

Ware Public Schools

SPANISH – Grades 9-12

SUBJECT MATTER: Spanish I

Grades 9-12

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
1st Quarter	Greetings, courtesy expressions. Numbers Dates, months, days of the week Classroom commands Alphabet Definite and indefinite articles Ser + de + nationality Adjectives, agreement, gender Spanish speaking countries Day of the Dead	The students will be able to: 1. Greet one another 2. Count 3. Give the date 4. Respond appropriately to classroom commands 5. Spell words using Spanish alphabet 6. Use correct agreement of adjectives and nouns 7. Describe people 8. Use correct articles with nouns 9. Locate origins of Spanish speaking peoples 10. Compare Day of the dead tradition with American traditions	Oral quizzes Dictation Conversation/ skits Tests with multiple strategies Games and drills Internet research Crafts		Interpersonal Communication 1.1 Greet and respond to greetings 1.2 Introduce and respond to introductions 1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and ideas 1.6 Express likes and dislikes 1.7 Express needs and emotions Interpretive Communication 2.1 Follow directions 2.2 Understand some familiar ideas and details 2.3 Obtain information and knowledge 2.4 Read and or listen to and interpret simple stories, signs, poems, and informational texts. Presentational Communication 3.1 Express opinions and ideas 3.2 Express needs and emotions 3.3 Express agreement and

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					<p>disagreement</p> <p>3.4 Write lists or short notes</p> <p>5.1 Present information in brief report</p> <p>Linguistic Comparisons</p> <p>5.1 Ask and answer questions regarding similar and different phonetic and writing systems used in target language differs from English.</p> <p>5.3 Give examples of loan and borrowed words</p> <p>5.4 Identify linguistic characteristics of the target language and compare/contrast them with English</p> <p>5.5 Compare and contrast target language with own.</p> <p>5.7 Analyze how idiomatic expressions work in both languages</p> <p>5.9 Recognize grammatical categories such as tense, gender and agreement in both languages.</p> <p><u>Cultures</u></p> <p>4.1 Use appropriate words and phrases in greetings, farewells, school routines, daily activities.</p>

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2nd Quarter	Prepositions de & con Possessive adjectives Vocabulary for colors and clothing Cardinal numbers to 100. Vocabulary for family members Music The Hispanic family Surnames Christmas I Hispanic Cultures Adverbs of frequency Ir, estar, ver ir+a+infinitive Conjugation of regular verbs Tener expressions Interrogatives Contractions al and del Personal a Hay expressions Hispanic foods	The students will be able to: 1. State ownership 2. Describe what people are wearing. 3. Count and use numbers to 100 4. Describe family relationships 5. Discuss origins of Tejano music 6. Compare tradition of Quinceanera with US tradition 7. Compare importance of family 8. Compare use of last names in Hispanic societies 9. Express repeated action with adverbs 10. Express repeated action with adverbs 11. Express action in the present tense using ar verbs 12. Express actions in the present tense using irregular verbs 13. Express future events with the ir+a+infinitive construction 14. Ask and answer questions 15. Express obligations with tener expressions 16. Form and use contractions when necessary 17. Use the personal a when necessary 18. Make Hispanic recipe 19. Describe Christmas cultures	Projects: family album, Hispanic recipe Oral quizzes Oral reports Crafts Written quizzes Test Interviews Conversations/ skits Songs and jingles Crafts		

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3rd Quarter	Present tense of er, ir verbs Uses of Ser and Estar Adjectives of emotion and feeling Geography and customs of Mexico Telling time Uses of the verb ir Body parts Tener expressions Ir de compras/clothing vocabulary Jugar and sporting activities Stem changing verbs, including venire Acabar de	The students will be able to: 1. Express action in the present tense with er and ir verbs 2. Differentiate uses of ser and estar 3. Express emotions and feelings with estar 4. Identify geographical features of Mexico. 5. Say what time events occur 6. Use the verb ir in additional ways 7. Identify parts of the body 8. Express feelings with tener 9. Describe what someone is wearing 10. Discuss favorite sports 11. Express action in the present tense using stem changing verbs 12. Discuss recent past events	Homework Workbook activities Presentations Projects Participation Quizzes Written/oral tests Games		
4th Quarter	Uses of gustar Present tense of verbs irregular in the yo form Demonstrative adjectives Geography and customs of Puerto Rico Conjugation and use of saber and conocer Use of infinitive after certain verbs Use and placement of	The students will be able to: 1. Discuss preference 2. Express action in the present tense of irregular verbs in first person 3. Use of correct form of demonstrative adjectives in context 4. Identify geography of Puerto Rico and compare customs to those in the US 5. Discuss relationship with the US 6. Use correct forms of the verbs saber and conocer in the appropriate	Presentation Quizzes, oral and written Games Tests Internet search Projects: Likes,		

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	the direct object Comparisons Prepositions of location Regular affirmative tu commands Present Progressive	context 7. Identify direct objects, use pronouns in correct position 8. Express and respond to affirmative tu commands 9. Tell what is currently happening	Puerto Rico Compositions Crafts		

SUBJECT MATTER: Spanish II

Grades 9-12

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
1 st Quarter	Present tense Interrogatives Direct object pronouns Comparatives Superlatives Weather expressions Present progressive tense	The students will be able to: 1. Use basic grammar, vocabulary and culture information from year one. 2. Exchange spoken and written information 3. Understand written and spoken language through a variety of media 4. Engage in original and scripted presentations 5. Discuss the unique perspectives, practices, and products of Hispanic cultures 6. Develop a global awareness that reinforces learning across the curriculum 7. Compare and contrast languages and customs of the US and the Hispanic world 8. Use Spanish in and beyond the classroom setting.	Homework Workbook activities Presentations Projects Compositions Participation Quizzes Written and oral tests Games Projects		<p>Interpersonal Communication 1.12 Perform Stage I and I Learning Standards (examples include ask and respond to questions, exchange opinions, discuss class reading, express likes and dislikes).</p> <p>Interpretive Communication 2.12 Perform Stage I and I Learning Standards(examples include read authentic and adapted material, understand important ideas and details in adapted texts, identify themes in texts)</p> <p>Presentational Communication 3.12 Perform Stage I and I Learning Standards(examples include write simple paragraphs, write notes, letters, emails, describe elements of stories, give presentations on planed activities or cultural topics)</p>

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2nd Quarter	Vocabulary for locations Means of transportation Verbs irregular in the Yo form Tu affirmative commands Prepositions of location Indirect object pronouns Food and table settings Negative words Review of stem-changing verbs and direct object pronouns	The students will be able to: 1. Exchange spoken and written information 2. Understand written and spoken language through a variety of media. 3. Engage in original and scripted presentations 4. Discuss perspectives, practices, and products of Hispanic culture 5. Develop global awareness 6. Compare/contrast languages and customs of the US and Hispanic world 7. Use of Spanish in and outside of the classroom	Homework Workbook activities Presentations Projects Compositions Participation Quizzes Oral and written tests Games		
3rd Quarter	Reflective verbs Body parts Negative tu commands Household vocabulary Present progressive tense with pronouns Preterite of ar verbs Reflexive commands Review of comparatives and	The students will be able to: 1. Exchange spoken and written information 2. Understand written and spoken language through a variety of media 3. Engage in original and scripted presentations 4. Discuss perspectives, practices and products of Hispanic culture 5. Develop global awareness	Homework Workbook activities Presentations Projects Participation		

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	superlatives	6. Compare/contrast languages and customs of US and Hispanic world 7. Use Spanish in and outside of the classroom.	Quizzes Written/oral test Games		
4th Quarter	Vocabulary of profesionos Preterite tense of er and ir verbs Formations of irregular Preterite tense including changes in spelling Vocabulary of animals, colors	The students will be able to: 1. Respond to spoken and written information 2. Develop comprehension of written and spoken language through a variety of media 3. Participate in original and scripted presentations 4. Compare/comtrast products, practices and perspectives of Hispanic culture. 5. Develop global awareness 6. Use Spanish in the classroom and outside of the classroom	Homework Workbook activities Presentations Games Projects Composition Participation Quizzes Written and oral tests		

SUBJECT MATTER: Spanish III

Grades 9-12

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Review definite and indefinite articles Agreement of adjectives Differences between ser and estar Vocabulary review and reinforcement	The students will be able to: 1. To pronounce accurately 2. To describe people, places, and things 3. To introduce people to one another 4. (differences in greeting people you know vs. people you don't know 5. To write descriptions 6. To answer questions that are posed both orally and in writing 7. To take dictation-to improve listening skills	Oral Reading Dictation Quizzes Tests Short book writing Cartoons Dialogues		
	Stem-changing verbs Reflexive verbs Use of infinitives Present progressive Ir a and Acabar de	The students will be able to: 1. To describe daily routine 2. To explain personal care rituals 3. To get someone's attention 4. To create Day of the Dead displays 5. To compare and contrast Day of the dead 6. Activities in other Spanish-speaking countries with our holiday traditions	Quizzes and tests Cartoon projects Dialogues and skits Journal writing Dictation Oral reading		

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			Listening activities Dead of the Dead display boards		
	Holiday traditions Review preterite vs. Imperfect Vocabulary- Outdoor activities Accidents and mishaps Cures for preterite usage Cures for imperfect usage	The students will be able to: 1. To compare and contrast holiday traditions 2. To become familiar with holiday songs and dances 3. To write stories in the past tense 4. To create an autobiography either on poster board or story form using the imperfect 5. To make daily journal entries emphasizing differences between preterite and imperfect 6. To use forms of both tenses in context both in speaking and writing 7. To recall time expressions that clarify usage 8. To write character descriptions of famous people from the past 9. To describe various places in history using preterite and imperfect 10. To write short stories	Oral reading Quizzes and tests Dictation Holiday Projects Collages Food preparation Journal writing Traditional songs and Dances		Interpersonal Communication 3.12 Perform Stage I and II Learning Standards(examples include ask and respond to questions, exchange opinions, discuss class reading, express likes and dislikes) 3.13 Suggest possible solutions to a problem 3.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint Interpretive Communication 2.11 Perform Stage I and II Learning Standards(examples include read authentic and adapted materials, understand important ideas and details in adapted texts, identify themes in texts) 2.12 Read articles in a magazine, journal or newspaper and understand main ideas 2.13 Read a literary text and

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					<p>understand theme, characters and setting.</p> <p>2.15 Comprehend narration in past, present and future</p> <p>2.17 Comprehend audio and video texts</p> <p>2.18 Understand telephone conversations or written correspondence</p>
	<p>Familiar commands/negative Formal commands/negative Nosotros commands/negative Vosotros commands(optional)/negative commands</p> <p>Pronouns in affirmative and negative commands</p> <p>Prepositions</p> <p>Formation and use of adverbs</p> <p>Prepositions of destination, duration, manner and movement</p>	<p>The students will be able to:</p> <p>4.7 To use command forms appropriately</p> <p>4.7 To recall use of commands with object pronouns</p> <p>4.7 To give and receive directions</p> <p>4.7 To follow written directions as well as spoken directions</p>	<p>Quizzes and tests</p> <p>Dictation</p> <p>Journal entries</p> <p>Extensive listening activities-TPR</p> <p>Map activities-to practice direction</p> <p>Oral presentations</p> <p>Skits</p>		<p>Presentational Communication</p> <p>3.12 Perform Stage I and Stage II Learning Standards(examples include write simple paragraphs, write notes, letters, emails, describe elements of stories, give presentations on planned activities or cultural topics)</p> <p>3.15 Write letters requesting specific information.</p>

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			Scavenger hunt Game formation/Rule giving		
	Present subjunctive – Forms Using the subjunctive Expressions and verbs which take the subjunctive Expressing wants and needs Impersonal expressions Related vocabulary- household chores	The students will be able to: 1. To describe routine chores 2. To explain home maintenance 3. To ask for assistance 4. To accept assistance 5. To express wants and needs 6. To express doubt, uncertainty To describe various places in history using preterite and imperfect 7. To write short stories	Test and quizzes Skits and plays Self descriptions Cartoons Partner practice activities (both oral and written Overhead activities PowerPoint presentations Dictation Dialogues Listening		Linguistic Comparisons 5.2 Give examples of ways in which the target language differs from English. 5.4 Identify linguistic characteristics of the target language and compare/contrast them with English 5.7 Analyze how idiomatic expressions work in both languages 5.9 Recognize grammatical categories such as tense, gender and agreement in both languages`

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			activities		
	Present perfect Past perfect Future tense Double object pronouns Emotions and feelings Gustar and verbs like gustar Vocabulary-Food	The students will be able to: 1. To write a grocery list 2. To go shopping for food items 3. To pay for food items 4. To order in a restaurant 5. To recognize verb forms and use them correctly	Tests and quizzes Reading comprehension Oral reading Dictation Food classification-charts Health and wellness activities		Cultures 4.7 Demonstrate knowledge of the target culture’s geography 4.8 Identify patterns of social behavior that are typical of target culture 4.10 Identify distinctive aspect of the target culture presented in literature, video or visual arts and relate these to cultural perspectives in target culture 4.11 Identify historical/cultural figures from target culture and describe contributions 4.12 Identify and place in order important historical events 4.13 Identify on maps places where target language is spoken 4.14 Identify interactions, patterns of behavior, social norms, customs, holidays and special events that are typical of target culture and discuss how they reflect language and cultural perspectives Cultural Comparisons 6.2 Describe patterns of behavior in target culture and compare/contrast

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					<p>with own</p> <p>6.3 Describe some cultural beliefs and perspectives</p> <p>6.4 Identify and discuss cultural characteristics of target culture and compare/contrast to own</p> <p>6.5 Compare and contrast aspects of target culture</p> <p>6.6 Discuss basic needs in different cultures</p> <p>6.8 Compare and contrast and report on cultural traditions</p> <p>Connections</p> <p>7.2 Obtain information and knowledge from sources in target language</p> <p>Communities</p> <p>8.2 Apply knowledge of target culture and language beyond classroom setting</p>