

Honors Spanish I Curriculum Maps

Unit of Study: ¿Cómo Somos?

Unit of Study: La Familia y la Casa

Unit of Study: En Clase y Después

Unit of Study: ¿Qué Comemos y Dónde?

Unit of Study: El Bienestar

Unit of Study: De Vacaciones

Unit of Study: En Tu Tiempo Libre

Grade: 9 Subject: Honors Spanish I	Unit of Study: ¿Cómo Somos?
Big Idea/Rationale	<ul style="list-style-type: none"> • Students identify people and things. • Students tell where someone is from. • Students tell what subjects they take. • Students express opinions about their subjects. • Students identify foods. • Students use nouns, articles, and adjectives. • Students can use the verb “ser”. • Students develop listening comprehension skills. • Students discuss Spanish speakers in the United States. • Students compare students in different Spanish-speaking countries. • Students will have the opportunity for practice in speaking, reading and writing in the target language • Students develop reading comprehension of simple authentic Spanish literature.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Adjectives generally follow the noun in Spanish. • Adjectives agree in gender and number with the nouns they modify. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Sometimes cognates indicate the meaning of a word, but there are false cognates which have a completely different meaning. • Unlike in English, Spanish has two verbs which mean “to be”, and they are used differently. • The verb “ser” is used to describe someone or something. • The verb “ser” is also used to describe origin. • In a Spanish question, an upside question mark precedes the question. • In a question, the verb generally precedes the noun. In Spanish, every noun has a gender, either masculine or feminine. • Nouns that end in –o are generally masculine and nouns that end • -a are generally feminine, but there are exceptions. • There is no way to tell whether a noun not ending in –o or –a is masculine or feminine. Students need to learn the definite article when they learn the vocabulary word. • Definite and indefinite articles have four forms depending on gender and number of the nouns. • One of the most famous Spanish works of literature is <i>El Quijote</i> by Miguel Cervantes. • Hispanics are now the largest minority in the United States. • Different parts of the United States are populated by Hispanics from different Spanish-speaking countries large based on geography.

	<ul style="list-style-type: none"> • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to learn new vocabulary? • What are the most effective strategies to learn accurate pronunciation? • What techniques are involved in learning to think in Spanish? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How are Spanish adjectives formed and used differently from English? • Explain the concept of masculine and feminine. • How do you determine which definite and indefinite article to use? • Where are there large concentrations of Hispanics, and why? • What are some words that are different in different English-speaking countries? • What are some words that are different in different Spanish-speaking countries? • Who was Miguel Cervantes, what was his most famous work, and what was it about?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Descriptive adjectives • Formation and placement of adjectives • School subjects • Giving opinions • Gender of nouns • Definite and indefinite articles • Basic uses of the verb "ser" • Conjugation of the verb "ser" • Subject pronouns "tú" and "usted" • Hispanics in the United States • Reading skills • Cervantes and <i>El Quijote</i>
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.A - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. • FL.PK-12.7.1.NM.A.B - [Content Statement] - Personal identity is

	<p>developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.G - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) • FL.PK-12.7.1.NM.A.H - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) • FL.PK-12.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions. • FL.PK-12.7.1.NM.B.A.1 - Respond to learned questions • FL.PK-12.7.1.NM.B.A.4 - Describe people, places, and things. • FL.PK-12.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • FL.PK-12.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • FL.PK-12.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. <i>Asi Se Dice 1</i>. Columbus, OH: McGraw Hill Glencoe. 2009 • McGraw Hill Glencoe online site <ul style="list-style-type: none"> ○ https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • International currency • Teacher-created games • Video on preterite tense formation

	<ul style="list-style-type: none">• Flashcards• Bingo• Teacher-created dittos
Notes	

<p>Grade: 9 Subject: Honors Spanish I</p>	<p style="text-align: center;">Unit of Study: La Familia y la Casa</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students talk about families and pets. • Students describe people’s physical characteristics. • Students describe a house or an apartment. • Students describe rooms and some furnishings • Students use the verb “tener”. • Students give people’s ages. • Students use possessive adjectives. • Students discuss a family from Ecuador and their life in Quito. • Students compare homes in different Spanish-speaking countries. • Students discuss the importance of pets in the Spanish-speaking world. • Students will have the opportunity for practice in speaking, reading and writing in the target language.
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Family is extremely important in Hispanic cultures, and several generations often live together or in close proximity. • The suffix “-astro” or “-astra” can be used for “step” relationships, but some cultures regard this usage as pejorative and therefore avoid using it. • Homes in various cities, towns and countries of the Hispanic world vary widely, but many homes are still built around a central “patio” or open-air courtyard. • The concept of a back yard is not Hispanic in tradition. • Many residents of Hispanic cities live in apartments or condominiums. • There is no apostrophe in the Spanish language to express possession. • Possessive adjectives are used to tell who owns or possesses something. • Possessive adjectives change their endings to agree in number and gender with the item they describe.. • The verb “tener” is used in Spanish to express age. • “Tener” is a verb and must be conjugated to agree with the subject of the sentence. • Quito is the capital of Ecuador and is located in the Andes mountains. • Pets are popular in Hispanic cities and suburbs, but not in rural areas. • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a results

<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to learn new vocabulary? • What are the most effective strategies to learn accurate pronunciation? • What techniques are involved in learning to think in Spanish? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • What are the different words for family members? • Why are there fewer words for family members in Spanish and English? • What is the importance of the ending of a family vocabulary word? • How can you describe hair and eye color? • What does it mean when you use the suffix "-ito" with a word? • How can you describe the location of a house or an apartment? • What are the rooms of a house? • How can you give someone's age? • How can you tell how many brothers or sister someone has? • How can you tell what pets someone has? • Where is Quito? What can you tell about this part of Ecuador? • What is the importance of pets in Spain and Latin America?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Descriptive adjectives • Formation and placement of adjectives • School subjects • Giving opinions • Gender of nouns • Definite and indefinite articles • Basic uses of the verb "ser" • Conjugation of the verb "ser" • Subject pronouns "tú" and "usted" • Hispanics in the United States • Reading skills • Cervantes and <i>El Quijote</i>
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.A - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. • FL.PK-12.7.1.NM.A.B - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) • FL.PK-12.7.1.NM.A.G - [Content Statement] - Maps, graphs, and other

	<p>graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.H - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) • FL.PK-12.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions. • FL.PK-12.7.1.NM.B.A.1 - Respond to learned questions • FL.PK-12.7.1.NM.B.A.4 - Describe people, places, and things. • FL.PK-12.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • FL.PK-12.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • FL.PK-12.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. <i>Asi Se Dice 1</i>. Columbus, OH: McGraw Hill Glencoe. 2009 • McGraw Hill Glencoe online site <ul style="list-style-type: none"> ○ https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • Así Se Dice DVD • Globe Trekker DVD – Ecuador • Teacher Discovery DVD - Family • Teacher-created games • Bingo • Flashcards • Teacher-created dittos
<p>Notes</p>	

<p>Grade: 9 Subject: Honors Spanish I</p>	<p align="center">Unit of Study: En Clase y Después</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students talk about what they do in school. • Students identify some school clothes and school supplies. • Students identify items in the classroom. • Students talk about what they and their friends do after school. • Students compare school and after-school activities in Spanish-speaking countries and the United States. • Students conjugate the present tense of “-ar” verbs. • Students use the verbs “ir”, “dar”, and “estar”. • Students use the contractions “al” and “del”. • Students will have the opportunity for practice in speaking, reading and writing in the target language.
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Grading in schools in Spanish-speaking countries various from the system we use in the United States and is often based on a scale of 1-10. • There are both public and private schools. • Students in private schools often wear uniforms. • Students often remain the same classroom, and the teachers for different subjects move from class to class. • The Internet is used throughout Spain and Latin America. • All verbs I Spanish change their endings according to the subject. • The family of “-ar” verbs is the largest and the first conjugation. • The verbs “ir”, “dar”, and “estar” are irregular. • Two important contractions in Spanish are “al” and “del”. • High school is a “colegio” or a “prepa” in many Spanish-speaking countries/areas. • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don’t know all the words that I hear and read? • What are the most effective strategies to learn new vocabulary? • What are the most effective strategies to learn accurate pronunciation? • What techniques are involved in learning to think in Spanish? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly?

	<ul style="list-style-type: none"> • What subjects are you taking? • What do you need for school? • What do you do in school? • What do you wear to school? • Where do you buy your school supplies? • How do you ask how much something costs? • What do you do at home? • What do you use the Internet for? • Why can you often omit the subject in a Spanish sentence? • What is the verb “estar” used for? • What do “al” and “del” mean? • What are some similarities and differences between schools here and in Latin America?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • School and school activities • School supplies • Clothing • After-school activities • Shopping • Conjugation of regular “-ar” verbs • Verbs “ir”, “dar”, and “estar” • Contractions • Schools in Latin America and the United States
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.A - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. • FL.PK-12.7.1.NM.A.B - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) • FL.PK-12.7.1.NM.A.G - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) • FL.PK-12.7.1.NM.A.H - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that

	<p>assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p> <ul style="list-style-type: none"> ● FL.PK-12.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● FL.PK-12.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● FL.PK-12.7.1.NM.B.A.1 - Respond to learned questions ● FL.PK-12.7.1.NM.B.A.4 - Describe people, places, and things. ● FL.PK-12.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ● FL.PK-12.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● FL.PK-12.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> ● Schmitt, Conrad J. <u>Asi Se Dice 1</u>. Columbus, OH: McGraw Hill Glencoe. 2009 ● McGraw Hill Glencoe online site <ul style="list-style-type: none"> ○ https://www.mheonline.com/program/view/2/15/1094/007ISD/ ● Vocabulary transparencies ● Audio CD ● World map ● Así Se Dice DVD ● Teacher Discovery DVD - Spain ● Teacher-created games ● Bingo ● Flashcards ● Teacher-created dittos
<p>Notes</p>	

<p>Grade: 9 Subject: Honors Spanish I</p>	<p style="text-align: center;">Unit of Study: ¿Qué Comemos y Dónde?</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students identify foods and discuss meals. • Students talk about places where they eat. • Students order food or beverage at a café. • Students talk about what they and their friends do after school. • Students compare eating habits in Spain, Latin America, and the United States. • Students conjugate the present tense of regular “-er” and “-ir” verbs. • Students use the expressions “ir a”, “tener que”, and “acabar de” with the infinitive. • Students will have the opportunity for practice in speaking, reading and writing in the target language.
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Foods in different Spanish-speaking countries have similarities, but they are not the same. Each country has its own specialties. • Some foods which are unappetizing to us are common in other countries, and this is based upon cultural experience and prejudice. • Different words for foods are common in different Spanish-speaking countries. • Eating habits in different Spanish-speaking countries vary. Lunch and dinner in Spain are eaten much later than here. Dinner is often not until 10:00 pm. • Spaniards often eat “tapas”, or small snacks, during the late afternoon. • The family of “-er” verbs is the second largest conjugation of verbs. • The family of “-ir” verbs is the third largest conjugation of verbs. • There are regular patterns for the conjugation of “-er” and “-ir” verbs. • Students use “ir + a + infinitive” to talk about the future. • Students use “tener + que + infinitive” to say what they have to do. • Students use “acabar + de + infinitive” to talk about what they have just done. • Students often congregate in a city’s “plaza mayor” to have a snack or “merienda”. • “Tunos” are musicians who play the guitar and sing in “mesones” in Spain and Mexico. • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.

<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to learn new vocabulary? • What are the most effective strategies to learn accurate pronunciation? • What techniques are involved in learning to think in Spanish? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • What foods do you like? • What beverages do you drink? • What are your favorite restaurants? • What do you eat for breakfast, lunch and dinner? • At what time do you eat? • What eating habits do you and your friends and family have? • How much does it cost to eat in restaurants? • What are you going to do tomorrow, over the weekend, and next week? • What do you have to do at home and in school? • What have you just done in school and at home? • What are some similarities and differences between eating habits and foods here and in Latin America and Spain?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Foods • Beverages • Restaurants • Ordering food in a café • Eating habits in Spain and Latin America • Conjugation of regular “-er” and “-ir” verbs • “ir + a + infinitive” • “tener + que + infinitive” • “acabar + de + infinitive” • Foods in Spain and Latin America
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.A - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. • FL.PK-12.7.1.NM.A.B - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) • FL.PK-12.7.1.NM.A.G - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who

	<p>have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <ul style="list-style-type: none"> ● FL.PK-12.7.1.NM.A.H - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) ● FL.PK-12.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● FL.PK-12.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● FL.PK-12.7.1.NM.B.A.1 - Respond to learned questions ● FL.PK-12.7.1.NM.B.A.4 - Describe people, places, and things. ● FL.PK-12.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ● FL.PK-12.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● FL.PK-12.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.
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<p>Notes</p>	

<p>Grade: 9 Subject: Honors Spanish I</p>	<p style="text-align: center;">Unit of Study: El Bienestar</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students describe people’s personalities, conditions, and emotions. • Students explain minor illnesses. • Students can identify what hurts them. • Students talk about a doctor’s appointment. • Students compare the concept of a “clínica” in Spain and Latin America with health care in the United States. • Students compare the function of a “farmacia” in Spanish-speaking countries with its function in the United States. • Students compare the usage of “ser” and “estar”. • Students use indirect object pronouns to say what hurts them. • Students use prepositional pronouns in conjunction with indirect object pronouns. • Students will have the opportunity for practice in speaking, reading and writing in the target language.
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Personality, emotions, and health are universal themes. • Good manners are important in all countries. • Body language is a strong indicator of emotion. • Health care can differ from country to country. • Most health care in Spanish-speaking countries is paid for by the government. • Some verbs in Spanish are called tem-changing or “shoe” verbs. • The verbs “ser” and “estar” both mean “to be”, but they are used differently. • “Ser” is used to describe characteristics, conditions, and origin. • “Estar” is used to describe location, emotion, and mood. • “Me,” “te”, and “nos” are both direct and indirect object pronouns. • “Le” and “les” are indirect object pronouns which correspond to the direct object pronouns “lo”, “la”, “los”, and “las”. • Students are introduced the literary genre known as the picaresque novel. • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.

<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to learn new vocabulary? • What are the most effective strategies to learn accurate pronunciation? • What techniques are involved in learning to think in Spanish? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • What kind of personality do you have? • How can you describe yourself physically? • How do different situations make you feel? • How can you describe your friends and family? • What happens in the doctor's office? • How can you say what hurts you? • What are your symptoms when you don't feel well? • What does the doctor recommend when you are sick? • How do you ask for medication at the pharmacy? • What are some similarities and differences between medical care in in the United States, Spain, and Latin America? • What are the characteristics of the picaresque novel? • What are some examples of the picaresque novel?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Personality traits • Feelings and emotions • Explaining what hurts you • A visit to the doctor's office • Usage of "ser" and "estar" • Usage of "doler" with indirect object pronouns • The picaresque novel
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.A - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. • FL.PK-12.7.1.NM.A.B - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) • FL.PK-12.7.1.NM.A.G - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to:

	<p>history, economics, science, and geography.)</p> <ul style="list-style-type: none"> ● FL.PK-12.7.1.NM.A.H - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) ● FL.PK-12.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● FL.PK-12.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● FL.PK-12.7.1.NM.B.A.1 - Respond to learned questions ● FL.PK-12.7.1.NM.B.A.4 - Describe people, places, and things. ● FL.PK-12.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ● FL.PK-12.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● FL.PK-12.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> ● Schmitt, Conrad J. <u>Asi Se Dice 1</u>. Columbus, OH: McGraw Hill Glencoe. 2009 ● McGraw Hill Glencoe online site <ul style="list-style-type: none"> ○ https://www.mhonline.com/program/view/2/15/1094/007ISD/ ● Vocabulary transparencies ● Audio CD ● World map ● Así Se Dice DVD ● Teacher Discovery DVD on usage of “ser” and “estar” ● Teacher-created games ● Bingo ● Flashcards ● Teacher-created dittos
<p>Notes</p>	

Grade: 9 Subject: Honors Spanish I	Unit of Study: De Vacaciones
Big Idea/Rationale	<ul style="list-style-type: none"> • Students talk about summer weather and activities. • Students talk about winter weather and activities. • Students discuss summer and winter resorts in Spanish-speaking countries. • Students compare vacations in Latin America and Spain with vacations here in the United States. • Students can speak about the past using the preterite tense of regular “-ar” verbs. • Students can say where they went using the preterite tense of “ir”. • Students can say how things were using the preterite tense of “ser”. • Students can use direct object pronouns. • Students will have the opportunity for practice in speaking, reading and writing in the target language.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Vacations and leisure time activities are universal themes. • Spain and Spanish-speaking countries offer a variety of vacation locations during all seasons for both residents and tourists. • Spain and other Latin American countries are popular destinations for Americans. • Spain has many beaches on its different coasts, and resorts in places such as Marbella are a popular vacation spot for Spaniards and other Europeans. • The preterite tense is used in Spanish to talk about the past. • Regular “-ar” verbs can be conjugated according to a pattern. • Accent marks and correct pronunciation are essential to the usage of the preterite tense. • The preterite tense of “ir” and “ser” is identical, but meaning is determined by usage in the sentence. • Direct object pronouns should be used to avoid repetition. • The placement of direct object pronouns differs from placement in English, as they generally precede the verb. • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.

<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to learn new vocabulary? • What are the most effective strategies to learn accurate pronunciation? • What techniques are involved in learning to think in Spanish? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • What kinds of vacations do you take in the summer and winter? • What are some places you have visited in the past? • Who did you go with on your vacation? • How much time did you spend there? • What activities did you do?" • What equipment did you need for these activities? • Did you enjoy your trip? • What places in Spain and Latin America would you like to travel to? • What would you do there? • What are some similarities and differences between vacations in the United States, Spain, and Latin America?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Seasons and weather • Water sports vocabulary • Renting equipment • Skiing vocabulary • Skating vocabulary • Buying a ticket • Clothing worn for different sports • Preterite tense of regular "-ar" verbs • Preterite tense of "ir" and "ser" • Usage of direct object pronouns • Vacation sites in Spain and Latin America
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.A - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. • FL.PK-12.7.1.NM.A.B - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) • FL.PK-12.7.1.NM.A.G - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who

	<p>have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.H - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) • FL.PK-12.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions. • FL.PK-12.7.1.NM.B.A.1 - Respond to learned questions • FL.PK-12.7.1.NM.B.A.4 - Describe people, places, and things. • FL.PK-12.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • FL.PK-12.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • FL.PK-12.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. <u>Asi Se Dice 1</u>. Columbus, OH: McGraw Hill Glencoe. 2009 • McGaw Hill Glencoe online site <ul style="list-style-type: none"> ○ https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • Así Se Dice DVD • Teacher Discovery DVD's on travel to different Spanish-speaking countries • Teacher-created games • Bingo • Flashcards • Teacher-created dittos
<p>Notes</p>	

Grade: 9 Subject: Honors Spanish I	Unit of Study: En Tu Tiempo Libre
Big Idea/Rationale	<ul style="list-style-type: none"> • Students talk about what they do in their free time. Students talk about winter weather and activities. • Students describe their birthday parties. • Students describe what foods they would serve at a party in their house. • Students describe party activities. • Students can talk about concerts they have been to or that they would like to attend. • Students compare different music likes and dislikes. • Students can describe movies they have seen. • Students can say what happened in their favorite movies. • Students can say what museums they have been to, and their reactions to these museum visits. • Students compare leisure activities in Spanish-speaking countries with leisure activities of young people in the United States.. • Students can speak about the past using the preterite tense of regular “-er” and “-ir” verbs. • Students can say what they heard and read using the irregular preterite forms of “oír” “leer”. • Students can use the present tense of the irregular verb “oír”. • Students can use affirmative and negative words. • The Spanish “Quinceañera” is a large wedding-style party given for a girl when she turns 15. • Students can describe Mexican mural paintings and identify famous artists. • Students can describe the Mexican Ballet Folklórico. • Students will have the opportunity for practice in speaking, reading and writing in the target language.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students around the world spend their leisure time with friends and family. • Birthday parties are celebrated with throughout the Spanish-speaking world, as well as in the United States. • Hispanic tradition for parties includes a large circle of family members. • Parties include presents and foods, although the foods at parties in Hispanic cultures may differ from those typically served at parties in the United States. • Young people in Spanish-speaking countries go to concerts, the movies, and museums in their leisure time. • Many Latino artists, such as Shakira and Enrique Iglesias, are popular both with Latinos and young people in the United States. • The preterite tense is used in Spanish to talk about the past.

	<ul style="list-style-type: none"> • Regular “-er” and “-ir” verbs can be conjugated in the preterite tense according to a pattern. • Accent marks and correct pronunciation are essential to the usage of the preterite tense. • The preterite tense of “oír” and “leer” is irregular. • The present tense of “oír” is irregular. • Unlike in English, Spanish uses double negatives. • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don’t know all the words that I hear and read? • What are the most effective strategies to learn new vocabulary? • What are the most effective strategies to learn accurate pronunciation? • What techniques are involved in learning to think in Spanish? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • What kinds of parties do you enjoy? • Describe a birthday party you might make for someone. • What foods would you serve at a birthday party? • Who would you invite to your birthday party? • Describe a sweet 16 birthday party. • What concerts have you gone to? • What concerts would you like to go to? • What Spanish music are you familiar with? • What are your favorite types of movies? • What are your favorite movie titles? • Who are your favorite actors and actresses? • What museums have you visited? • Did you enjoy your visit to the museum? • What museums have you visited on school trips? • Who is Diego Rivera, and where would we find an exhibition of his work?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Party activities and foods • Concerts and musicians • Types of movies • Museums

	<ul style="list-style-type: none"> • Buying a ticket • Preterite tense of regular “-er” and “-ir” verbs • Preterite tense of “oír” and “leer” • Present tense of “oír” • Affirmative and negative expressions • Popular artists and musicians of Spain and Latin America
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.PK-12.7.1.NM.A.A - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. • FL.PK-12.7.1.NM.A.B - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) • FL.PK-12.7.1.NM.A.G - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) • FL.PK-12.7.1.NM.A.H - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) • FL.PK-12.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NM.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions. • FL.PK-12.7.1.NM.B.A.1 - Respond to learned questions • FL.PK-12.7.1.NM.B.A.4 - Describe people, places, and things. • FL.PK-12.7.1.NM.B.3 - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • FL.PK-12.7.1.NM.C.2 - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • FL.PK-12.7.1.NM.C.3 - [Cumulative Progress Indicator] - Copy/write

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Notes	