> <li>a. reinforce and further their knowledge of other disciplines including history, art and literature, cuisine, grammar skills, communication skills, and essential literary terminology.</li> </ul> |            |                                |

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|                             |  |   | <p><b>6.</b><br/> <b>Through the target language, students will...</b><br/>                     a. develop insights into the nature of language and realize that there are multiple ways of seeing the world.<br/>                     b. compare and contrast grammar and vocabulary with their native language.</p> <p><b>7.</b><br/> <b>Through the study of the world language, students will...</b><br/>                     a. gain a knowledge and understanding of the cultures that use the language.<br/>                     b. discover and recognize different viewpoints.<br/>                     c. gain an understanding of the cultural contexts in which the language occurs.<br/>                     d. Demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own.</p> |                                   |                                |
| <p><b>December 2012</b></p> | <p>A. How do you express foods that are healthy and unhealthy?</p> | <p>A. foods, beverages, health expressions,</p> | <p><a href="#">A. talk about foods and beverages for breakfast and lunch</a></p>  | <p>class participation rubric</p> |                                |

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|       |  | adjectives to describe foods | <p> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a> </p> <p> <a href="#">A. express likes and dislikes in oral and written form</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a> </p> <p> <a href="#">A. express how often things are done compare and contrast cultural perspectives on meals</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a> </p> <p> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a> </p> <p> <b>1. When using the target language orally and in writing, students will...</b><br/>                     a. answer and produce questions in appropriate context.<br/>                     b. choose appropriate vocabulary.<br/>                     c. communicate with clarity                 </p> | <p>                     audio activities<br/>                     assessment from                 </p> <p>                     Realidades level 3.1<br/>                     Audio Activities book                 </p> <p>                     Realidades level 3.1<br/>                     video activities book                 </p> <p>                     performance based speaking rubric for conversation about food preferences                 </p> <p>                     written quiz vocabulary recognition 3A-1                 </p> <p>                     written quiz vocabulary production 3A-2                 </p> <p>                     written quiz present tense -er/-ir verbs 3A-3                 </p> <p>                     written quiz gustar                 </p> <p>                     Class discussion and reading comprehension questions at the end of each reading section                 </p> |                                |



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|       |                                  |         | <p><b>2. When using the target language, students will...</b></p> <ul style="list-style-type: none"> <li>a. pronounce vocabulary correctly and with proper intonation.</li> <li>b. employ basic spelling and grammar rules in oral and written work</li> </ul> <p>communicate with clarity and adequate fluency appropriate at a beginner level.</p><br><p><b>4. When interpreting aural selections in the target language, students will:</b></p> <ul style="list-style-type: none"> <li>a. identify cognates and previously learned vocabulary to determine meaning.</li> <li>b. recognize the main idea of the passage and be able to give a general summary in the foreign language.</li> <li>c. give appropriate responses based on context</li> </ul><br><p><b>4. 6. Through the target</b></p> |            |                                |

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|                     |   |   | <p><b>language, students will...</b></p> <p>a. develop insights into the nature of language and realize that there are multiple ways of seeing the world.</p> <p>b. compare and contrast grammar and vocabulary with their native language.</p> <p>7.</p> <p><b>Through the study of the world language, students will...</b></p> <p>a. gain a knowledge and understanding of the cultures that use the language.</p> <p>b. discover and recognize different viewpoints.</p> <p>c. gain an understanding of the cultural contexts in which the language occurs.</p> <p>d. Demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own.</p> |   |                                |
| <b>January 2013</b> | A. How do you describe a healthy lifestyle? | <p>A. food groups and foods on the food pyramid</p> <p>A. activities to</p> | <p>A. talk about dinner foods <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. express food preferences</p>   | <p>A. poster about good health habits w/rubric</p> <p>A. interview of an athlete about his/ her</p> |                                |

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|       |  | <p>maintain good health</p> <p>A. ways to describe food</p> <p>A. expressions to indicate hunger, thirst, a preference, agreement and disagreement</p> <p>A. express quantities</p> | <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. talk about healthy and unhealthy lifestyles<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. describe a sports diet and apply it to an athlete<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Create a menu in Spanish and perform a skit based on the menu</p> | <p>lifestyle w/rubric</p> <p>A. book test chapter 3B (reading, writing, speaking, listening)</p> <p>A-C Classroom participation rubric</p> <p>A. Matching quiz on foods<br/>A.identification<br/>written quiz on foods</p> <p>A. T/F and fill-in quiz on foods and expressions of "la salud"</p> <p>A-C Audio activities from audio activities<br/>WB</p> <p>A-C Video activities from video activities<br/>WB</p> <p>A. Menu creation based on Reading and writing for success theme 6</p> <p>A. skit based on menu with rubric</p> <p><b>B. conjugation and application of "ser" quiz</b></p> |                                |
|       | <p>B. What are some grammar essentials to describe food, drink, and health?</p>        | <p>B. plural adjectives</p> <p>B. The verb ser</p>  | <p><b>B. use the plurals of adjectives and the verb ser</b><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p>  |   |                                |
|       | <p>C. What are some elements of Spanish culture relating to foods and health care?</p> | <p>C. Diego Rivera's mural of El Tianguis</p>   | <p>C. explain cultural perspectives on health care<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. discuss soccer and the World Cup<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p>   |   |                                |

| Month                | Essential Questions/Competencies   | Content  | Skills/Proficiencies   | Assessment  | Materials/Resources/Technology |
|----------------------|--|--|--|---|--------------------------------|
|                      |  | <p>C. el mate, la Tomatina, los mercados</p> <p>C. soccer and the World Cup, herbal remedies</p> <p>C. cultural perspectives regarding health care</p> | <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p>   | <p><b>B. Sentence formation quiz (written) on plural adjectives</b></p> <p>midterm exam (listening, speaking, writing, vocabulary, reading and culture)-<br/>Multiple choice and written</p>  |                                |
| <b>February 2013</b> | <p>A/B. Where can one go and what will they do?</p> <p>B. How are interrogatives used to form questions?</p> | <p>A. places within a community</p> <p>A. Leisure activities</p> <p>B. Present tense formation of the verb "ir"</p> <p>B. Interrogatives</p>           | <p>A. describe locations within your community</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. discuss and write about leisure activities</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Apply the new vocabulary to their personal schedules</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. ask and respond to questions using interrogatives in both oral and written form</p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> | <p>A-Class participation rubric</p> <p>performance based speaking rubric for role play of a student's first day at school</p> <p>audio activities from CD that correspond to chapter 4A in Realidades audio activities WB</p> <p>video activities that correspond to chapter 4A of Realidades video activities WB</p> <p>A. Vocabulary recognition quiz</p> |                                |

| Month             | Essential Questions/Competencies   | Content   | Skills/Proficiencies   | Assessment   | Materials/Resources/Technology |
|-------------------|--|---|--|--|--------------------------------|
|                   | C. What do many hispanic youths do for leisure?  | C. athletic clubs<br>Andean music<br>el cine<br>Old San Juan  | B. Describe places people go to using the verb "ir"<br><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br><br>C.. compare and contrast cultural perspectives on leisure activities<br><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br><br><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a> | A. Vocabulary recognition quiz<br><br>B. Application quiz and conjugation of the verb "ir"<br><br>B. Asking questions (substitution quiz)<br><br><br>C. class discussion and comprehension questions at the end of readings (oral/written) |                                |
| <b>March 2013</b> | A. What are words and expressions needed for discussing sports?<br><br>A. How does one form the future using ir +a + infinitive? | A. vocabulary used in sports<br><br>A. Utilize the verb "ir" to express where people go<br><br>A. introduce and practice the verb | A. recognize and use vocabulary needed to express sports-related discussion<br><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br><br>A. describe and identify different members of their family   | A/B class participation rubric<br><br>A/B audio activities that correspond to chapter 4B/5A in audio activities WB<br><br>A. performance   |                                |

| Month | Essential Questions/Competencies   | Content   | Skills/Proficiencies   | Assessment  | Materials/Resources/Technology |
|-------|--|---|--|---|--------------------------------|
|       | <p>A. How does one conjugate the stem-changing verbs such as "jugar" in the present tense?</p> <p>A. How do you make nouns "smaller"?</p> <p>A. What are idiomatic expressions and how are they used with "tener"?</p> | <p>"jugar" in the present tense</p> <p>A. reading-el mundo hispano- Spanish influence in the United states</p> <p>A. vocabulary for celebrations, holidays and the family</p> <p>A. the verb tener in the present tense</p> <p>A. idiomatic expressions with tener</p> <p>A. possessive adjectives</p> <p>A. the diminutive</p> <p>A. expressions used in sports</p> <p>A. review of infinitives</p> <p>A. ask and tell people's ages</p> | <p>A. create a family photo album in Spanish</p> <p>A. recognize and utilize the correct form of ir and be able to construct the future tense using infinitives<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. describe sports events using the verb "jugar"<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. describe the influence of different Spanish-speaking countries in American culture.<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. recognize and utilize vocabulary describing celebrations and holidays<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. understand the and utilize the verb tener in the present tense</p> <p>A. express diminutives in Spanish<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. translate vocabulary from Spanish to English<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. express oneself in the future<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> | <p>based writing rubric<br/>writing an invitation</p> <p>A. written quiz- vocabulary recognition and production</p> <p>A. written quiz- or + a + infinitive</p> <p>A. written quiz- the verb jugar</p> <p>A. online self test</p> <p>A. 4B chapter test (Realidades)</p> <p>A/B chapter test (Realidades chapter 5A)-reading, writing, speaking, listening)</p> <p>A. photo album project with rubric</p> |                                |

| Month      | Essential Questions/Competencies   | Content  | Skills/Proficiencies   | Assessment  | Materials/Resources/Technology |
|------------|--|--|--|---|--------------------------------|
|            | B. How does one celebrate birthdays and holidays in various Spanish-speaking countries?  | B. customs for birthdays for Spanish-speaking countries  | <p>B. compare and contrast the differences between Spanish-speaking holiday customs and English.<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. express age, thirst, hunger using "tener"<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p>   | B. Reading comprehension questions (oral/written) following selected readings   |                                |
| April 2013 | <p>A. How do you describe family members and friends?</p> <p>A. Why are there two verbs "to be"?</p> <p>A. What does "ísimo" do to an adjective?</p> | <p>A. adjectives to describe people and things</p> <p>A. ser/estar</p> <p>A. venir</p> <p>A. adjectives ending in -ísimo</p> | <p>A. identify and describe family and friends<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. identify the origin of a person<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. explain how a person feels<br/> <a href="http://www.nheon.org/framework...hp?sid=7&amp;cid=1&amp;cidn=1&amp;aid=1">http://www.nheon.org/framework...hp?sid=7&amp;cid=1&amp;cidn=1&amp;aid=1</a></p> | <p>class participation rubric</p> <p>audio activities assessment from</p> <p>Realidades level 5.1 Audio Activities book</p> <p>Realidades level 5.1 video activities book</p> |                                |

| Month    | Essential Questions/Competencies   | Content  | Skills/Proficiencies  | Assessment  | Materials/Resources/Technology |
|----------|--|--|---|---|--------------------------------|
|          | <p>B. How do you politely order a meal in a restaurant?</p> <p>C. What are some cultural aspects of family celebrations?</p> | <p>B. table settings</p> <p>B. restaurants and foods</p> <p>B. getting a waiter's attention</p> <p>C. extended families</p> <p>C. eating schedules</p> | <p>A. Utilize "isimo" to modify adjectives<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. explain where a person or object is<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. express needs in a restaurant<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. compare and contrast family structure<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. identify the differences between eating schedules and habits<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> | <p>performance based speaking rubric for conversation about family</p> <p>written quiz vocabulary recognition 5A-1</p> <p>written quiz vocabulary production 5A-2</p> <p>written quiz tener 5A-3</p> <p>written quiz possessive adjectives</p> <p>Class discussion and reading comprehension questions at the end of each reading section</p> <p>chapter test</p> |                                |
| May 2013 | <p>A. How do you talk about a bedroom and items in it?</p> <p>B. How do you compare and</p>                                  | <p>A. items found in a bedroom</p> <p>A. names of electronic equipment</p> <p>A. names of colors</p>   | <p>A. describe a bedroom and the items in it<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. talk about how a person's bedroom reflects his personality<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p>   | <p>performance based speaking rubric</p> <p>class participation rubric</p> <p>audio activities assessment from</p> <p>Realidades level 6.1 Audio Activities</p>   |                                |



| Month     | Essential Questions/Competencies  | Content   | Skills/Proficiencies   | Assessment  | Materials/Resources/Technology |
|-----------|---|---|--|---|--------------------------------|
|           | <p>contrast items in Spanish?</p> <p>B. What are stem changing verbs and what are their forms?</p> <p>C. What are some elements of Spanish culture?</p> | <p>B. forms of stem changing verbs: e to ie, o to ue, u to ue</p> <p>B. comparatives and superlatives</p> <p>C. Latin Grammy awards</p> <p>C. Salvador Dali</p> <p>C. electronic equipment in Catalan households</p> <p>C. flags of the Spanish-speaking world</p> <p>C. las luminarias</p> <p>C. la siesta</p> | <p>B. compare and contrast items and people<br/><a href="http://www.nheon.org/framework...php?sid=7&amp;cid=1&amp;cidn=1&amp;aid=1">http://www.nheon.org/framework...php?sid=7&amp;cid=1&amp;cidn=1&amp;aid=1</a></p> <p>B. demonstrate understanding of stem changing verbs<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. talk about <i>las luminarias</i><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. talk about la siesta<br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">=7&amp;cid=4&amp;cidn=2&amp;aid=1</a><br/><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>?</p> | <p>book</p> <p>Realidades level 6.1<br/>video activities book</p> <p>performance based speaking rubric for conversation about houses</p> <p>written quiz vocabulary recognition 6A-1</p> <p>written quiz vocabulary production 6A-2</p> <p>written quiz poder &amp; dormir 6A4</p> <p>written quizzes comparative and superlative 6A-3</p> <p>Class discussion and reading comprehension questions at the end of each reading section</p> <p>chapter test</p> |                                |
| June 2013 | A. How does one describe the home?  | A. rooms in the home household chores   | A. Identify and describe different rooms in the home<br><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a>  | class participation rubric<br><br>performance based   |                                |

| Month | Essential Questions/Competencies  | Content   | Skills/Proficiencies  | Assessment  | Materials/Resources/Technology |
|-------|---|---|---|---|--------------------------------|
|       | B. How do you tell someone what to do and describe what people are currently doing? | B. tu form commands and present progressive tense   | <p>A. Describe different chores around the house<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>A. Ask and respond to questions about household chores<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Command people to do certain tasks<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Describe what people are doing presently<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>B. Convert sentences from the present tense to the present progressive tense<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> | <p>speaking rubric</p> <p>on-line practice exam</p> <p>indentification vocabulary quizzes on the home</p> <p>essay on a dream home with rubric</p> <p>final exam</p> <p>Reading comprehension questions at end of readings on different styles of homes and living in apartments versus living in homes</p> |                                |
|       | C. What are some different styles of homes in the Spanish-speaking world?           | <p>C. Styles of homes in the Spanish-speaking world</p> <p>C. Living in private homes versus living in apartments</p> | <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p>C. Read and discuss the different styles of Spanish homes and the percentages between people living in apartments and in private homes<br/> <a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p> <p><a href="http://www.nheon.org/framework...">http://www.nheon.org/framework...</a></p>  |   |                                |

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Spanish I

Plymouth Regional High School

| Month | Essential Questions/Competencies | Content | Skills/Proficiencies | Assessment | Materials/Resources/Technology |
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