

Title: Hola/¿Cómo está?

Level: 1st Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
<p>Communication Comparisons</p>	<p>Can you understand what I am saying and can you show me?</p> <p>What behaviors support acquiring another language?</p>		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Basic Greetings: Hola, niño/a, chico/a, adios</p> <p>K2. Emotions: ¿cómo estás?, (muy) bien, (muy) mal, así así, triste,cansado, enfermo</p> <p>K3. Naming: Se llama, como se llama</p> <p>K4. Verbs: Hay, va a</p>		<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Languages do not translate literally.</p> <p>U3. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning</p> <p>U4. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U5. Careful listening helps me replicate sounds</p>	<p>D1. Greet teachers and others appropriately</p> <p>D2. Sing songs using greetings</p> <p>D3. Ask and respond to questions about emotions</p> <p>D4. Act out emotions</p> <p>D5. Respond to “what is your name?”</p> <p>D6. Understand a simple mini-story</p> <p>D7. Respond to comprehension questions about the mini-story</p> <p>D8. Dramatize story</p> <p>D9. Draw picture reflecting story comprehension</p>

		U6. Gestures and word associations help me remember Spanish	
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 4.

Title: ¿Cómo Es?

Level: 1st Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Connections	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
K1. Common and cognate animals, grande, pequeño K2. Verbs: Come, quiere, le gusta K3. Descriptive words: mucho, poco,		U1. In order to acquire language I need to actively engage in class. U2. Languages do not translate literally. U3. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning	D1. Answer "who/what" questions D2. Ask and respond to questions about emotions D3. Say what color something is D4. Describe animals' physical characteristics D5. Identify numbers 1-10 D6. Understand a simple mini-story

<p>rápido, despacio, fantástico, terrible</p> <p>K4. Numbers 0-10</p> <p>K5. Basic colors</p>		<p>U4. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U5. Careful listening helps me replicate sounds</p> <p>U6. Gestures and word associations help me remember Spanish</p>	<p>D7. Respond to comprehension questions about the mini-story</p> <p>D8. Dramatize a story</p> <p>D9. Draw a picture reflecting story comprehension</p>
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 3.1, 4.1, 4.2

Title: El Cuerpo

Level: 1st Grade

World Language: Spanish

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p>Communication Connections Comparisons</p>	<p>Can you understand what I am saying and can you show me?</p> <p>What behaviors support acquiring another language?</p>		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Body parts: ojos, orejas, boca, nariz</p>		<p>U1. In order to acquire language I need to actively engage in class.</p>	<p>D1. Describe physical characteristics.</p> <p>D2. Sing a body parts song</p>

<p>K2. Verbs: Abre, cierra, tiene, tiene hambre, toma/bebe, come</p> <p>K3. Common foods and cognates</p>		<p>U2. Languages do not translate literally.</p> <p>U3. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning</p> <p>U4. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U5. Careful listening helps me replicate sounds</p> <p>U6. Gestures and word associations help me remember Spanish</p>	<p>D3. Count body parts</p> <p>D4. Respond to commands about opening and closing</p> <p>D5. Respond to commands about showing hunger and eating/drinking things</p> <p>D6. Describe food by color, size and number</p> <p>D7. Respond to commands to point to body parts</p> <p>D8. Understand a simple mini-story</p> <p>D9. Respond to comprehension questions about the mini-story</p> <p>D10. Dramatize a story</p> <p>D11. Draw a picture reflecting story comprehension</p>
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 3.1, 4.1

**Title: La Familia
Spanish**

Level: 2nd Grade

World Language:

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Cultures Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
K1. Family: la familia, la madre, el padre, el hermano, la hermana, animal K2. Verbs: tiene, va a, camina, corre, quiere, es		U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning	D1. Name family members in a story D2. State number of people in family D3. Understand a simple mini-story D4. Act out mini-scenarios D5. Tell where people are going D6. Follow commands (run, walk) D7. Answer questions and describe a family when shown a picture D8. Draw a picture reflecting comprehension

		<p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds</p> <p>U7. Good readers look for words they know, and exploit pictures and context clues</p> <p>U8. Gestures and word associations help me remember Spanish</p>	
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 4.1

Title: El Viaje

Level: 2nd Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Cultures Connections Comparisons	Can you understand what I am saying and can you show me?		

Students will Know...	What behaviors support acquiring another language?	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Modes of transportation: El bús, el avión, el carro/el coche</p> <p>K2. Verbs: vive, quiere ir, dice, me gusta, sube, baja</p> <p>K3. Numbers through 20</p>		<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Reading comprehensible texts support language acquisition.</p> <p>U3. Languages do not translate literally.</p> <p>U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning</p> <p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds</p> <p>U7. Good readers look for words they know, and exploit pictures and context clues</p> <p>U8. Gestures and word associations help me remember Spanish.</p>	<p>D1. Answer questions about where they live/want to go</p> <p>D2. Understand/dramatize a simple mini-story</p> <p>D3. Respond to comprehension questions</p> <p>D4. Describe vehicles by size and color</p> <p>D5. Answer questions about what you like</p> <p>D6. Draw a picture reflecting story comprehension</p>

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2

Title: La Ropa

Level: 2nd Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Cultures Connections Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
K1. State of being: tiene calor, tiene frío K2. Seasonal clothing K3. Verbs: necesita, puede, tiene, lleva, pone		U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning	D1. Describe/name clothing items D2. Understand a simple mini-story D3. Illustrate/ dramatize mini-scenarios D4. Respond to comprehension questions D5. Follow commands for dress up

		<p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds</p> <p>U7. Good readers look for words they know, and exploit pictures and context clues</p> <p>U8. Gestures and word associations help me remember Spanish</p>	
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2

Title: My House

Level: 3rd Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Comparisons	Can you understand what I am saying and can you show me?		

	What behaviors support acquiring another language?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Household items</p> <p>K2. Days of the week</p> <p>K3. Verbs & verb phrases: Llega, prende,apaga, duerme, se despierta, otra vez</p> <p>K4. Expressions: ¡Qué ruido!</p>		<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Reading comprehensible texts support language acquisition.</p> <p>U3. Languages do not translate literally.</p> <p>U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning</p> <p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds</p> <p>U7. Good readers look for words they know, and exploit pictures and context clues</p> <p>U8. Gestures and word associations help me remember Spanish</p>	<p>D1. Identify days on the calendar</p> <p>D2. What happens on a particular day</p> <p>D3. Tell when and how they arrive somewhere</p> <p>D4. Understand/dramatize a simple mini-story</p> <p>D5. Respond to comprehension questions</p> <p>D6. Respond to questions about their household</p> <p>D7. Draw a picture to show story comprehension</p>

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 4.1, 4.2

Title: Around the House**Level: 3rd Grade****World Language: Spanish**

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Cultures Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
K1. Basic house vocabulary K2. Verb and verb phrases: está sucio/a, busca, puede		U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition.	D1. Understand/dramatize a simple mini-story D2. Respond to comprehension questions D3. Draw a picture reflecting story comprehension

<p>K3. Expressions: ¡Qué lio!</p>		<p>U3. Languages do not translate literally.</p> <p>U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning</p> <p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds</p> <p>U7. Good readers look for words they know, and exploit pictures and context clues</p> <p>U8. Gestures and word associations help me remember Spanish</p>	
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2

Title: Brandon Brown quiere un perro Level: 3rd Grade World Language: Spanish

<p><u>Big Ideas</u></p>	<p><u>Essential Questions:</u> <i>questions that promote inquiry...</i></p>		
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Comparisons Communication Connections	How do I understand a text when I don't know every word? What do stories in different languages have in common?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
K1. Verbs: regresa, recoge, hace, tiene vergüenza, salir, puso, tenía razón, siento, salvar, cumplir		<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Reading comprehensible texts support language acquisition.</p> <p>U3. Languages do not translate literally.</p> <p>U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning</p> <p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds</p> <p>U7. Good readers look for words they know, and exploit pictures and context clues</p> <p>U8. Gestures and word associations help me remember Spanish</p>	<p>D1. Dramatize and illustrate parts of story</p> <p>D2. Read and comprehend independently</p> <p>D3. Respond to comprehension questions</p>

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Title: Las Aventuras de Isabela

Level: 4th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communities Comparisons Connections Communications	Can you understand what I am saying and can you show me?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
K1. Verbs/Verb structures: viaja, trabaja, saca fotos, visito, vamos, prefiero, juego, dibujo, leo, me mira, puedo, se rie, no toques nada, compro, grito, lloro, monto a, canto, le		U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally.	D1. Show comprehension of personalized questions by: gesturing, responding, drawing, translation, and dramatizing.

<p>respondo, me levanto, hablan, cuesta, paga, preparan, pienso, entro en, le pregunto, salta, abandona,</p> <p>K2. Connectors: depende, casi, como, cuando, un día, hacía, en mi opinión, para mí, pero, porque, sobre</p>		<p>U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning</p> <p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds</p> <p>U7. Good readers look for words they know, and exploit pictures and context clues</p> <p>U8. Gestures and word associations help me remember Spanish</p>	<p>D2. Respond orally to personalized questions (such as things that they have/want/need/like)</p> <p>D3. Show comprehension of oral TPRS stories by: gesturing, answering questions, drawing, translation, and dramatizing.</p> <p>D4. Respond orally to oral TPRS story questions.</p> <p>D5. Show comprehension of written TPRS stories by: gesturing, answering questions,, drawing, translation, and dramatizing.</p> <p>D6. Respond to questions about written TPRS stories.</p> <p>D7. Respond to commands.</p> <p>D8. Offer details to a story orally.</p>
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**Title: How Tricky!
Spanish**

Level: 5th Grade

World Language:

<u>Big Ideas</u>	<u>Essential Questions: questions that promote inquiry...</u>	
Communication Connections Comparisons	How is Spanish similar to/different from my native language? How is written language different than spoken language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...

<p>K1. Verb and verb structures: llama por teléfono, (le) explica, está desesperado/a, trata, se pone, llora</p> <p>K2. Expressions: ¡Qué engañoso/a!</p> <p>K3. Clothing: la ropa, el sombrero</p> <p>K4. Additional vocabulary: estoy desesperada, tengo..., le da, siempre lleva, se quita, prefiere otra ropa</p>	<p>U1. Many words look/sound the same in Spanish and English.</p> <p>U2. Written language requires more contextual detail than spoken language.</p>	<p>D1. Read short stories in the present tense.</p> <p>D2. Write a short paragraph about the story they read.</p> <p>D3. Respond to commands.</p> <p>D4. Listen to and understand a short story.</p> <p>D5. Answer questions about a story in the present tense.</p> <p>D6. Talk about a problem.</p>
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ALIGNMENT TO STANDARDS: 1.2, 1.3, 3.1, 4.1

Title: The Class

Level: 5th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions: questions that promote inquiry...</u>	
<p>Communication Connections Comparisons</p>	<p>How is my school experience the same and different from others? How is listening to language different than reading it?</p>	

Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Verbs and verb structures: camina, se sienta, tiene, toma, engaña</p> <p>K2. Expression: ¡Qué travieso!</p> <p>K3. Class vocabulary i.e., el pupitre</p> <p>K4. Additional vocabulary: le da, hace el examen, busca comida, agarra, sacó una F</p>	<p>U1. Schools are the same and different around the world.</p> <p>U2. When listening to someone speak, I can rely on helpful cues such as body language, gestures and intonation.</p> <p>U3. When reading I can look for words I know, refer to pictures, and use context clues.</p>	<p>D1. Read short stories about a class/classroom in the present tense.</p> <p>D2. Write a short paragraph about the story they read.</p> <p>D3. Write a short paragraph describing their class/classroom.</p> <p>D4. Respond to commands.</p> <p>D5. Listen to and understand a short story.</p> <p>D6. Answer questions about a story in the present tense.</p> <p>D7. Describe their class/classroom to a partner.</p>

ALIGNMENT TO STANDARDS: 1.2, 1.3, 3.1, 4.1

Title: The Neighborhood

Level: 5th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions: questions that promote inquiry...</u>	
<p>Communication Connections Comparisons</p>	<p>What do I do when I don't have the words I need to express myself?</p>	

	What are the benefits of making mistakes/taking chances in language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Verb and verb structures: sale, se abren, se cierran, se prendan, se pagan</p> <p>K2. Expressions: ¡Qué curioso!</p> <p>K3. Days of the week: el domingo</p> <p>K4. Neighborhood vocabulary: el garaje, los garajes, el control remoto, la vecindad</p> <p>K5. Grammar points: Definite and indefinite articles in the singular and the plural, articles with adjective agreement</p> <p>K6. Additional vocabulary: busca comida, agarra, se pone pantalones cortos, miran el televisor</p>	<p>U1. Set phrases exist in Spanish that can be used in order to express myself.</p> <p>U2. When I don't know a word, I can describe it using other words (circumlocution).</p> <p>U3. Making mistakes helps me practice & grow as a language learner.</p>	<p>D1. Read short stories about neighborhoods in the present tense.</p> <p>D2. Understand main ideas and details.</p> <p>D3. Write a short paragraph describing their neighborhood.</p> <p>D4. Use articles and adjectives correctly in their paragraphs.</p> <p>D5. Respond to commands.</p> <p>D6. Listen to and understand a short story.</p> <p>D7. Answer questions about the story in the present tense.</p> <p>D8. Tell a partner about their neighborhood.</p>

ALIGNMENT TO STANDARDS: 1.2, 1.3, 3.1, 4.1

**Title: Talent Show
Spanish**

Level: 6th Grade

World Language:

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>	
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Communication Comparisons	What behaviors support acquiring another language? What are language patterns and how can they help me learn Spanish?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Verbs and verb phrases: gana, luce, recita, (se) prepara(n)</p> <p>K2. Expressions: ¡Qué talento!</p> <p>K3. Contest vocabulary: la competencia de belleza, el juez, los jueces, el premio, el poema</p> <p>K4. Additional vocabulary: el talento, ordinal numbers (primero, segundo, tercero...), prefiere</p>	<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Languages have patterns, and recognizing them helps me use and acquire more language.</p>	<p>D1. Read a short story about a talent show.</p> <p>D2. Understand main ideas and details.</p> <p>D3. Write paragraphs about talent shows.</p> <p>D4. Write simple stories of their own talent show in class.</p> <p>D5. Follow directions as a participant in a class talent show.</p> <p>D6. Demonstrate listening comprehension during and after a story.</p> <p>D7. Ask and answer questions about a story using the present tense.</p> <p>D8. Retell a story told in class.</p>

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 4.1

Title: Travel

Level: 6th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions: questions that inquiry...</u>	
Communication Cultures Connections Comparisons	How can I sound more like a native speaker? How can I explore and describe culture?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Present-tense verbs and verb structures: practica, hace las maletas, (no) tiene talento, está preparado/a, se despiden, hace planes</p> <p>K2. Expressions: ¡Buen viaje!, por fin</p> <p>K3. Trip vocabulary: el viaje, el barco de vela</p> <p>K4. Key verbs related to travel: viajar, volar, transportar, vacacionar</p> <p>K5. Additional vocabulary: ganó la competencia, quiere ir a, lee un libro sobre barcos de velas, asiste a una clase, sus amigas le dicen</p>	<p>U1. Native speakers use idiomatic expressions and phrases</p> <p>U2. Spanish is spoken in many countries and continents.</p> <p>U3. Just like English, Spanish varies from place to place</p> <p>U4. Culture is a reflection of a people's products, practices and perspectives</p>	<p>D1. Read short stories about travel.</p> <p>D2. Understand main ideas and details.</p> <p>D3. Write paragraphs about the travel stories they read.</p> <p>D4. Write simple stories of their own about travel situations.</p> <p>D5. Respond to commands.</p> <p>D6. Demonstrate listening comprehension during and after a story about travel.</p> <p>D7. Retell a travel story told in class.</p> <p>D8. Use idiomatic expressions in speech.</p>

ALIGNMENT TO STANDARDS: 1.2, 1.3, 3.1, 4.1

Title: The Ocean

Level: 6th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions: questions that inquiry...</u>	
<p>Communication Connections Comparisons</p>	<p>How does listening to Spanish help me to become a stronger Spanish speaker? What do good readers do, especially when they don't understand a text?</p>	
Students will <u>Know</u>...	Students will <u>Understand</u> that...	Students will demonstrate the ability to <u>Do</u> the following...
<p>K1. Verbs and verb structures: Navega, bucea, muerde, tienen (mucho) miedo, se choca (con), se hunde</p> <p>K2. Expressions: ¡Socorro!</p> <p>K3. Ocean Vocabulary: el mar, el tiburón</p> <p>K4. Additional vocabulary: hace mucho sol, hace calor, no ve, nada, rápidamente, despacio</p>	<p>U1. Careful listening to different native speakers helps me replicate sounds and sentences</p> <p>U2. Good readers look for words they know, and exploit pictures and context clues</p>	<p>D1. Read short stories about the ocean.</p> <p>D2. Write paragraphs about the stories they read.</p> <p>D3. Write creative simple stories about the ocean.</p> <p>D4. Understand a story about the ocean.</p> <p>D5. Demonstrate listening comprehension.</p> <p>D6. Add details to a story about the ocean.</p> <p>D7. Ask and answer questions about a story using the present tense.</p> <p>D8. Retell a story told in class.</p>

ALIGNMENT TO STANDARDS: 1.2, 1.3, 3.1, 4.1

Title: An Island Adventure**Level: 6th Grade****World Language: Spanish**

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that inquiry...</i>	
Communication Cultures Connections Comparisons	How does geography influence culture? How does the weather affect lifestyles in other places?	
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Verbs and verb structures: Encuentra, lleva, le da una patada</p> <p>K2. Expressions: ¡Qué horror!, ¡Qué sabroso(a)!,</p> <p>K3. Weather phrases: hace calor, hace mucho calor</p> <p>K4. People: el rey, la reina</p> <p>K5. Environment: el volcán, la clima</p> <p>K6. Additional Vocabulary: suda (mucho), (no) se quema, hay nubes, nieva, hace buen tiempo, hace frío, hace viento, hace fresco, hace mal tiempo, llueve, additional family vocabulary of a royal family</p>	<p>U1. Geography impacts peoples' products, perspectives, and practices.</p> <p>U2. The weather of a place determines lifestyle.</p>	<p>D1. Read short stories about island adventures in the present tense.</p> <p>D2. Understand main ideas and details.</p> <p>D3. Write paragraphs about the stories they read.</p> <p>D4. Write simple stories of their own using vocabulary, expressions and functions learned in class.</p> <p>D5. Understand an oral story about an island adventure.</p> <p>D6. Ask about the weather in different places.</p> <p>D7. Retell a story told in class.</p>

		D8. Use expressions in speech.
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2

Title: Home and Family

Level: 7th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Cultures Communication Comparisons	How do I keep a conversation going? Where is Spanish spoken and how is life in those places the same and different from my life? What exceptions to grammar patterns in Spanish do I see?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...

<p>K1. 1st and 3rd person singular, present tense</p> <p>K2. 3rd person plural, present tense</p> <p>K3. Agreement in gender and number</p> <p>K4. Definite Articles</p> <p>K5. Indefinite articles</p> <p>K6. Use of Estar</p> <p>K7. Syntax: noun – adjective relationship</p>		<p>U1. There are various ways to sustain conversation.</p> <p>U2. Family relationships in Hispanic communities have similarities and differences to family life here.</p> <p>U3. There is a pattern between nouns and their definite and indefinite articles, gender and number. This pattern also has exceptions.</p>	<p>D1. Discuss their family using the present tense</p> <p>D2. State events in chronological order</p> <p>D3. Describe their emotions and feelings</p> <p>D4. Talk about where they live</p> <p>D5. Interview their family and present their family history</p>
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.2, 4.2

**Title: Humor and Storytelling
Spanish**

Level: 7th Grade

World Language:

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Cultures	What are the benefits and risks of taking a chance in language and what mistakes are worth making? What words and phrases do I need to communicate with humor in Spanish? How can I sound more like a native speaker?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...

<p>K1. How to use a verb + infinitive structure.</p> <p>K2. How to use indirect object pronouns</p> <p>K3. How to use prepositional phrases</p> <p>K4. How to communicate in the 1st and 3rd person singular, present tense</p> <p>K5. 3rd person plural , present tense</p> <p>K6. Agreement in gender and number</p> <p>K7. Definite Articles</p> <p>K8. Indefinite articles</p> <p>K9. Use of Estar</p> <p>K10. Syntax: noun – adjective relationship</p> <p>K11. ‘To leave’ in Spanish has two different verbs with differing functions:</p>		<p>U1. Jokes vary country by country but humor is universal</p> <p>U2. There are certain key phrases and expressions that support fluent speech</p> <p>U3. Sometimes making mistakes and incorrect word usage can be humorous</p> <p>U4. The meaning of an utterance is more important than the grammar and syntax</p>	<p>D1. Understand and use the present and past tense</p> <p>D2. Communicate hunger and ask for what they want</p> <p>D3. Discuss practical jokes</p> <p>D4. Write and dramatize a narrative based on an original practical joke scenario</p>
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salir (person) and dejar (object)			
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.2, 4.1

**Title: Lifestyle and Friendship
Spanish**

Level: 7th Grade

World Language:

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communities Cultures Communication Connections Comparisons	How does where I live influence my lifestyle? Why do people move? Who is a true friend?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...

<p>K1. How to communicate using a verb + infinitive structure.</p> <p>K2. How to use indirect object pronouns</p> <p>K3. How to use prepositional phrases</p> <p>K4. How to communicate in the 1st and 3rd person singular, present tense</p> <p>K5. 3rd person plural , present tense</p> <p>K6. Agreement in gender and number</p> <p>K7. Definite Articles</p> <p>K8. Indefinite articles</p> <p>K9. Use of Estar</p> <p>K10. Syntax: noun – adjective relationship</p> <p>K11. Reflexive verbs</p>		<p>U1. City life and country life vary in both the U.S. and abroad.</p> <p>U2. Many people emigrate from the country to the city and face new challenges: literacy issues, prejudice, unemployment and cultural differences.</p> <p>U3. Friendship and relationships are celebrated in many Latin-American countries.</p> <p>U4. Friends greet each other differently in different countries.</p>	<p>D1. Compare and contrast life in the country versus life in the city.</p> <p>D2. Have a debate about the pros and cons of each lifestyle: country and city.</p> <p>D3. Discuss different immigration issues and trends</p> <p>D4. Speak in Spanish during a field trip to Little Village in Chicago</p> <p>D5. Compare and contrast products in a Latin-American supermarket to ones in Winnetka</p>
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.2, 3.1, 5.1, 5.2

Title: Dreams and Reality
Spanish

Level: 7th Grade

World Language:

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Communication Connections Cultures	What do I do when my ideas are more sophisticated than my ability to communicate? How is written language different from spoken language? How is listening different from reading? Why do I remember some of my dreams more than others?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...

<p>K1. How to communicate using a verb + infinitive structure.</p> <p>K2. How to use indirect object pronouns</p> <p>K3. How to use prepositional phrases</p> <p>K4. How to communicate in the 1st and 3rd person singular, present tense</p> <p>K5. 3rd person plural , present tense</p> <p>K6. Agreement in gender and number</p> <p>K7. Definite Articles</p> <p>K8. Indefinite articles</p> <p>K9. Use of Estar</p> <p>K10. Syntax: noun – adjective relationship</p> <p>K11. Reflexive verbs mean that you are doing the action to yourself</p> <p>K12. Prepositional phrases</p>		<p>U1. It is possible to communicate complex ideas with limited vocabulary</p> <p>U2. Writing language requires more contextual background.</p> <p>U3. When listening to a person speaking to me in Spanish I can rely on helpful cues such as body language, intonation and gestures.</p> <p>U4. More powerful emotions create more gripping and memorable and experiences and dreams.</p>	<p>D1. Talk about and act out their daily routine using reflexive verbs.</p> <p>D2. Speak and write about a nightmare either real or invented.</p> <p>D3. Recognize and understand verbs in the present progressive tense</p>
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 3.2, 4.1

Title: Music, Culture and the Narrative

7th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
<p>Culture Communication Comparisons</p>	<p>How does popular music reflect as well as shape culture?</p> <p>How would life be different if we removed things we heavily rely on like the internet, cars or electricity?</p> <p>How do I effectively hook and</p>		

	hold my reader?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Verb + infinitive structure</p> <p>K2. Indirect object pronouns</p> <p>K3. How to use prepositional phrases</p> <p>K4. All present tense verb forms</p> <p>K5. Real-time story sequencing</p> <p>K6. Agreement in gender and number</p> <p>K7. Definite and Indefinite Articles</p> <p>K8. Use of Ser and Estar</p> <p>K9. Syntax: noun – adjective relationship</p> <p>K10. Reflexive verbs</p> <p>K11. Prepositional phrases</p> <p>K12. Use of the preterit and imperfect tenses</p>		<p>U1. Popular music in Latin America is similar and different from pop music in the U.S.</p> <p>U2. Llamas have a vital cultural and economic importance in regions of South America.</p> <p>U3. Using dramatic emotions and unusual circumstances is a way to engage readers in a narrative.</p>	<p>D1. Give advice to a friend.</p> <p>D2. Give informal commands</p> <p>D3. Write a narrative in the present, preterit and imperfect tenses.</p> <p>D4. Differentiate the appropriate use of ser and estar.</p> <p>D5. Compare and contrast the size and quantity of objects.</p> <p>D6. Transform a dramatic story into an original pop song.</p>

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.2, 3.1, 4.2

**Title: Language Patterns
Spanish**

Level: 7th Grade

World Language:

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
<p>Communication Culture Comparisons</p>	<p>Where is Spanish spoken and how is life in those places the same and different from my life?</p> <p>What are language patterns and how can they help me learn and use a new language?</p> <p>What exceptions to language patterns exist and how can I incorporate them</p>		

	as I communicate?		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Verb + infinitive structure.</p> <p>K2. How to use indirect object pronouns</p> <p>K3. How to use prepositional phrases</p> <p>K4. All present tense verb forms</p> <p>K5. Puede + infinitive</p> <p>K6. Deja + Infinitive</p> <p>K7. Trata de + infinitive</p> <p>K8. Use of Ser and Estar</p> <p>K9. Syntax: noun – adjective relationship</p> <p>K10. Reflexive verbs</p> <p>K11. Prepositional phrases</p> <p>K12. Use of the preterit and imperfect tenses</p>		<p>U1. Schools in Latin America are similar and different from schools in the U.S.</p> <p>U2. There are different patterns to using the preterit and imperfect past tenses in Spanish.</p> <p>U3. Many verbs in the preterit tense do not follow regular patterns and must be learned on a case-by-case basis.</p>	<p>D1. Describe events that occur in the present, past and future.</p> <p>D2. Discuss problems related to school.</p> <p>D3. Create an original monster with an accompanying narrative about how it originated, where it lives, what it likes and dislikes etc.</p> <p>D4. Write narratives and communicate in the preterit and imperfect tenses.</p>

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 4.1, 4.2

Title: Culture, Customs and Power Level: 7th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
<p>Cultures</p> <p>Communication</p> <p>Comparisons</p> <p>Connections</p>	<p>How much cultural understanding do I need in order to be competent in using a language?</p> <p>How is culture reflected in the objects that I value?</p> <p>What motivates a bully? Why do people abuse their power over others?</p>		

Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. How to communicate using a verb + infinitive structure.</p> <p>K2. Preterite and imperfect, 3rd person sing. & pl.</p> <p>K3. Indirect and direct object Pronouns</p> <p>K4. All present tense verb forms</p> <p>K5. Finge + infinitive</p> <p>K6. Making comparisons</p> <p>K7. Trata de + infinitive</p> <p>K10. Reflexive verbs</p> <p>K11. Present progressive tense</p> <p>K12. Correct use of the preterit and imperfect tenses</p>		<p>U1. There are different customs of behavior in restaurants in México.</p> <p>U2. El rebozo (shawl) is a very important piece of clothing and tool used in México.</p> <p>U3. Abuse of power and bullying occurs across all ages and cultures for various reasons.</p>	<p>D1. Tell at what time an event happens or happened</p> <p>D2. Order food in a restaurant</p> <p>D3. Discuss the different ways that bullying occurs and possible ways to change it</p> <p>D4. Write, direct and create a commercial selling a product</p>

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2

Unit: Miguelito, the exchange student.

Level: 8th Grade

World Language: Spanish

<u>Big Ideas:</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
<p>Communication</p> <p>Culture</p> <p>Comparisons</p> <p>Connections</p> <p>Adventures</p>	<p>What cultural norms do I need to be aware of in order to be culturally respectful?</p> <p>How does language change depending on ones status?</p> <p>What are the benefits and risks of taking a chance in language and what mistakes are worth making?</p>		

Students will KNOW ..		Students will UNDERSTAND ...	Students will demonstrate the ability to DO the following...
<p>K1.</p> <p>a.) Present and present progressive tense</p> <p>b.) Future with the verb to go</p> <p>c.) How to use the six most common irregular verbs</p> <p>d.) Stem changing verbs</p> <p>e.) Reflexive Verbs</p> <p>f.) Preterit tense</p> <p>g.) Demonstrative nouns and pronouns</p> <p>K2. That schools in a Spanish country are similar to a school in the United States of America. Vocabulario: vacaciones, año escolar, transporte, clases, horario, transportación, profesores, asignaturas, tareas, proyectos.</p> <p>K3. How to buy clothes at a store.</p>		<p>U1. There are differing norms in each country relating to asking questions, and life in a new home and a new school.</p> <p>U2. The protocol for addressing individuals formally or informally changes depending on their status.</p> <p>U3. There are many similarities and differences between in the life of two student in different countries.</p> <p>U4. How to remain confident and ask when we do not understand. That is the key to learning.</p> <p>U5. The mistakes you make are the building blocks of becoming proficient in a second language.</p>	<p>D1. Communicate their ideas clearly.</p> <p>D2. Be able to navigate and communicate their needs in a different country.</p> <p>D3. Create a skit:</p> <ol style="list-style-type: none"> 1. The first day at school. Excitement, fear. 2. Going shopping with your host family. 3. Celebrating your birthday. 4. Celebrating a Holiday. <p>D4. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>D5. Plan an itinerary for a vacation.</p> <p>D6. Create a budget considering the currency of the country they are visiting.</p> <p>D7. Write a letter describing their international adventures.</p>

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.2, 4.2, 5.1

Title: LOS BAKER VAN A PERU

Level: 8th Grade

World Language: Spanish

<u>Big Ideas:</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
<p>Culture</p> <p>Communication</p> <p>Comparison</p> <p>Connection</p>	<p>How is written language different from spoken language?</p> <p>How much cultural understanding is required to become competent in using Spanish?</p> <p>What would my life look like if I were living and studying in a different country?</p> <p>How do I hook and hold my reader when writing a narrative?</p>		
<p>Students will Know...</p>		<p>Students will Understand...</p>	<p>Students will demonstrate the ability to Do the following...</p>

<p>K1. The travel experiences of a family in a country with a different language. Vocabulario: pasaporte, aeropuerto, avión, vuelo, despegar, aterrizar, hacer escala, aduana.</p> <p>K2. How to ask questions at the airport. Change planes. Listening to directions when traveling.</p> <p>K3. The elements of narratives and dialogues</p>		<p>U1. Written language requires more contextual background than spoken language.</p> <p>U2. What cues and norms to be aware of when traveling in Spanish speaking countries.</p> <p>U3. There are many similarities and differences between life in the U.S.A. and life in Perú</p> <p>U4. Using dramatic emotions and unusual circumstances is a way to engage readers in a narrative.</p>	<p>D1. Write in the Pretérito (Preterit/simple past tense) sentences using regular and irregular verbs. a) Write a narrative about a real or imaginary trip. b) Write a dialogue between and exchange student and his/her host family.</p> <p>D2. Research about Spanish speaking countries. Write two paragraphs where the student compares and contrast a particular custom in a Spanish speaking country to customs in the U.S.A.</p>
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ALIGNMENT TO NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2, 5.2

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Title: Felipe Alou

Level: 8th Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>		
Culture Immigration (Economic Immigrant, Political Refugee, Talent Immigrant) Family Relationships	What does it mean to be an Immigrant? What kind of emotions can we experience in reading?		

History of the Dominican Republic	<p>What Patterns do the Past/Preterit tense have for Regular and Irregular Verbs?</p> <p>What clues should help us infer and then understand a narrative in Spanish?</p>		
Students will Know...		Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1.</p> <p>a) Regular Ar/Er/Ir verbs in the Preterite/Past Tense.</p> <p>b) Formula for the preterit tense.</p> <p>c) Students will know the pattern of these irregular verbs: Ser, Estar, Tener, and Gustar in the Pretérito.</p> <p>d) Expressions of time for the past tense.</p> <p>K2. The elements of a narrative.</p> <p>K3. Vocabulary words for a narrative with a message or lesson.</p> <p>K4. Verbs that help show emotion: gritar, llorar, reir, sonreir,</p>		<p>U1. There is a pattern to the preterit tense and some verbs do not follow this pattern.</p> <p>U2. The elements of a narrative are similar in English and Spanish.</p> <p>U3. A narrative is a powerful tool that has been used over time to convey a meaningful lesson o message.</p> <p>U4. We as humans have basic emotions: fear, hurt, anger, sadness, anticipation, excitement, and joy.</p> <p>U5. It is vital to be able to self evaluate and correct your work to grow and increase proficiency in Spanish.</p>	<p>D1.</p> <p>A) Write in the Pretérito (Preterit/simple past tense) sentences using regular verbs (narrative, hobby and sport).</p> <p>B) Write sentences using regular and irregular verbs: Ser, Estar, Tener in the Pretérito.</p> <p>C) Use expression of time for the past in their paragraph or sentences.</p> <p>D2. Write a personal narrative describing an in important past event using verbs that conveys a message or a lesson.</p> <p>D3. Write a personal narrative describing an in important past event using verbs that convey emotion.</p> <p>D4. Edit their own narrative to improve understanding and continue to acquire the tools to continue to improve their language.</p>

tener miedo, dolerse, enojarse, estar triste, estar feliz, alegrarse, disfrutar (to have fun). K5. The skills to edit their own work.			
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ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 4.1, 5.1.