

Spanish Language Level 1 Curriculum

Immersion in the Target Language develops the learner’s understanding of communication and cultures, the principal concepts of language acquisition. Language is cyclical; the topics are often mixed and revisited. The content below and its order should be used as a simple guideline. Resources for Teaching Proficiency through Reading and Storytelling (SOMOS Curriculum), as well as Personalized Circling, can be found in the literacy section for each WL topic. The WL content-specific vocabulary lists refer to the *SOMOS* curriculum. These word lists can be used as a base for teachers who are just beginning.

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
<p>Marking Period 1</p> <p><u>Term 1</u> 10 weeks of ISR, & CL combined w/ GA</p> <p>This first thematic unit may be broken up into smaller units and taught out of order. A culminating project may be given at the end of the first or second marking period where students need to use all of the information they have learned to date.</p>	<p>Identity & Social Relationships (ISR)</p> <p>PERSONAL ID</p> <p>Vocabulary specific to events, videos, plays, interviews, guest visits, etc., will need to be prepared and practiced by students in preparation for upcoming experiences/materials to be watched, heard, etc. Teachers should not limit vocabulary to any single topic, in order to help students better express themselves</p>	<p>Age Nationality Address & phone number Family DOB Physical characteristics Personality traits Likes & dislikes</p>	<p>How do I hold a conversation with someone who speaks Spanish? How am I feeling? Who am I? When is my birthday? How old am I? What do I like to do? How do I introduce myself and respond to other’s greetings in Spanish? How do I express time in Spanish? How do I spell words using the Spanish alphabet? How has the Spanish Language influenced our lives? How does a Spanish speaker describe</p>	<p>NY1 [1.2A]/TPR: Daily review of basic commands with gestures. Students conduct daily TPR reviews.</p> <p>NY2 [1.1B/1.2B] Teacher leads a personalized circle to obtain information about students in the classroom. Students practice talking about themselves and others.</p> <p>NY5 [4.2A] Students watch an authentic video about how people say hello and good-bye in other countries & discuss differences & similarities.</p> <p>NY3 [1.3A, 1.3C, 1.3E] Students make a collage about themselves with visual and written components using glogster.</p> <p>NY3 [3.2A] Students research a famous Hispanic person using</p>	<p>Cultural readings in English & Spanish www.newsela.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com</p> <p>Spanish Spanish (colors memory game): https://studyspanish.com/?s=culture</p> <p>Resources: reading, writing, listening & speaking online activities by chapter Jalen Waltman (TPRS based lessons – vocabulary lists): http://waltmania.com/wp-content/uploads/2015/08/Spanish-1A-2009-Vocab-List.pdf sample lessons from Jalen Waltman can be found through this link:</p>

	<p>when they want to communicate about any given theme. Opportunities to increase vocabulary should be offered in “student-choice” vocabulary discovery activities: students search for 10 additional words that they want to learn in order to complete an assignment. Those words can be shared with the class to be added to already-covered vocab.</p>		<p>people's feelings and emotions? How do we interact with others in a socially acceptable manner? What makes each of us unique?</p>	<p>guided research questions. Using the answers to these questions, students create a PowerPoint or PREZI presentation in Spanish, which they will later present to the class.</p> <p>Conduct interviews and surveys based on preferences. Interview a “guest” on a talk show. Twenty questions Create a dialogue based on a template Roleplay a scenario about an identity card they have found. They will approach a community service provider, who will ask questions about the ID card.</p> <p>- Create an identity card. Research and describe a famous person, including but not limited to the target culture. Three Truths and a Lie – Students share 4 things about themselves and their partners determine which of the 4 elements is false. Let’s Roll! Create sentences by combining elements determined by the roll of the dice. Sing authentic songs for vocabulary and pronunciation development. Use their</p>	<p>http://waltmania.com/spanish-1a-and-1b-2009/</p> <p>Duolingo: https://www.duolingo.com/ Classroom review games – Kahoot and Jeopardy Labs: https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/</p> <p>Many music based stories that are designed using TPRS foundations: https://www.senorwooly.com/Soy Guapo Me duele</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tprsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html</p> <p>Señora Chase: https://senorachase.com/ Comprehensible Input for language acquisition blog with resources & ideas.</p>
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				names and adjectives to create an acrostic poem. Graphing and summarizing results based on a survey Write personal ads.	
	<p>Identity (I)</p> <p>Greetings Leave-takings Tú v. Usted Numbers 1-100 Time Days & Dates</p> <p>Colors Body Parts Physical descriptions Adjs. Personality Activities</p>	<p>Commands via TPR in the familiar “you” form, which also translate (later) to the 3rd person.</p> <p>Question words</p> <p>Initiating conversations</p> <p>Punctuation</p> <p>Simple spelling & pronunciation rules</p> <p>Accent marks</p> <p>Activities</p> <p>Adjectives</p> <p><u>Present tense verbs in 1st & 3rd person:</u> to have, to like, to want, to ask, to say, to play, to give, to be, there is/there are, me duele...</p>	<p>What can I communicate to others about my childhood in Spanish? How do I explain the celebrations, family traditions in Spanish? Comparing celebrations from the culture that is familiar to me with that of the Spanish-speaking countries, what are the similarities/differences ? How are prejudice and bias created? How do we overcome them? How do stereotypes influence how we look at and understand the world? How do individuals develop values and beliefs? How does family play a role in shaping our values and beliefs? How do our values and beliefs shape who we are as individuals and influence our behavior?</p>	<p>1.2A TPR: Daily review of basic commands with gestures. Students conduct daily TPR reviews.</p> <p>1.1B/1.2B Teacher leads a personalized circle to obtain information about students in the classroom. Students practice talking about themselves and others.</p> <p>4.2A Students watch an authentic video about how people say hello and good-bye in other countries & discuss differences & similarities.</p> <p>1.3A, 1.3C , 1.3E Students make a collage about themselves with visual and written components using glogster.</p> <p>3.2A Students research a famous Hispanic person using guided research questions. Using the answers to these questions, students create a PowerPoint or PREZI presentation in Spanish, which they will later present to the class.</p> <p>Play Guess Who? in the target</p>	<p>Cultural readings in English & Spanish</p> <p>https://studyspanish.com/?s=culture www.newsela.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com http://www.audiria.com/index.php https://www.thinglink.com/en-us/ https://www.adobe.com/express/</p> <p>- basic personal information from communications such as emails and personal profiles.</p> <p>-identify some cognates or characters that help me understand the meaning</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tprsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/previous.html</p>

		<p>Positive v. negative statements</p> <p>Sentence structure/word order</p> <p><u>Adverbs:</u> very, a lot, a little, quickly, slowly</p> <p><u>Connectors:</u> also, neither, nor, or, and, but, because</p> <p>Nouns (singular and plural with definite articles)</p> <p>Hay</p> <p>Word agreement</p>		<p>language.</p> <p>NY2 Read passages in the target language.</p> <p>Draw Me! Draw the person that is described.</p> <p>Picture This! Timed activity to develop sentences or questions based on a given visual cue.</p> <p>Use adjectives to complete a MadLib style activity.</p>	
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PI suggested vocabulary may include:

Simpático/a Amable Tímido/a Deportista Talentoso/a Atrevido/a Curioso/a Joven Cómico/a Ordenado/a Inteligente Paciente Perezoso/a Fuerte Guapo/a Feo/a Bueno/a Alto/a Bajo/a Interesante Antipático Reservado/a Sociable Atlético/a Artístico/a Gracioso/a Viejo/a Serio/a Desordenado/a Estudioso/a Impaciente Trabajador/a Débil Bonito/a Lindo/a Feliz Aburrido/a Cabeza Pelo Orejas Piernas Brazos Dientes Rodilla Muñeca Codo Garganta Ojos Piel Nariz Manos Pies Boca Labios Cejas Pestañas Mejilla Barbilla Barba Bigote Tatuaje Tobillo Cara Cuello Dedo Dedos de los pies Estudiante Alumno/a Profesor/a Maestro/a Abogado/a Doctor/doctora Médico/a Ingeniero/a Atleta Artista Pintor/a Cantante Poeta Actor/actriz Contento/a Enfermo/a Enfadado/a Enojado/a Triste Bien Cansado/a Furioso/a Confuso/a Deprimido/a Alegre BAILAR CORRER ESCRIBIR(cuentos, poemas, canciones) Esquiar Ir A La Escuela Leer (Libros, Revistas, Periódicos) Montar En Monopatín Pasar Tiempo Con Amigos Practicar Deportes Trabajar Mirar Ver La Tele Cantar Dibujar Escuchar Música Hablar Por Teléfono Jugar A Videojuegos Montar En Bicicleta Nadar Patinar Tocar La Guitarra Usar La Computadora (Ordenador) Hacer Mis Deberes (Tarea) Comer Cocinar Caminar Bucear Hacer Alpinismo Ir De Pesca Tregar Árboles Ir De Camping Hacer Ejercicio Viajar Jugar Ir Al Cine/Películas Juegos De Mesa (monopolio, ajedrez, damas, cluedo, etc.)

	WL Content	Language Skills	WL Essential	Assessment Strategies	Literacy
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			Questions	Formative & Summative	
	<p>Celebrations, Customs, & Traditions (CCT)</p> <p><i>Holidays: Christmas, Easter, Day of the Dead, Thanksgiving, Labor Day, Columbus Day, Birthdays, Quinceañero</i></p>	<p>Traditional stories and folklore</p> <p>Ethics</p> <p>Morals</p> <p>Values</p> <p>Functions and attributes of icon</p>	<p>How do individuals develop values and beliefs?</p> <p>What factors shape our values and beliefs?</p> <p>How do values and beliefs change over time?</p> <p>How does family play a role in shaping our values and beliefs?</p> <p>Why do we need beliefs and values?</p> <p>What happens when belief systems of societies and individuals come into conflict? When should an individual take a stand in opposition to an individual or larger group?</p> <p>How are belief systems represented and reproduced through history, literature, art, and music?</p> <p>To what extent do belief systems shape and/or reflect</p>	<ul style="list-style-type: none"> - Develop a class map using Google Maps to identify nations of origin. - “What’s Your Sign?” Discuss birthdays and personality traits based on zodiac signs. - Play “Draw Me!” Students listen to a classmate describe his/her family tree and then place the members of the family in the appropriate spaces. - Play “Who am I?” Choose figures in pop culture as the secret character. Students have to match the picture with the description. - Read a blog/online article related to different family customs and celebrations - Create a “family” tree. - Create a personal calendar with important birthdates, anniversaries, and holidays. - Create a podcast interview in which a radio host questions a famous personality about their family and the activities they do together. - Plan a family celebration (typical to target culture) and create an invitation/Evite. - Create a “Missing Pet” poster. - Create a “family” photo album or slideshow. - Discussion: What is in a name? - Describe a famous TV family. 	<p>Website: Revista Contacto</p> <p>Website:</p> <p>https://www.colorincolorado.org/es/booklist/libros-sobre-fiesta</p> <p>Young Adult book options in Spanish:</p> <p>https://www.educaciontrespuntocero.com/libros/lecturas-celebrar-dia-del-libro/</p> <p>Digital Resources:</p> <p>https://elestudantedigital.com/</p>

			culture and society? How do beliefs, ethics, or values influence different people's behavior?	FORMATIVE ASSESSMENT: Reading comprehension practice. and answer comprehension questions. Students will read short passages NY1	
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ED suggested vocabulary may include: Asistir a Ir a la escuela hacer una prueba/examen Gustar Odiar Preferir Hablar Estudiar Necesitar Cantar Enseñar Trabajar Leer Escribir Deber Aburrido-a Fácil Interesante Divertido-a Dibujar Pintar Usar Bailar Practicar Pasar Escuchar Querer Hacer Tener que Difícil Favorito-a Preferido-a Práctico-a Tarea Deberes Primaria Secundaria Colegio Universidad Practicar Deportes (a list of different sports) Pasar tiempo con amigos Clubs de: español (and other foreign languages) cine fotografía ajedrez drama conservación cocinar equipo de debate/matemáticas, etc. Almuerzo Desayuno Español Inglés Italiano Francés Japonés Chino Alemán Las clases de: Tecnología Arte Música Matemáticas Algebra Geometría Trigonometría Ciencias Naturales Biología Química Dibujo Técnico Diseño Gráfico Ciencias Sociales Historia Estudios Globales Alumno-a Bolígrafo Marcadores Cuaderno Lápiz Lápices de color Profesor-a Pupitre Pizarra Reloj Ventana Tarea Bandera Silla Sacapuntas Grapadora Calculadora Amigo-a Carpeta Estudiante Hoja de Papel Libro Sala de Clases Escritorio Puerta Computadora/Ordenador Deberes Papelera Mesa Mochila Tijeras Estante de libros

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
	<p>Family & Social Relationships (FSR)</p> <p>Immediate family: <i>Mother, father, sister, brother, grandmother, grandfather</i></p>	<p>Commands via TPR in the familiar “you” form, which also translate (later) to the 3rd person. Repeat the same sequence using the endings for the 1st person “YO” form. Students “acquire” the sound of the new form and associate it with the use of “YO.”</p> <p>Question words</p> <p>The verb “TENER” all forms</p>	<p>Who are the members of my family? What is my family like? How is my family life different from families in Spanish-speaking countries? What do my family members do for a living? What do we do together? What customs do we celebrate together? What family customs do they have</p>	<p>NY1 [1.2A] TPR daily commands with gestures. Students conduct daily TPR review.</p> <p>NY 1 [1.2B] Bellwork</p> <p>NY 2 [1.2B-D] Vocabulary quizzes</p> <p>NY 2 [1.3E] Classroom PQA (personalized questions and answers) regarding students’ families and what they like to do together</p> <p>NY3 [1.1D] Students create a family tree and write a paragraph about family members.</p>	<p>Cultural readings in English & Spanish www.newsela.com http://www.videoele.com/ www.youtube.com</p> <p><i>Pobre Ana</i>, TPRS full novel online at: http://smh.jcpsnc.org/bmastromatt eo/wp-content/uploads/sites/73/2016/10/PobreAnaReader.pdf</p> <p>Resources: reading, writing, listening & speaking online activities by chapter</p>

		<p>Present tense - ER & - IR verbs</p> <p>Connectors: also, neither, nor, or, and, but, because Positive v. negative statements</p> <p>Possessives</p> <p>Word agreement</p>	<p>Spanish-speaking countries? How does one form an identity that remains true and authentic through adulthood? How do we form and shape our identities? How is our understanding of culture and society constructed through and by language?</p>	<p>NY4 [4.1A, 4.1C, 4.2B, 4.2C] Students watch a video or a movie about a cultural family celebration (ex. <i>Quinceañera</i>) in Spanish or English and answer questions.</p>	<p>Duolingo: https://www.duolingo.com/ Classroom review games – Kahoot and Jeopardy Labs: https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tpisci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/prview.html</p>
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PE suggested vocabulary may include:

Continente País (list of different countries) Estado Océano Mar Río Montaña Lago Europa Norteamérica Sudamérica África Asia Antártica Medio Oriente Mes Año Semana Día Tiempo Hace fresco Está templado Hace viento Nieva Está nevando Trueno Relámpago Hace sol Está soleado Tornado Tormenta de hielo Está despejado Hace frío Hace calor Está nublado Llueve Está lloviendo Hay tormenta Huracán Terremoto Estaciones Primavera Verano Invierno Otoño Quinceañera El cuatro de julio Todos los Santos Pascua El día de los reyes Navidad El día de la independencia de los Estados Unidos Cumpleaños El día de la acción de gracias El cinco de mayo El sol La luna Los planetas Bosque Jungla Desierto Ciudad Campo Árbol Flores Hierba / Césped Tulipanes Cacto Rosas Trigo Granja Gallina Gallo Vaca Toro Cerdo Pato Pájaro Paloma Perro Gato León Lobo Caballo Burro Ballena Elefante Mariposa Mosca Pavo Cisne Mono Gorila Zorro Serpiente Pez/peces Conservación Medioambiente Preservar Salvar Reciclar Calentamiento global

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
<p>Marking Period 2</p> <p><u>Term 2</u> 10 weeks of FL combined w/EA, CN combined w/SH</p> <p>Review for Midterm should include speaking,</p>	<p>Contemporary Life</p> <p>Pastimes, athletics, circus, arena</p> <p>House apartment, country home,</p>	<p>Commands via TPR in the familiar “you” form, which also translate (later) to the 3rd person. Repeat the same sequence using the endings for the WE</p>	<p>How do societies and individuals define quality of life?</p> <p>How is contemporary life influenced by cultural products, practices, and perspectives?</p>	<p>HH 1.3A, 1.3D Students write and perform a skit about a visit to a doctor or dentist office. NY2, NY3 1.2 Students write a letter to a university in a Spanish-speaking country looking for an ideal place to live while they are studying abroad. NY3</p>	<p>Website: Revista Contacto Website: Newspaper Map</p>

<p>listening, reading and writing practice in the format of the midterm & final exams.</p>	<p>rooms, furnishings, garden</p> <p>Social class structure</p> <p>City & town, weather, animals, calendar, natural disasters, time</p> <p>Relevant geography (Spanish-speaking countries)</p> <p>Roads, modes of travel, mail & letter writing</p>	<p>form. Students “acquire” the sound of the new form and associate it with the sound of “nosotros.” At this time, students should have approximately 20+ commands that are repeated daily.</p> <p>Question words</p> <p>Activities</p> <p>Adjectives</p> <p>Possessives</p> <p><u>Adverbs:</u> very, a lot, a little, quickly, slowly, too much, too little, more & less, before, after</p> <p><u>Connectors:</u> also, neither, nor, or, and, but, because</p> <p><u>All forms present tense verbs:</u> Hacer, Estar + gerund, to have, to like, to want, to ask, to say, to play, to give, to be (ser v. estar), to attend, there is/there are</p> <p>Positive v. negative</p>	<p>What are the challenges of contemporary life?</p> <p>How are the following issues impacted by contemporary life: economics, environmental, religious, social welfare, population?</p> <p>What are possible solutions to these challenges?</p>	<p>1.2D, 1.3A, 1.3B, 1.3C, 1.3E In groups, students design and decorate a dream house in blueprint form. The rooms and items must all be labeled. Students then write a sales pitch to explain why their design should be built for the class. NY3</p>	
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		statements, Indefinite & definite articles Sentence structure/word order			
Food & Meal Taking	Food & Meal Taking Foods & Beverages Meals Going to a restaurant Ordering food Paying for food in a restaurant <i>Money: Dollars, Pesos, Euros, Pounds</i> Numbers 1-100 Family members <i>Parties & events: wedding, baptism, reunion, graduation, quinceañero, barbecue, etc.</i> Opportunities to increase vocabulary can be offered in "student-choice" vocabulary discovery	<i>Commands via TPR</i> Question words Plural nouns and articles Adjectives plurals Word agreement The verb GUSTAR Review of the verb TENER all forms The verb PODER Accepting and declining invitations <i>Gustaría & Quisiera</i>	What do we typically eat and drink for meals in the US? What are my favorite things to eat and drink? What meals do we eat in the US? How does food differ in Spanish speaking countries? What meals do they eat in Spanish speaking countries? How do I order food in a Spanish restaurant? How do I pay for a meal in a restaurant? What foods and drinks are healthy?	NY1 [1.2A] TPR daily commands with gestures. Students conduct daily TPR review. NY2 [1.3C] Students create a meal plan for the course of 3 days that includes breakfast, lunch, dinner, and snacks focusing on healthy options NY4,5 [2.2A,4.2B] Students watch a video about meal-taking in an Hispanic country then compare and contrast what they learned with what they know about customs in the United states NY2 [1.1D] Student role play being in a restaurant and ordering a meal NY1 [1.2B] Students go to different stations (breakfast, lunch, dinner) using authentic menus from Spanish-speaking countries within the classroom (or online) and build a menu for themselves for a day based on the choices they are presented with for each mealtime NY1,4 [1.2B,1.2D,2.2A] Students plan & shop for a celebration	Cultural readings in English & Spanish Embedded readings Authentic videos & stories http://www.videoele.com/ www.newsela.com https://studyspanish.com/?s=culture www.youtube.com http://www.audiria.com/index.php Señor Wooly: <i>Pan Qué asco!</i> Duolingo: https://www.duolingo.com/ Classroom review games – Kahoot and Jeopardy Labs: https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/ TPRS resources: https://martinabex.com/training/essential-strategies-for-tprsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html

	activities: students search for 10 additional words that they want to learn in order to complete an assignment. Those words can be shared with the class to be added to already-covered vocab.			they are hosting at their home. Students are given a budget to choose the items they need to prepare the meal and decorations. Students convert US dollars spent to a Spanish-speaking country's currency.	
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FL suggested vocabulary may include:

Madre Padre Hermana Hermano Abuela Abuelo Tía Tío Prima Primo Madrastra Padrastro Hermanastra Hermanastro Familia Hijo Hija Nieto Nieta Esposa/Mujer Marido/Esposo Sobrino/Sobrino Miembros Bautizo Cumpleaños Aniversario Boda Quinceañera Navidad Reunión Casa Ciudad Campo Bautizo Fiesta Visitar Cuidar Compartir Vivir Ir de vacaciones Asistir Jugar Viajar Cocinar Acompañar Preparar la comida Ir de compras Ayudar Bailar Cantar Pasar tiempo juntos Tener que Trabajar Simpático/a Amable Tímido/a Deportista Talento/a Atrevido/a Curioso/a Joven Cómico/a Ordenado/a Inteligente Paciente Perezoso/a Fuerte Guapo/a Feo/a Bueno/a Alto/a Bajo/a Interesante Antipático Reservado/a Sociable Atlético/a Artístico/a Gracioso/a Viejo/a Serio/a Alegre Desordenado/a Estudioso/a Impaciente Trabajador/a Débil Bonito/a Lindo/a Feliz Aburrido/a Distinto/a Diferente Único/a Especial

MT suggested vocabulary may include:

Comida Verduras Frutas Carne Cereales Productos lácteos Guisantes Judías verdes Lechuga Cebollas Brócoli Coliflor Pimiento Calabaza Ajo Apio Papas(fritas) Ensalada Zanahorias Melocotón Manzanas Fresas Mangos Piña Naranja Uvas Cerezas Plátanos Bananas Peras Tocino Hamburguesa Bistec Pollo Pavo Salchichas Perrito caliente Chuleta Pescado Camarones Gambas Mariscos Pizza Espaguetis Arroz Pan Sopa de... Panqueques Huevos Leche Nata Queso Mantequilla Helado de... Crema de cacahuete Mermelada Batido Jugo de... Agua Gaseosa Café Té Horchata Sal/Pimienta Desayuno Almuerzo Cena Postre Tapas Merienda Cuchara Tenedor Cuchillo Plato Vaso Taza Servilleta Mesero/Camarero Cocinero/Chef Delicioso Asqueroso Maravilloso Rico Blando Salado Amargo Suave Dulce Crujiente Picante Comer Beber Tomar Pedir Gustar Remover Añadir Batir Cocinar Hornear Freír Servir Frío Caliente

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	<p>House & Home</p> <p>Rooms in the house Neighborhood review Furnishings Chores</p>	<p>Commands via TPR in the familiar “you” form, which also translate (later) to the 3rd person. Repeat the same sequence using</p>	<p>What is my house like? Where is my house in the community? How is my house different from other people’s houses?</p>	<p>NY1 [1.2A] TPR daily commands with gestures. Students conduct daily TPR review. NY1 [1.2B] Bellwork NY1 [1.2B-D] Vocabulary quizzes NY 3 [1.3E] Classroom PQA (personalized questions and</p>	<p>Cultural readings in English & Spanish Authentic videos & stories</p> <p>Señor Wooly: <i>La Casa de Sr. Wooly: Los Quehaceres</i></p>

	<p>Family members Family events: <i>wedding, baptism, reunion, graduation, quinceañero, barbecue, etc.</i></p> <p>Physical descriptions</p> <p>Body Parts Review Colors Review Adjs personality</p> <p>Adjectives: <i>older, younger, more, less</i></p> <p>Jobs: <i>Doctor, nurse, teacher, lawyer, engineer, student, secretary, dancer, singer, artist, waiter, waitress</i></p> <p>Holidays review: <i>Christmas, Easter, Day of the Dead, Thanksgiving, Labor Day, Columbus Day, Birthdays, Quinceañero</i></p>	<p>the endings for the "WE" form. Question words</p> <p>TENER QUE+ infinitive Present tense -AR, - ER & - IR verbs</p> <p><i>Quisiera, gustaría</i> Adverbs: <i>cerca, lejos</i></p> <p>Word agreement</p>	<p>What furniture do I have in my house? What chores do I have? How do houses in Spanish speaking countries differ from houses in the US?</p>	<p>answers) asking students questions about their homes NY1,3 [1.2D, 1.3A, 1.3B] Students read a story then summarize the story or illustrate sections of it. Then students can retell the story in pairs. NY4 [3.2A, 3.2D] Students read wanted ads for places to live and draw the houses based on available information. NY4 [1.3A, 1.3C] Students design, draw and label their dream house.</p>	<p>TPRS novel: <i>El Nuevo Houdini</i></p> <p><i>The game Teléfono por lápiz!</i> : https://www.senorwooly.com/blog/video-tutorial-4-telfono-por-lpiz</p> <p>Duolingo: https://www.duolingo.com/ Classroom review games – Kahoot and Jeopardy Labs: https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/ https://studyspanish.com/?s=culture www.newsela.com http://www.videoele.com/ www.youtube.com http://www.audiria.com/index.php</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tpisci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/prview.html</p>
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EA suggested vocabulary may include:

Estudiante Alumno/a Profesor/a Maestro/a Abogado/a Doctor/doctora Ingeniero/a Astronauta Atleta Técnico/a de... Barbero Artista Pintor/a Cantante Policía Dentista Guía turística Mesero Camarero/a Cajero/a Secretario/a Médico/a Enfermero/a Piloto Programador/a Peluquera Bailarín/bailarina Actor/actriz Bombero Mecánico/a Gerente Granjero/a Banquero/a Cocinero/a trabajo escuela colegio universidad supermercado juzgado aeropuerto cine películas hotel campo ciudad playa biblioteca restaurante cocina casa oficina hospital peluquería

centro comercial estudio De vacaciones pueblo tienda iglesia teatro estación de bomberos banco dinero dólares euros experiencia trabajar cortar enseñar estudiar cuidar ayudar actuar servir viajar explorar conducir proteger programar reparar arreglar defender diseñar crear medicina ciencia música deportes la ley tecnología jefe cliente paciente avión coche/carro/automóvil

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
	<p>School Life & Education</p> <p>Classroom objects Classes Describe classes & classroom Prepositions Ordinal #'s After-school Activities</p>	<p>Commands via TPR in the familiar “you” form, which also translate (later) to the 3rd person.</p> <p>Personal subj pronouns</p> <p>Question words</p> <p>Word agreement</p> <p>Present tense of the –AR verbs</p> <p>The verb “TENER” (comb material from ch.5A)</p> <p>The verb “NECESITAR”</p> <p>¿Cuántos hay...?</p> <p>Infinitives with <i>gustar & necesitar</i></p> <p>Cognates</p>	<p>How do I respond when given instructions to follow in the classroom? Do I understand cultural perspectives on education? How do I describe my school schedule and subjects? What do we do in our classes? What classes do my friends and I like and dislike? Why? How do American schools differ from schools in Spanish speaking countries? How do I describe the contents of my classroom in Spanish? How does a Spanish speaker indicate where things are located? How are students in Spanish speaking countries different from students in the USA?</p>	<p>NY1 [1.2A] TPR: Daily review of basic commands with gestures. Students conduct daily TPR review.</p> <p>NY2 [1.1B/1.2B] Teacher leads a personalized circle to obtain information about what classes students have and enjoy.</p> <p>NY4, NY5 [2.1A] Students read in class about education in a Spanish speaking country then complete a Venn diagram comparing and contrasting education between the US and that country.</p> <p>NY3, NY4 [1.3C/2.1A] Students collaborate with one another to create a presentation informing others about common educational practices in a Spanish-speaking country.</p> <p>NY2 [1.3C] Students create a survey in Spanish on Google forms to provide insight as to which classes classmates prefer and which skills they feel most confident performing.</p> <p>NY3 [1.3C] Students create a daily class schedule that highlights the names of the</p>	<p>Cultural readings in English & Spanish</p> <p>www.newsela.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com</p> <p>Website: Newspaper Map</p> <p>Jalen Waltman (TPRS based lessons – vocabulary lists): http://waltmania.com/wp-content/uploads/2015/08/Spanish-1A-2009-Vocab-List.pdf</p> <p>Sample lessons from Jalen Waltman can be found through this link: http://waltmania.com/spanish-1a-and-1b-2009/</p> <p>Señor Wooly: <i>No lo tengo</i> Duolingo: https://www.duolingo.com/</p> <p>Classroom review games – Kahoot and https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/</p>

		<p>Prepositions: <i>delante de encima de detrás de debajo de al lado de dentro de</i></p> <p>Adjectives describing classes: <i>divertido, difícil, fácil, aburrido, interesante</i></p> <p>adjective agreement and placement</p> <p>The verb SER – combined with material from ch. 3B</p> <p>Def & indef articles</p> <p>Connectors: also, neither, nor, or, and, but, because</p>		<p>classes, the time the classes meet, the days the classes meet, the activities they do in the class, the name of the teacher for the class and an adjective to describe the class</p> <p>NY2 [1.1C] Students engage in a dialogue with a classmate and they discuss their class schedules.</p> <p>NY3 [1.1D] Students create an ideal classroom and then write a brief description of the classroom and where specific objects are found in Spanish.</p>	<p>Many music based stories that are designed using TPRS foundations: https://www.senorwooly.com/</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tprsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html</p>
	Travel	<ul style="list-style-type: none"> - find and use tourist information from city guides. - understand signs with travel information. - understand a message about travel plans. - understand information I find on 	<p>How does travel enrich our lives / expand our horizons?</p> <p>Why do you travel?</p> <p>Where do you go?</p> <p>What do you do there?</p> <p>How do you get there?</p> <p>Who do you travel with?</p> <p>Can I find and use tourist information</p>	<ul style="list-style-type: none"> - Research places to visit, things to do, foods to try in the target country/culture - Read or listen to a travel itinerary Interpret authentic travel alerts or signs Interpret a transportation time table - Play “What’s Missing in the Suitcase” to review clothing vocabulary - Role play a scene in the 	<p>Website: Newspaper Map El Aeropuerto Woodward Spanish - reading w/ vocabulary</p> <p>123 Teach Me Spanish</p> <p>Go Comics - Comics en Espanol Children’s Books w/ Translations Readings for Absolute Beginners Cultural Readings</p>

		<p>an Internet travel site and travel magazines.</p> <ul style="list-style-type: none"> - understand differences in currency rates 	<p>from city guides?</p> <p>Can I ask and answer questions about basic travel and transportation needs?</p> <p>Can I describe and express my opinion about where to travel and what to do/see there?</p>	<p>airplane or at customs Book a hotel room/book a flight.</p> <ul style="list-style-type: none"> - Play tourist guide in the target country. - Interview other students about their travel preferences. - Skype with a native speaker from the target country - Create a brochure/ guide book. - Make up a tourist phrasebook. - Plan a family vacation / trip. - Develop a class map using Google Maps to identify countries to travel to. - Create a photojournal of a trip you took - Create a passport - Create a bingo board to practice vocabulary. 	
	Leisure	<p>Commands via TPR</p> <p>Question words</p> <p>Activities</p> <p>Adjectives</p> <p><u>All forms present tense verbs:</u> to have, to like, to want, to ask, to say, to play, to give, to be (ser v. estar), there is/there are, there was/there were, to believe</p> <p>Positive v. negative statements</p> <p>Indefinite & definite</p>	<p>Where can I go on vacation?</p> <p>How will I get there?</p> <p>When will I go?</p> <p>What will the weather be like?</p> <p>Who will I go with?</p> <p>What will I do while I'm there?</p> <p>What is the culture of the place I am going?</p> <p>What do they eat?</p> <p>How do they live?</p> <p>What do I need to travel?</p> <p>What do I do in the</p>	<p>1.2A TPR: Daily review of basic commands with gestures.</p> <p>Students conduct daily TPR review. NY1, NY3</p> <p>1.1D Conduct a survey where students have to ask 5 different people their names, their ages and what they like to do. Students must ask and answer in the target language. NY1 NY2 NY3</p> <p>4.2A Students watch an authentic video about how people say hello and good-bye in other countries</p>	<p>Cultural readings in English & Spanish</p> <p>NewsELA biographical articles</p> <p>Current events articles</p> <p>Embedded readings</p> <p>Authentic videos & stories</p> <p>Study Spanish - culture</p> <p>News Ela</p> <p>Spanish Playground - Stories</p> <p>Video Ele - videos en espanol</p>

		<p>articles</p> <p>Sentence structure/word order <u>Adverbs:</u> very, a lot, a little, quickly, slowly, too much, too little, more & less, before, after <u>Connectors:</u> also, neither, nor, or, and, but, because</p> <p>Vocabulary specific to events, videos, plays, interviews, guest visits, etc., will need to be prepared and practiced by students in preparation for upcoming experiences/materials to be watched, heard, etc. Teachers should not limit vocabulary to any single topic, in order to help students better express themselves when they want to</p>	<p>event of an emergency?</p>	<p>& discuss differences & similarities. NY1 NY3 NY4 NY5</p> <p>1.1B/1.2B Teacher leads a personalized circle to obtain information about students in the classroom. Students practice talking about themselves and others. NY1 NY2 NY3</p> <p>1.1E Students write an Instagram message to a new friend in target language discussing likes and dislikes. NY1 NY2</p> <p>3.2A/4.1A/1.2B Students read an article about a famous Hispanic person from NEWSLEA identifying cognates and familiar vocabulary. Class wide discussion. NY1 NY2 NY3</p> <p>4.1A Offer incentives to students who recognize cognates or word roots throughout the year. NY1</p> <p>1.3E Students participate in a teacher-led personalized circle practicing personal ID vocabulary and structures. NY1 NY2</p> <p>1.3A Teacher tells a story in the L2 while students act it out. NY1 NY3</p>	<p>www.youtube.com</p> <p>Audiria - Listening Practice</p> <p>FlipGrid - Educator Login</p> <p>TPRS resources: TPRS - Circling</p> <p>TPRS - Embedded Reading and Movie Talk</p> <p>Cultural readings in English & Spanish Embedded readings Authentic videos & stories</p>
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		<p>communicate about any given theme. Opportunities to increase vocabulary should be offered in “student-choice” vocabulary discovery activities: students search for 10 additional words that they want to learn in order to complete an assignment. Those words can be shared with the class to be added to already-covered vocab.</p>		<p>Students co-create a story orally in the target language with their teacher, while another student scribes or illustrates it. NY2</p> <p>1.3B Students retell or create a simple story in the first or third person in comic strip form with text and pictures. Students write, practice and perform a skit in groups, where characters get to know each other for the first time. NY 1,2, 3</p> <p>5.1A/5.1B/5.1C Students attend a community event of the target culture where they can interact with native speakers. NY5</p> <p>Students write to pen pals in countries where L2 is spoken. Responses from pen pals are then shared with the class. NY2 NY3</p> <p>Students can connect with native speakers via SKYPE or video-messaging and discuss in small groups. Native-speakers, family & friends can be invited to class to talk about life in another country. Students prepare questions and</p>	
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				<p>record their answers. NY2, 3</p> <p>5.2A/5.2B Students watch authentic video (news reports, plays, movies, etc.) in the target language and complete a guided listening activity after which they recount in writing or reenact what they have seen and understood. NY2 NY3</p> <p><u>POSSIBLE CULMINATING PROJECT:</u> Students imagine who they will be in the future. Then they interview a person in the classroom and are, in turn, interviewed. Then they write a newspaper article about that person. NY 1,2, 3</p> <p>1.2B Bellwork 1.2A, TPR daily commands with gestures. Students conduct daily TPR review. 1.2B-D Vocabulary quizzes 1.3E Classroom PQA (personalized questions and answers) NY1 NY3 1.2D, 1.3A, 1.3B Students co-create a story with the teacher using TL structures then answer questions in English about the story or</p>	
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				<p>illustrate sections of the story then retell in pairs. NY2 NY3 4.1A, 4.1C, 4.2C Students listen to a podcast about a cultural family celebration (ex.Quinceañera) in TL and answer questions (DI). NY2 1.2B, 1.2C, 1.2D Students read statements in the TL about an image of family members and determine whether it is an accurate description or not. (DI-correct the statements to match the illustration)NY2 1.1B, 1.1C Students roll a die with different question word on each side and ask a question about family life, the teacher (or a peer responds) rolls the dice and asks the student/peer a question about the topic, repeating the process 2-3 times (DI- vary level of questioning). NY2 1.1A, 1.1B, 1.1C Teacher conducts a 3 minute interview in the TL with individual students using target vocab/grammar. NY1 NY2 NY3</p>	
	Communities & Neighborhood Shopping	Commands via TPR in the familiar “you” form, which also translate (later) to the	What are the places in my neighborhood? Who are the people in my neighborhood?	NY1 [1.2A] TPR daily commands with gestures. Students conduct daily TPR review. NY2 [1.2B-D] Vocabulary quizzes	Cultural readings in English & Spanish Authentic videos & stories

	<p>Earning a Living</p> <p>Places</p> <p>Activities</p> <p>Numbers review 1-100</p> <p>People in your neighborhood: <i>Jobs review + Hairdresser, barber, postman, doctor, nurse, policeman, fireman, salesperson</i></p> <p>The verb "IR"</p> <p>Clothing</p> <p><i>Money: Dollars, Pesos, Euros, Pounds</i> Sizes: <i>large, medium, small</i></p> <p>Teachers do not have to limit vocabulary to any single topic, in order to help students better express themselves</p>	<p>3rd person. Repeat the same sequence using the endings for the 1st person "YO" form.</p> <p>Question words</p> <p>The verb "IR" all forms</p> <p>IR + A + Infinitive (immediate future)</p> <p>The verb "NECESITAR" all forms</p> <p>The verbs PONERSE & LLEVAR</p> <p>Talk about where someone is going to/where someone is coming from</p> <p>Introduction to stem-changing verbs in the present tense (jugar, poder, querer, tener, venir)</p> <p>Yes/No questions</p>	<p>Where do I go in my free time? What do I like to do?</p> <p>How do I ask a question in Spanish?</p> <p>How do I pay for something?</p> <p>How do I say what I am going to do or where I am going to go in the near future?</p> <p>Where do people in Spanish speaking countries go to buy things?</p> <p>What can I buy when I go shopping?</p> <p>How much is the US Dollar worth in other countries?</p> <p>What is currency called in other Spanish speaking countries?</p>	<p>NY2 [1.3E] Classroom PQA (personalized questions and answers) asking students about what places they have in their neighborhood.</p> <p>NY3 [1.2D, 1.3A, 1.3B] Students co-create a story with the teacher using target language structures then students answer questions in English about the story or illustrate sections of the story then retell in pairs.</p> <p>NY3 [1.2A, 1.2D] Students create a map of their ideal neighborhood and label the places.</p> <p><u>Midterm Exam - Second Language Past Proficiency Exams</u></p> <p>Teachers may use an old <u>PROFICIENCY exam</u> as a midterm. However, it must be noted that the old exams do not reflect the <u>new format</u> of the regionally-produced, Checkpoint A exams. NY1, NY2, NY3, NY4, NY5</p>	<p><u>Cultural Readings</u></p> <p><u>Website: Newspaper Map</u></p> <p>Señor Wooly: <i>Billy la Bufanda Billy y las Botas</i></p> <p><i>The game Teléfono por lápiz! :</i> <u>https://www.senorwooly.com/blog/video-tutorial-4-telfono-por-lpiz</u></p> <p>Duolingo: <u>https://www.duolingo.com/</u></p> <p>Classroom review games – Kahoot and Jeopardy Labs: <u>https://jeopardylabs.com/</u> <u>https://kahoot.com/what-is-kahoot/</u></p> <p><u>https://studyspanish.com/?s=culture</u> <u>www.newsela.com</u> <u>https://www.spanishplayground.net/online-spanish-stories-kids/</u> <u>http://www.videoele.com/</u> <u>www.youtube.com</u> <u>http://www.audiria.com/index.php</u></p> <p>TPRS resources: <u>https://martinabex.com/training/essential-strategies-for-tpisci-teachers/how-to-circle/</u> <u>https://embeddedreading.com/</u> <u>http://glesismore.com/movietalk/prview.html</u></p>
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when they want to communicate about any given theme.

CN suggested vocabulary may include:

Almacén Edificio Colegio Escuela secundaria Escuela primaria Fábrica Gasolinera (estación de servicio) Rascacielos Mercado Cuadra/manzana /bloque La parada del autobús camión una guagua las afueras la autopista el semáforo la fuente la universidad la biblioteca la iglesia el gimnasio el cine el pueblo la ciudad el campo el país Agencia de automóviles Barbería Carnicería Peluquería Farmacia Floristería Frutería Joyería Librería Mueblería Panadería Supermercado Centro comercial Museo Parque de atracciones Droguería Zapatería Papelería Mercería Bodega Tienda de electrodomésticos Tienda de ropa (moda) Piscina pública Agencia de viajes la estación de tren aeropuerto la estación de autobuses Calle Avenida derecho izquierdo a la derecha siga recto a la izquierda cerca de al lado de detrás de enfrente de delante de sobre lejos de abajo entre en medio debajo de arriba de encima de frente a, JOBS REVIEW, Estoy perdido (a) Puedo ir a pie caminar andar Dar la vuelta Girar Perdón, ¿dónde queda (está) ...? Subir Bajar Salir Ir a/a la Cruzar Tomar (as in transportation) Cogér Comprar Ir de compras Vender Trabajar Estudiar Escoger Necesitar Querer Leer Tener ganas de... Nadar Comer Estudiante Alumno/a Profesor/a Maestro/a Abogado/a Doctor/doctora Ingeniero/a Astronauta Atleta Técnico/a de... Barbero Artista Pintor/a Cantante Policía Dentista Guía turística Mesero Camarero/a Cajero/a Secretario/a Médico/a Enfermero/a Piloto Programador/a Peluquera Bailarín/bailarina Actor/actriz Bombero Mecánico/a Gerente Granjero/a Banquero/a Cocinero/a

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
Marking Period 3 Term 3 10 weeks of SH, HW & HH	Science, Technology, & the Arts Internet vocab Devices Shopping online	In addition to all of the skills practiced to date: The verb BUSCAR Irregular verbs: <i>Pedir, servir, saber & conocer</i> <i>Quisiera & gustaría</i>	How do I navigate the Internet? How do I purchase something online? What do I search for online? What types of social media are interesting to me? How can I use the internet as a tool to make my life easier? What factors have driven innovation and discovery in the fields	NY1 [1.2B] Bellwork NY1 [1.2A] TPR daily commands with gestures. Students conduct daily TPR review. NY1 [1.2B-D] Vocabulary quizzes NY3 [1.3E] Classroom PQA (personalized questions and answers) NY3 [1.2D, 1.3A, 1.3B] Students co-create a story with the teacher using target language structures then students answer questions in English about the story or illustrate sections of the story then retell in pairs. NY3 [1.1E, 1.3C, 3.1A]	www.wordpress.com https://studyspanish.com/?s=culture www.newsela.com http://www.videoele.com/ www.youtube.com http://www.audiria.com/index.php Website: Newspaper Map Duolingo: https://www.duolingo.com/ Classroom review games – Kahoot and Jeopardy Labs: https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/ TPRS resources:

			<p>of science and technology? How do developments in science and technology affect our lives? How do the arts both challenge and reflect cultural perspectives?</p>	<p>Students create a website selling a product of their choice. Descriptions, prices, and customer service text will be in Spanish.</p>	<p>https://martinabex.com/training/essential-strategies-for-tprsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html</p>
	<p>Health & Wellness (HW)</p>	<p>Along with any/all skills practiced to date: Some reflexive forms, Talk about clothing, shopping and personal needs Para + OP Express opinions Preterit and imperfect tense Some irregular preterit verbs Hace + time expressions Ask for and talk about items Más, menos Comparisons Express yourself courteously Haggle / bargain for an item Tú vs. Usted</p>	<p>What factors influence lifestyle choices in a given culture? How does a person's culture impact awareness of social/health issues? What decisions are teenagers expected to make? How does being a teenager vary from culture to culture? How do health habits differ from culture to culture?</p>	<p>1.2B Bellwork 1.2A, TPR daily commands with gestures. Students conduct daily TPR review. NY1 NY3 1.2B-D Vocabulary quizzes 1.3E Classroom PQA (personalized questions and answers) NY1 NY3 1.2D, 1.3A, 1.3B Students co-create a story with the teacher using target language structures then students answer questions in English about the story or illustrate sections of the story then retell in pairs. NY1 NY2 NY3 2.1A, 3.2A, 1.2C, Students imagine they are part of a mentor program for TL students and must research good choices regarding health and well-being. (Read suggestions for living better from a TL website, summarize</p>	<p>Cultural readings in English & Spanish Embedded readings Authentic videos & stories</p> <p>Señor wooly: Me duele Cultural readings in English & Spanish Embedded readings Authentic videos & stories</p> <p>Señor wooly: Billy y las botas, Una ganga</p> <p>Study Spanish - culture</p> <p>News Ela</p> <p>Spanish Playground - Stories</p> <p>Video Ele - videos en espanol</p> <p>www.youtube.com</p>

		refresher		<p>the main idea in TL) NY1 1.1C, 1.3C, 1.3E Students discuss their health habits and any advice for improvement, then choose an area of self-improvement and explain reasons) NY2 1.1C, 1.1B, 1.1A Students imagine they are working as a volunteer for Habitat for Humanity in a TL country. They don't feel well and make an appointment to see a doctor. They present themselves to a doctor and describe at least 4 symptoms and how long they have had them. NY3 Students role play a patient and a doctor: The doctor asks for reason(s) for the visit, including what symptoms they've have for how long and if anything's been done to help symptoms. Patient answers questions and listen to their advice.</p>	<p>Audiria - Listening Practice</p> <p>FlipGrid - Educator Login</p> <p>TPRS resources:</p> <p>TPRS - Circling</p> <p>TPRS - Embedded Reading and Movie Talk</p>
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SH suggested vocabulary may include:

Pantalones Camiseta Sombrero Zapatos Falda Traje Pantalones cortos Chaqueta Bufanda Camisa Suéter Vestido Calcetines Blusa Traje de baño Sudadera Abrigo Impermeable Aretes Gafas/anteojo s Pulsera Guantes Anillo Corbata Gafas de sol Paraguas Llevar Vestirse Ponerse Querer Tener Comprar Escoger Elegir Necesitar Hace falta... Hay... Atractivo/a Feo/a Otro/otros Me va... Grande Pequeño Tamaño más menos Dinero Dólares Pesos Euros Sitio web Usuario Contraseña Tarjeta de crédito Pagar en efectivo Embalaje Envío Caro Barato Rebajas Ganga Descuento Oferta Colores: blanco, negro, anaranjado, amarillo, rojo, verde, azul, marrón/café/pardo, dorado, plateado, gris,

púrpura/violeta/morado, rosado/rosa Agencia de automóviles Barbería Carnicería Peluquería Farmacia Floristería Frutería Joyería Papelería Mercería Librería Mueblería Panadería Supermercado Centro comercial Droguería Zapatería Tienda de electrodomésticos Tienda de ropa (moda)

Dolerse Cuidarse Romperse Enfermo/a Saludable Tener fiebre Accidente Necesitar Querer Cabeza Pelo Orejas Piernas Brazos Dientes Rodilla Muñeca Codo Garganta Ojos Piel Nariz Manos Pies Boca Labios Cejas Pestañas Mejilla Barbilla Tobillo Cara Cuello Dedo Dedos de los pies Visitar Hacer una cita Emergencia Urgencias Ambulancia Tomar Beber Comer Descansar Dormir Cuidar la salud Levantar Pesar Yeso Vendaje Inyección Cirugía Médico/a Enfermero/a

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
	<p>Physical Environment, Climate, Weather, & Geography</p> <p>Weather Seasons Holidays revisited (see ISR above) Revisit: Activities Leisure Sports (as they relate to different seasons) Geography Animals (comprehensive list with online flashcards at: http://www.spanishpanish.com/) Nature (mountain, forest, park, ocean, beach, desert) Conservation Vocabulary specific to events, videos, plays,</p>	<p>Commands via TPR in the familiar “you” form, which also translate (later) to the 3rd person. Question words Activities Adjectives Adverbs: <i>very, a lot, a little</i> “HACER” with weather The verb “DEBER” Directions: <i>norte, sur, este y oeste</i> Hay...</p>	<p>How can I describe the weather where I live to Spanish speakers? How does the weather differ from the US in some Spanish-speaking countries? What activities/sports can I do in the different seasons? Geographically, where in the world is Spanish the primary language? How does the physical environment impact the people living in an area? Why should I care about the environment? How can I help to care for the environment? How do people in Spanish-speaking countries celebrate holidays? (Day of the Dead occurs during the</p>	<p>NY 1 [1.2A] TPR: Students conduct daily review of basic commands with gestures. NY2 [1.1B/1.2B] Teacher leads a personalized circle to obtain information on what students like to do in the summer, winter, spring & fall—when it’s cold, hot, cool, snowing, raining, etc. NY3 [1.3A, 1.3C] Students create a poster in Spanish with drawings & text describing the weather in each of the seasons, what they like to do in each of the seasons and what holidays are in each season. NY4 [2.1C, 3.2D, 5.2A] Students watch short videos and/or read short texts about different Spanish-speaking cultures and their geography/weather. NY3 [2.1C] In groups students create and present a GoogleSlides presentation on how the weather and geography</p>	<p>Website: Newspaper Map Cultural readings in English & Spanish www.newsela.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com Resources: reading, writing, listening & speaking online activities by chapter PREZI presentation Countries where Spanish is spoken: http://prezi.com/hlgn3zyvtrzb/?utm_campaign=share&utm_medium=copy&rc=ex0share Jalen Waltman (TPRS based lessons – vocabulary lists): http://waltmania.com/wp-content/uploads/2015/08/Spanish-1A-2009-Vocab-List.pdf sample lessons from Jalen Waltman can be found through this link:</p>

	<p>interviews, guest visits, etc., will need to be prepared and practiced by students in preparation for upcoming experiences/materials to be watched, heard, etc. Teachers should not limit vocabulary to any single topic, in order to help students better express themselves when they want to communicate about any given theme. Opportunities to increase vocabulary should be offered in “student-choice” vocabulary discovery activities: students search for 10 additional words that they want to learn in order to complete an assignment. Those words can be shared with the class to be added to already-covered vocab.</p>		<p>1st marking period & Christmas during the 2nd marking period.) What are the responsibilities of the individual/society/superepowers in regard to the health of the environment? (local, regional, national or international context) What are the consequences of being unconcerned with nature’s balance/harmony?</p>	<p>affects the people in a Spanish speaking country of their choice. NY1, NY3 [2.1B, 3.1B, 3.1C] Students watch a video or read an article from NEWSOLA or National Geographic en español about conservation, geography or climate change and prepare a poster in Spanish highlighting information from the article</p>	<p>http://waltmania.com/spanish-1a-and-1b-2009/</p> <p>Duolingo: https://www.duolingo.com/ Classroom review games – Kahoot and jeopardy labs: https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tprsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tprsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html</p>
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HW suggested vocabulary may include:

Afeitadora Cepillo Cepillo de dientes Champú Colonia Crema de afeitar Desodorante Esmalte de uñas Espejo Jabón Lápiz de labios Lima Maquillaje Pasta de dientes Peine Perfume Secadora Tijeras Toalla Afeitarse Bañarse Cepillarse Cortarse Ducharse Lavarse Peinarse Pintarse Ponerse Prepararse Quitarse Pesarse Secarse Vestirse Mirarse Maquillarse Acostarse Callarse Darse prisa Despedirse Despertarse Irse Dormirse Levantarse Marcharse Quedarse Sentarse Sentirse Dolerse Cuidarse Romperse Enfermo/a Saludable Tener fiebre Accidente Necesitar Querer Cabeza Pelo Orejas Piernas Brazos Dientes Rodilla Muñeca Codo Garganta Ojos Piel Nariz Manos Pies Boca Labios Cejas Pestañas Mejilla Barbilla Tobillo Cara Cuello Dedo Dedos de los pies Visitar Hacer una cita Emergencia Urgencias Ambulancia Tomar Beber Comer Descansar Dormir Cuidar la salud Levantar Pesar Yeso Vendaje Inyección Cirugía Médico/a Enfermero/a

	<p>WL Content</p>	<p>Language Skills</p>	<p>WL Essential Questions</p>	<p>Assessment Strategies Formative & Summative</p>	<p>Literacy</p>
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<p>Review test-taking skills for final</p> <p>When using authentic reading, viewing or listening materials, do not hesitate to introduce the necessary vocabulary, even if it doesn't enter into the categories listed above. There are NO set rules.</p>	<p>Technology, Media, Social Media</p> <p>Internet vocab Social media vocab Devices Shopping online</p>	<p>Idioms specific to internet</p> <p><u>Additional key verbs:</u></p> <p>To look for, to find, to pay for, to ask for/order, to ask a question, would like</p>	<p>How do I navigate the Internet? How do I purchase something online? What do I search for online? What types of social media are interesting to me? How can I use the internet as a tool to make my life easier?</p>	<p>1.2B Bellwork 1.2A, TPR daily commands with gestures. Students conduct daily TPR review. NY1 NY3 1.2B-D Vocabulary quizzes 1.3E Classroom PQA (personalized questions and answers) NY1 NY3 1.2D, 1.3A, 1.3B Students co-create a story with the teacher using target language structures then students answer questions in English about the story or illustrate sections of the story then retell in pairs. NY1 NY2 NY3 1.1E, 1.3C, 3.1A Students create a website selling a product of their choice. Descriptions, prices, and customer service text will be in Spanish. NY1</p>	<p>Website: Revista Contacto Website: Newspaper Map Cultural readings in English & Spanish NewsELA scientific articles Current events articles Embedded readings Authentic videos & stories Weather reports from different Spanish-speaking countries https://www.encuentos.com/levedas/ https://studyspanish.com/?s=culture www.newsela.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com http://www.audiria.com/index.php https://www.eltiempo.es/videos/actalidad http://www.nationalgeographic.com/es/naturaleza http://www.nationalgeographic.com/es/videos Easy Spanish Videos</p>
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HH suggested vocabulary may include:

Casa Hogar Apartamento Piso Cabaña Mansión Sala Comedor Garaje Ático Dormitorio Cocina Baño Oficina Sótano Jardín Patio Porche Piscina Suelo Techo Paredes Vender Alquilar Comprar Pagar lámpara sofá sillón televisor/una televisión La radio estéreo mesita cama almohada manta sábanas armario computadora pantalla teclado ratón estante de libros estantería ventana puerta alfombra cuadro mesa horno refrigerador basura lavaplatos fregona fregadero escoba microondas trapo nevera sillas vitrina mantel servilleta cuchillo tenedor cuchara vasos platos aspiradora aire acondicionado calefacción la luz la electricidad lavadora secadora de ropa papel higiénico pasta

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
Marking Period 4	Global Awareness & Community		How do individuals contribute to the		

<p>Term 4 10 weeks of MT, TR, LE & TECH</p>	<p>Engagement</p>		<p>well-being of communities? How do the roles that families and communities assume differ in societies around the world?</p>		
<p>10 weeks of TR combined w/LE & CE, and TECH</p> <p>Review for Final should include speaking, listening, reading and writing practice in the format of the final exam.</p> <p>Review test-taking skills for final</p>	<p>Environmental Issues & Sustainability Travel (TR) with Leisure(LE) w/Current Events (CE)</p> <p>Transportation</p> <p>Leisure activities</p> <p>Talking about vacation</p> <p>Places to visit</p> <p>Time review</p> <p>Weather review</p> <p>Dates review</p>	<p>Commands via TPR Question words Adjectives and agreement Simple present tense conjs. The verbs <i>VIAJAR, VISITAR, LLEGAR</i> Some irregular conjugations: <i>Ir, tener, querer, poder, venir, salir</i> <i>Adverbs: very, a lot, a little, quickly, slowly, too much, too little, more, less, before, after, always, never</i> Connectors: <i>also, neither, nor, or, and, but, because, so</i> Quisiera & Gustaría</p> <p>Sentence structure/word order</p>	<p>Where can I go on vacation? How will I get there? When will I go? What will the weather be like? Who will I go with? What will I do while I'm there? What is the culture of the place I am going to visit?</p>	<p>NY1 [1.2A] TPR: Daily review of basic commands with gestures. Students conduct daily TPR review. WE + THEY forms are added as daily conjugation practice. NY1 [1.2B-D] Vocabulary quizzes NY 3 [1.3E] Classroom PQA (personalized questions and answers) asking students where they would like to visit (or go) on their vacation NY4,5 [1.3C, 3.1A, 3.2D, 4.1E, 5.2A] Students watch short videos (Video ELE videos on YouTube, e.g.) and/or read short texts about traveling in different Spanish-speaking countries. Group discussions compare different countries and our own. Share out group observations with the class. NY4,5 [2.1A, 3.2A, 3.2B, 3.2D, 4.2C] Students read a travel article in groups from NewELA, NAT GEO en español using highlighting strategies. Groups write a short paragraph together summarizing in Spanish the content of their article. Groups are asked to compare the places they have read about to where we live. NY4 [2.1A, 2.1C, 2.2A, 2.2C, 4.2B] Students research a</p>	<p>Authentic videos & stories Embedded readings Authentic videos & stories http://www.videoele.com/ www.newsela.com https://studyspanish.com/?s=culture www.youtube.com http://www.audiria.com/index.php</p> <p>Resources: reading, writing, listening & speaking online activities by chapter National Geographic en español: https://www.ngenespanol.com/</p> <p>Duolingo: https://www.duolingo.com/</p> <p>Classroom review games – Kahoot and Jeopardy Labs: https://jeopardylabs.com/ https://kahoot.com/what-is-kahoot/</p> <p>TPRS resources: https://martinabex.com/training/essential-strategies-for-tprrci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html</p>

				country that they would like to visit and create a travel brochure highlighting customs specific to their chosen countries	
				Final Exam - Second Language Past Proficiency Exams	

LE/CE suggested vocabulary may include:

escuela colegio universidad supermercado juzgado aeropuerto cine películas hotel campo ciudad playa biblioteca restaurante cocina casa oficina hospital peluquería centro comercial estudio De vacaciones pueblo tienda iglesia teatro estación de bomberos banco dinero dólares euros experiencia trabajar cortar enseñar estudiar cuidar ayudar actuar servir viajar explorar conducir proteger programar reparar arreglar defender diseñar crear medicina ciencia música deportes la ley tecnología jefe cliente paciente avión coche/carro/automovil

TECH suggested vocabulary may include:

Computadora /ordenador Pantalla Teclado Ratón Computadora portátil Tablet/tableta/ipad Teléfono móvil/celular Correo electrónico Informática Hacer compras en línea La red informática Descargar/Bajar expedientes Cargar/Subir expedientes Buscar fuentes de información Citar Evidencia Artículos Válido/a Fuentes creíbles en línea Sitio web Querer Tener Comprar Vender Escoger Elegir Necesitar Hace falta...

	WL Content	Language Skills	WL Essential Questions	Assessment Strategies Formative & Summative	Literacy
	<p>Social Justice & Human Rights</p> <p>Community Topics and Issues</p> <p>Weather Seasons Animals Nature Activities/hobbies revisited Geography Conservation Recycling</p>	<p>Indefinite & definite articles review</p> <p>Sentence structure/word order</p> <p>Conditional tense</p>	<p>To what extent does power or the lack of power affect individuals?</p> <p>What is oppression and what are the root causes?</p> <p>What are the responsibilities of the individual in regard to issues of social justice?</p> <p>How can literature serve as a vehicle for social change?</p> <p>When should an individual take a stand against what they</p>	<p>Students write a letter to the principal to start a recycling program at the school NY3</p> <p>2.1,2.1 Students can read and answer questions about volcano legends in Hispanic countriesNY1</p> <p>Students can research emergency symbols for disasters in Spanish speaking countries NY1</p> <p>Read the Mexican legend of Popo y Ixtla NY1</p> <p>2.1, 2.2 Students read an article on Ecotourism of Costa Rica and discuss the impact on the environment NY1, NY2</p> <p>Students research the impact of deforestation in South American countries NY1</p>	<p>Cultural readings in English & Spanish</p> <p>NewsELA scientific articles</p> <p>Current events articles</p> <p>Embedded readings</p> <p>Authentic videos & stories</p> <p>Weather reports from different Spanish-speaking countries</p> <p>https://www.encuentos.com/leynadas/</p> <p>https://studyspanish.com/?s=culture</p> <p>www.newsela.com</p> <p>https://www.spanishplayground.net/online-spanish-stories-kids/</p> <p>http://www.videoele.com/</p> <p>www.youtube.com</p>

	<p>Global warming Natural resources Alternate power sources</p>		<p>believe to be an injustice? What are the most effective ways to do this? What are the factors that create an imbalance of power within a culture? What does power have to do with fairness and justice?</p>	<p>3.1, 3.2 Geography: Reading comprehension Students read and look at a map and find regions affected by natural disasters and answer questions NY1, NY2 4.1, 4.2 Students use cognates and roots for better comprehension NY1, NY2, NY4 Students understand root word families to increase vocabulary NY1 5.1.,5.2 Students explore volunteer programs that help the community in times of emergencies NY1, NY5 5.1, 5.2 Students investigate what kinds of environmental programs exist in the school or community NY1, NY5 Culminating Project 1.1/1.3 Students plan a family event: Protest, environmental awareness event, etc . Students describe location, who will attend, date and time of event, activities that will take place, food served and attire. Students create an invitation and write an essay or create a poster or social media post. NY2, NY3 FINAL CHECKPOINT A EXAM: Please keep in mind the new format of the regionally-produced, Checkpoint A exams. There is now a read-to-write task, in addition to a presentational writing task.</p>	<p>http://www.audiria.com/index.php https://www.eltiempo.es/videos/actualidad http://www.nationalgeographic.com/es/naturaleza http://www.nationalgeographic.com/es/videos Easy Spanish Videos</p> <p>Cultural Readings Website: https://srtaspanish.com/2021/04/01/spanish-cultural-reading-comprehension-activities/</p>
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NY1, NY2, NY3, NY4, NY5

TR/LE suggested vocabulary may include:

Continente País (list of different countries) Estado Océano Mar Río Montaña Lago Europa Norteamérica Sudamérica África Asia
 Antártica Medio Oriente Mes Año Semana Día Tiempo Hace fresco Está templado Hace viento Nieva Está nevando Trueno Relámpago
 Hace sol Está soleado Tornado Tormenta de hielo Está despejado Hace frío Hace calor Está nublado Lluve Está lloviendo Hay tormenta
 Huracán Terremoto Estaciones Primavera Verano Invierno Otoño
 Viajar Ir de vacaciones Visitar Llegar Quedar Regresar Ir de pesca Ir de camping Relajarse Nadar Tomar el sol Ir a la playa Descansar
 Nadar Esquiar Correr Hacer alpinismo Caminar Ir de Windsurf Bucear Hacer paravelismo (parasailing) Jugar a... Comer Beber Hacer
 compras/comprar Hacer ejercicio Puerto Ir de excursión Hacer turismo Cambiar dinero Parque de atracciones Monumentos Museos Océano
 Mar Río Lago Barco Crucero Estación de trenes Tren Ferrocarril Aeropuerto Avión Vuelo Estación de Autocares Autobús/Autocar Horario

TECH suggested vocabulary may include:

Computadora /ordenador Pantalla Teclado Ratón Computadora portátil Tablet/tableta/ipad Teléfono móvil/celular Correo electrónico
 Informática Hacer compras en línea Querer Tener Comprar Vender Escoger Elegir Necesitar Hace falta... Hay... Atractivo/a Feo/a
 Otro/otros Grande Mediano Pequeño Tamaño más menos Dinero Dólares Pesos Euros Sitio web Usuario Contraseña Mi cesta Mi cuenta
 Pedido Ayuda Compartir Subir Bajar Buscar Tarjeta de crédito Pagar en efectivo Embalaje Envío Caro En venta Barato Ganga Rebajas
 Descuento Oferta

New York State Learning Standards for World Languages

STANDARDS WL	CRITERIA
ANCHOR STANDARD: COMMUNICATION	Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
Standard 1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

Standard 2: Presentational Communication	Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.
Standard 3: Interpersonal Communication	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.
ANCHOR STANDARD: CULTURE	Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
Standard 4: Relating Cultural Practices and Products to Perspectives	Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
Standard 5: Cultural Comparisons	Learners use the target language to compare the products and practices of the cultures studied and their own.