

# 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

Bingo  
Calendar  
Chapter test

## **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