

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 22, 2022, 8:30 a.m.
Trumbull High School Main Office Conference Room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting 08/18/2022
- IV. New Business
 - a. Curriculum Guide Revision- Grade 7 & 8 Spanish/Español Level A and B (Level 1)
 - b. Grade 11- American Perspectives- New Text Approval
 - New Text Approval for Revised Course: Butler, Octavia. *Kindred*. 2003.
 - c. Updated Dates and Times for the 2022-2023 School Year

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the Trumbull Board of Education

Regular Meeting

Thursday, August 18th, 2022, 10:00 a.m.
Trumbull High School Main Office Conference Room

Minutes

- I. Call to Order/Introduction- The meeting was called to order at 9:58am.

Members Present

L.Timpanelli, BOE Chair

M. Petitti, BOE Curriculum Committee Chair

S. Iwanicki, Ed.D., administrative designee

Members Absent

J.McNamee BOE Member

L.Nuland, BOE Member

- II. Public Comment- Trumbull parent Daniel Durden shared that he loves smaller meetings, communicated that standards are important. He added that the Board says that curriculum will be posted. He stated that he does not believe that his son's Math Curriculum from 8th grade is posted on the website and urged the Board to uphold its policies. Trumbull parent Brianne Brienza shared that she has always been able to access curriculum for her child's classes through the website.
- III. Approval/Minutes– Regular Meeting 05/05/2022 Lucinda made a motion to approve the minutes, Maria Seconded.
- IV. New Business
- a. Kindergarten Mathematics- Curriculum Guide for Current Text

Kim Lombardi, our Elementary Math Program Leader introduced Robin Tedesco, Daniel's Farm Math Specialist, Laura Coughlin, Jane Ryan's Math Specialist, Grade 1 teacher Lisa Depino. She explained that each of the representatives present at our meeting participated in the curriculum creation. The curriculum being presented correlates with our new Math Program- Bridges which was instituted last summer. The new curriculum includes two components, the core Bridges curriculum and Number Corner. This guide outlines the pacing of these components, as well as other key parts such as: The Big Ideas, focus questions, and vocabulary for each unit. Close attention was also paid to monitoring for student learning through age appropriate assessment. Mrs. Petitti asked how the teachers found the curriculum in the classroom and noted that she had heard that some teachers found it to be a lot. Mrs. Depino share that while it was initially overwhelming, teachers were pleased as they had time to learn it more and found that it worked well for students. Mrs. Coughlin added that they saw

results in student outcomes too. Mrs. Tedesco agreed. Mrs. Timpanelli made a motion to accept the Kindergarten Mathematics Curriculum Guide. Mrs. Petitti seconded.

b. Grade 1 Mathematics- Curriculum Guide for Current Text

Mrs. Lombardi noted that the Grade 1 Mathematics Curriculum Guide development followed the same process as the kindergarten. The teachers on the committee also collaborated with the Kindergarten Curriculum Team for alignment. Using the new program, teachers experienced tremendous results for students. As a district, first graders began the year at 14% on grade level and ended at 68% at grade level. The guide will allow teachers using the Bridges and Number Corner components to facilitate lessons which encourage the development of mathematical concepts in a variety of ways using real world applications. Mrs. Timpanelli asked how these units will ultimately prepare students for middle school math as well. It was shared that year, we began reinstituting vertical meetings between the elementary representatives and the middle school math representatives to strengthen our programming. We will further incorporate vertical meetings as is possible. Both the Kindergarten and Grade 1 Mathematics Curriculum Guides help to provide a strong foundation in mathematics for our students. Mrs. Timpanelli made a motion to accept the Grade 1 Mathematics Curriculum Guide. Mrs. Petitti seconded

c. Grade 6 English Language Arts & Grade 6 Reading - Curriculum Guide Updates

Hillcrest Instructional Academic Team Leaders Leigh Gabriel and Valentia Iacono Cenatiempo presented the new Grade 6 and Grade 7 Curriculum Guides. Mrs. Gabriel explained that these revisions were needed to separate “Integrated Literacy” so that the standards for English Language Arts (ELA) and Reading are clearly defined for students, parents, and teachers. Each course will also be renamed to reflect their focus. For each unit, vocabulary was added, standards were prioritized, and assessment were reviewed and revised as needed. Additionally, a common formative assessment was added for each unit in each of the four courses so that teams can engage collaboratively in a higher level of analysis regarding student progress. Mrs. Petitti offered that the guide was easy to follow and that separating the two courses made sense. Mrs. Timpanelli inquired about the manner in which Spelling is addressed in the curriculum. It was shared that Spelling is a focus during the writing revision process. It is also addressed through word study, such as root words. Mrs. Timpanelli made a motion to accept the Grade 6 English Language Arts & Grade 6 Reading guides and bring them to the full Board. Mrs. Petitti seconded.

d. Grade 7 English Language Arts & Grade 7 Reading - Curriculum Guide Update

A similar process was followed with committee of ten (10) teachers for the Grade 7 ELA and Reading curricula. Mrs. Petitti asked about the number of minutes that were devoted to instruction. Mrs. Gabriel shared that Grade 6 ELA has approximately one 45-minute period each day throughout the school year for 181 days and Grade 6 Reading, approximately one 45-minute period each day throughout the school year for 181 days. Mrs. Iacono Cenatiempo added that Grade 7 ELA has approximately one 45-minute period each day for 181 days, while Grade 7 Reading meets approximately one 45-minute period every other day, all year in the unified arts portion of the schedule for 90 days. They commented that redefining the standards for each of these courses will not only assist teachers in planning and delivering lessons (especially new teachers,) but it will also greatly increase the clarity for the students learning the curriculum as well as the parents supporting their child’s development. Mrs. Timpanelli

made a motion to accept the Grade 7 English Language Arts & Grade 7 Reading guides and bring them to the full Board. Mrs. Petitti seconded.

e. Honors SCSU Sociology- Curriculum Guide Update

History Department Chair, Kathy Rubano, relayed that the first two courses only cost \$65 for 3 credits. If their schedule permits, students can take both Sociology and Psych for one fee of \$65 concurrently. Mrs. Petitti noted that six (6) college credit for the price of \$65 could really help offset tuition costs for some families. Mrs. Rubano furthered that students enrolled in either course can also take courses for free the following summer at Southern. These credits can be transferred to any state school. She also mentioned that most professors do not use one specific text and that Southern will provide materials for the courses in addition to the materials already listed in our guides. Furthermore, Southern will provide resources free of cost as needed. They even have scholars they can connect with the school for the students during course delivery.

Briana Brienza and Brian Springsteen worked with the Head of Sociology at Southern to review the THS content in comparison to Southern's. They found that much of the material Southern expected, Trumbull Public Schools (TPS) already had in our guide. New to the revised TPS guide are the college experience and the course requirements in line with Southern. They also updated the syllabus so that it aligns with the university. Any of the supplementals currently listed will also be updated with Southern's course in an ongoing manner. Mrs. Brienza also has access to Southern's blackboard which stores resources for students and professors. This access can allow for continuously updated information in line with university. Mrs. Timpanelli made a motion to accept the Honors SCSU Sociology- Curriculum Guide Update and bring it to the full Board. Mrs. Petitti seconded.

f. Honors SCSU Psychology- Curriculum Guide Update

Mrs. Rubano shared that this course has also been revised to align with Southern's requirements similarly to Sociology. Mr. LaBarca and Mrs. Rubano spent a day with Southern professors to analyze components. Again, Southern was impressed with Trumbull's course guide- very few changes were needed. Standards were prioritized and other materials were also added. Trumbull is pleased to be able to offer this opportunity for its students. Mrs. Timpanelli made a motion to accept the Honors SCSU Psychology- Curriculum Guide Update and bring it to the full Board. Mrs. Petitti seconded.

g. Updated Dates and Times for the 2022-2023 School Year

This item was tabled until more of the regular Curriculum Committee members are present.

The meeting adjourned at 10:57am.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Spanish / Español Level A and B (Level 1) Grades 7- 8

2022

Curriculum Writing Team

Marianela Castillo

Maria Salcedo-Frulla

Brenda Tarek

Paula Teixeira

Teacher

Teacher

Teacher

Teacher

Dr. Susan C. Iwanicki, Assistant Superintendent

Spanish Level A and B / Level 1

Grades 7-8

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that address problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate.

- **We believe** that all individuals are capable of learning.
- **We believe** that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- **We believe** that a family, school, and community partnership is essential to our success.
- **We believe** that a safe and orderly environment is critical to learning.
- **We believe** that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- **We believe** that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- **We believe** that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION & PHILOSOPHY

Spanish Level A and Spanish Level B is offered as a full-year course meeting daily at the middle school level. Spanish Level 1 is offered as a full-year course meeting daily at the high school level. The primary goal of this Spanish I program is to have students develop linguistic proficiency at this level and cultural sensitivity. The students will broaden their communication skills while simultaneously deepening their appreciation for Hispanic cultures.

The program is structured sequentially to help build skill development. Each unit is organized to address listening, speaking, reading, writing, and culture as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Learning. Activities are aligned to the 5 “C’s” of communication, cultures, connections, comparisons, and communities. The activities in this curriculum are aligned to communication, cultures, connections, comparisons, and communities as well. Each chapter includes assured experiences to form a firm foundation for each student and builds upon these language skills, and assessments that continually monitor the students’ progress.

As students are introduced to and practice communication skills, teacher-made situations and visual stimuli are used to encourage oral communication. Introduction of basic grammatical structures, vocabulary, and idiomatic expressions allow students to respond, converse, and react in Spanish. Reading selections are included to enhance cultural references and parallel cultures. Communicative activities are used in order to develop students’ oral and auditory proficiency in the target language. Group work and collaborative activities are highly encouraged. Oral

presentations are also used throughout the course. Ancillary materials and technology are used for further language development and independent practice.

Modern technology has not necessarily increased our ability to communicate effectively with one another. To be able to communicate requires discipline, intelligence, cultural awareness, and diplomacy. World language instruction needs to reach out in an effort to understand not only the spoken word, but also the culture. It is our desire to impart a cultural awareness to our students through the spoken and written word. That is only the beginning, however, in strengthening the ties which bind us all together in our world community.

Knowledge of a world language is essential. Being able to speak, read, and write a world language is no longer a luxury; it is a necessity. With this in mind, we give our students in Trumbull the opportunity to learn at least one world language other than English, and we encourage them to learn others, so that America will remain a leader among nations. Leadership requires knowledge of other people's diverse values, of a multiplicity of cultures. It is our purpose, therefore, to enlighten, to instill, and to sustain a love of learning of world languages among students in the Trumbull Public Schools.

This curriculum guide is provided as a framework to the language teacher. Although the program is comprehensive, it is not intended to limit the teacher's individual style and contribution. Teachers are encouraged to use outside sources, additional technology, realia, and personal experiences to enhance this curriculum and make it most relevant to the student.

COURSE GOALS

The following Course Goals derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication (Standard 1.2)

Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication (Standard 1.3)

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)

Use the language to investigate, explain, and reflect on the relationship between the practices

	and perspectives of the cultures studied.
Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections: Making Connections (Standard 3.1)	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Connections: Language Comparisons (Standard 4.1)	Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Comparisons: Cultural Comparisons (Standard 4.2)	Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Communities: School and Global Communities (Standard 5.1)	Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
Communities: Lifelong Learning (Standard 5.2)	Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- global citizenship requires the ability to speak more than one language.
- the ability to express oneself in another language fosters a deeper, better understanding of one's own culture.
- the acquisition of another language enables an individual to participate in and be an active member of multilingual communities.
- both language and awareness of culture are best acquired through communicating in the target language.

COURSE ESSENTIAL QUESTIONS

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts, and ideas in another language in a way that is understood? (Presentational Mode)
- How can I use my knowledge of my native language (English) to aid me in understanding and progressing in the learning of Spanish? (Language Comparisons)
- How can I reflect on and compare cultural products and perspectives to my own culture and to other cultures? (Cultural Comparisons)

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Vocabulary about greetings; introductions; leave-takings; numbers; time; body parts
- Vocabulary about classroom, dates, asking for help
- Vocabulary about weather and seasons.
- Vocabulary about activities and expressions for saying what you like and don't like to do
- Vocabulary: about adjectives and vocabulary to ask about and describe someone's personality
- Vocabulary about class subjects; school activities; school supplies; ordinal numbers
- Vocabulary about classroom items and furniture; parts of the classroom; prepositions of location
- Vocabulary about foods; beverages; adverbs of frequency; expressions to show surprise
- Vocabulary about food; beverages; expressions to discuss health and indicate preference, agreement, disagreement, and quantity; adjectives to describe food
- Vocabulary about leisure activities; places; expressions to tell where and with whom you go; expressions to talk about when things are done
- Vocabulary about leisure activities; feelings; expressions for extending, accepting, and declining invitations; expressions to tell when something happens
- Vocabulary about family and parties
- Vocabulary describing people and ordering a meal
- Vocabulary about bedroom items; electronic equipment; colors; adjectives to describe things
- Vocabulary about rooms in a house and household chores
- Vocabulary about shopping, clothing, prices and numbers
- Vocabulary about stores; online shopping; gifts and clothing accessories; expressions to describe past events
- Vocabulary about vacation places and activities; modes of transportation

Students will be able to . . .

- Use basic expressions with ser and estar
- Understand plural commands in the classroom setting
- Use nouns; singular definite articles; hay; ¿cuántos -as?
- Use hacer with weather expressions
- Use the Spanish alphabet to spell
- Use infinitives and make negative statements
- Use adjectives; definite and indefinite articles; and recognize word order
- Use subject pronouns; the present tense of -ar verbs
- Use the verb estar; plurals of nouns and articles
- Use present tense of -er and -ir verbs; me gusta(n), me encanta(n)
- Use the plural of adjectives; the verb ser
- Use the verb ir; interrogative words
- Use ir + a + infinitive; the verb jugar
- Use the verb tener and possessive adjectives
- Use the verb venir
- Use ser and estar in the correct context
- Use comparisons and superlatives; stem-changing verbs (poder and dormir)
- Use affirmative tú commands and the present progressive tense
- Use stem-changing verbs; pensar, querer and preferir.
- Use demonstrative adjectives
- Use preterite of -er and -ir verbs, the preterite of ir
- Use preterite of hacer and dar

*** 7th grade Spanish Curriculum**

Unit : Para Empezar A Preliminary Chapter

<p>Time frame 3 weeks</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I greet people at different times of the day? • How do I introduce myself to others? • How do I respond to classroom directions? • How do I use numbers to tell time? • How do I refer to parts of the body? • How do I talk about things in the classroom? • How do I ask questions about new words and phrases? • How do I use the Spanish alphabet to spell words? • How do I talk about things related to the calendar? • How do I describe the weather? • How do I describe the seasons? • How do I compare weather in the Northern and Southern Hemispheres? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • To greet people according to the time of day use; “buenos días, buenas tardes, y buenas noches” • To introduce myself to others I use “soy” and “me llamo” • I am able to demonstrate understanding of classroom directions via physical response. • I am able to correctly use Spanish numbers and expressions to tell time. • I can identify body parts in Spanish. • I can use vocabulary pertaining to classroom items. • I correctly use “¿Cómo se dice...?” and ¿Qué quiere decir...? ¿Cómo se escribe...?” • I can correctly identify letters in Spanish. • I can correctly format the day and date in Spanish. • I can correctly use weather expressions in Spanish. 	<p>Vocabulary:</p> <p>Vocabulary about greetings; introductions; leave-takings; numbers; time; body parts; classroom date; asking for help; weather and seasons</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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		<ul style="list-style-type: none"> • I can identify the seasons (el verano, la primavera, el otoño, y el invierno). • I am familiar with how geography affects the seasons and weather conditions. 	
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Standards:

ACTFL Standard Communication 1.1 Interpersonal

- Greet and introduce themselves to others
- Use correct leave-taking phrases
- Ask how others are
- Provide others with the correct numbers of things
- Ask and provide others the correct time
- Talk about classroom people and objects
- Ask for and provide others the date or day of the week
- Talk about the weather

ACTFL Standard Communication 1.2 Interpretive

- Read and listen to information about appropriate greetings, introductions, and leave-takings
- Read and listen to information about how to ask about how someone is
- Read and listen to information about classroom directions and commands
- Read and listen to information about numbers
- Read and listen to information about telling time
- Read and listen to information about parts of the body
- Read and listen to information about classroom people and objects
- Read and listen to information about the alphabet
- Read and listen to information about the calendar
- Read and listen to information about weather and seasons

ACTFL Standard Communication 1.3 Presentational

- Present Information about appropriate greetings, introductions, and leave-takings
- Write the correct numbers of things
- Present information about people and things
- Present information about the Spanish alphabet
- Present information about dates and days of the week
- Present information about season and the weather

ACTFL Standard Connections 3.1 Making Connections

- Discuss geography and climatology in the Southern Hemisphere

ACTFL Standard Comparisons 4.1 Language

- Explain the difference between *tú* and *usted*
- Discuss that nouns are either masculine or feminine
- Discuss some rules of punctuation and accent marks

ACTFL Standard Comparisons 4.2 Cultural

- Compare customs of greetings and introductions

Students will know:

Vocabulary about greetings; introductions; leave-takings; numbers; time; body parts; classroom date; asking for help; weather and seasons

Cultural focus:

El calendario y la fecha (comparing the Spanish calendar to our own) p.14

Dos hemisferios (comparing weather from northern and southern hemispheres) p. 20-21

Students will be able to:

Use *estar* and *ser* in basic expressions, understand plural commands in classroom settings; use nouns; singular definite articles; *hay*; *cuántos -as?*; use *hacer* with weather expressions

Common Formative:

Para Empezar 1 Assessment

Para Empezar 2 & 3 Assessment

Texts/Materials:

Preliminary unit of *Auténtico*. New York: Pearson, 2018. Web.

Ancillary materials from *Auténtico*.

Unit 1A: Mis amigos y yo Capítulo 1A ¿Qué te gusta hacer?			
Time frame 4 to 5 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I interpret (listen to and read about) activities people like and don't like to do? How do I talk and write about what others and I like and don't like to do? How do I describe my favorite activities and ask others about theirs? How do I compare favorite activities of Spanish-speaking teens to my own in the United States? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> I can use various Spanish activities (and verbs) to express what I like and don't like to do. I can use the expressions "Me gusta...", "No me gusta...", "Me gusta más...", "No me gusta nada..." and "No me gusta ni ... ni..." to talk about my likes and dislikes. I can correctly use and respond to the questions "¿Qué te gusta hacer?" "¿Qué te gusta más?" "¿Te gusta...?" I can correctly use the following expressions to agree or disagree, "A mi también..." y "A mi tampoco" 	<p>Vocabulary:</p> <p>Vocabulary about activities and expressions for saying what you like and don't like to do</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
<p>Standards:</p> <p>ACTFL Standard 1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk and write messages about preferences in leisure activities <p>ACTFL Standard 1.2 Interpretive</p> <ul style="list-style-type: none"> Read and listen to information about leisure activities and activity preferences Listen to and watch a video about volunteer activities Read about leisure and recreational activities Listen to and understand information about infinitives <p>ACTFL Standard 1.3 Presentational</p> <ul style="list-style-type: none"> Present information on preferences in leisure activities 			

ACTFL Standard 2.1 Practices to Perspectives

- Discuss outdoor *cafés* as popular places to relax with friends

ACTFL Standard 2.2 Products to Perspectives

- Discuss musical instruments used in the Dominican Republic and traditional dances

ACTFL Standard 3.1 Making Connections

- Discuss traditional music and cultural pride

ACTFL Standard 4.1 Language

- Talk about new vocabulary through the recognition of cognates
- Compare: Spanish and English infinitives; construction of negatives between English and Spanish; expressing agreement or disagreement in English and Spanish; the Spanish vowels *a*, *e*, and *i* to their English counterparts

ACTFL Standard 4.2 Cultural

- Compare: places where teens gather to spend free time

Students will know:

Vocabulary about activities and expressions for saying what you like and don't like to do

Cultural focus:

Outdoor *cafés* en el mundo hispano (discussing outdoor *cafés* as popular places to relax with friends) p. 31

La música, El baile latino (discussing traditional music and cultural pride) p. 35

Students will be able to:

Use infinitives and make negative statements

Understand and respond to the following questions:

¿Qué te gusta hacer? ¿Qué te gusta más? ¿Te gusta...?

Common Summative Assessments:

Examen del Capítulo 1A

Assured Formative:

Vocabulary 1 A Assessment

Texts/Materials:

Unit 1A of *Auténtico*. New York: Pearson, 2018. Web.

Ancillary materials from *Auténtico*.

Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 1B: **Mis amigos y yo Capítulo 1B Y tú, ¿Cómo eres?**

Time frame 3 to 4 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I interpret descriptions of others? • How do I describe my personality traits? • How do I identify cultural practices? • How do I make comparisons of friendship using cultural perspectives? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can accurately use the verbs <i>ser</i> and Spanish adjectives to describe my own and others' personalities. • I can identify other words used to refer to an "amigo" in different Spanish speaking countries, such as: "hermano" "cuate" "amigote" "compinche". • I am familiar with the difference, in Spanish speaking countries, between a friend and an acquaintance. 	<p>Vocabulary:</p> <p>Vocabulary about adjectives and vocabulary to ask about and describe someone's personality</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about personality traits
- Talk about themselves and each other
- Talk about activities and personality traits
- Talk about familiar objects

ACTFL Standard 1.2 Interpretive

- Listen to information about personality traits
- Read information about personality traits
- Listen to and watch a video about personality traits
- Listen to and identify the gender of nouns
- Read a personality quiz based on color association

ACTFL Standard 1.3 Presentational

- Present descriptions of traits of themselves and others
- Use poetry to express and describe themselves

ACTFL Standard 3.1 Making Connections

- Talk about and write a type of poem known as the *diamante*

ACTFL Standard 4.1 Language

- Talk about vocabulary through the recognition of cognates
- Discuss building vocabulary through the use of root words
- Explain gender-agreement rules with use of adjectives
- Compare cognates that begin with the letters *es* plus consonant
- Explain the use of definite and indefinite articles
- Talk about the pronunciation of the letters *o* and *u*
- Talk about the placement of adjectives

ACTFL Standard 4.2 Cultural

- Compare words used to identify friends and acquaintances (*amigo* vs. *conocido*)

ACTFL Standard 5.2 Lifelong Learning

- Communicate by email in Spanish

Students will know:

Vocabulary about adjectives and vocabulary to ask about and describe someone's personality

Cultural Focus:

Perspectivas del mundo hispano: ¿Qué es un amigo? (Comparing words used to identify friends and acquaintances -*amigo* vs. *conocido*) p. 66

Students will be able to:

Use adjectives; definite and indefinite articles and recognize word order

Understand and respond to the following questions:

¿Cómo eres? ¿Eres...? ¿Cómo es él / ella? ¿Cómo se llama?

Common Summative Assessments:

Examen del Capítulo 1B

Assured Formative:

Grammar 1 B Assessment

Texts/Materials: Unit 1B of *Auténtico*. New York: Pearson, 2018. Web.

Ancillary materials from *Auténtico*.

Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 2A: **La escuela Capítulo 2A Tu día en la escuela**

Time
frame:
3 to 4
weeks

Essential Questions:

- How do I interpret (listen to and read) school subjects and schedules?
- How do I talk and write about classes and school activities?
- How do I exchange information while explaining what classes and activities my friends and I have in common?
- How does my school day compare with those of students in Spanish-speaking countries?
- How do sports and attitudes towards sports in the Spanish-speaking world and the United States differ?

Big Ideas:

- I can use school subjects, activities, supplies, and ordinal numbers to talk about my classes and schedules.
- I can use vocabulary about classes and school activities to describe my most and least favorite class.
- I can conjugate -ar verbs (ie. hablar, estudiar, enseñar, cantar, bailar, necesitar, dibujar, etc..) in the present tense to talk about what I do during and after school.
- I can identify similarities and differences between school schedules in Spanish speaking countries and my own.
- I am familiar with the passion for soccer (el fútbol) in Spanish speaking countries.

Vocabulary:

Vocabulary about class subjects; school activities; school supplies; ordinal numbers

*Refer to appendix for complete list of vocabulary terms associated with this unit.

Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about: homework and classes; preferences in school subjects; preferences in activities
- Talk and write messages about people and schedules at school

ACTFL Standard 1.2 Interpretive

- Listen to information: on school subjects, schedules, supplies; about the present tense of -ar verbs

- Read: information about school subjects, schedules, supplies; information about a language school in Costa Rica
- Listen to and watch a video about a family discussing the school day
- Listen to the use of subject pronouns

ACTFL Standard 1.3 Presentational

- Present information about: work, home, and school activities; school subjects, schedules, supplies
- Present school cheers like those in Spanish-speaking countries

ACTFL Standard 2.1 Practices to Perspectives

- Explain the focus on English language acquisition, mathematics in Spanish-speaking countries
- Talk about: school sporting event celebrations and traditions; leisure time during school hours

ACTFL Standard 2.2 Products to Perspectives

- Read and talk about school cheers
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ACTFL Standard 4.1 Language

- Talk about new vocabulary through the recognition of cognates; the present tense of -ar verbs
- Compare personalized school-related vocabulary
- Explain the use of subject pronouns; the pronunciation of the letter c

ACTFL Standard 4.2 Cultural

- Compare: motivations for foreign language learning; leisure periods during the school day; the use of the 24-hour clock to the 12-hour clock; school cheers and sporting event celebrations; the importance of math education

ACTFL Standard 5.1 School and Global Communities

- Discuss why English-speakers in the community are interested in learning Spanish

Students will know:

Vocabulary about class subjects; school activities; school supplies; ordinal numbers

Cultural focus:

El mundo hispano - El recreo (Comparing el recreo to recess) p. 86

El mundo hispano - La hora (24 hour clock vs. 12-hour clock) p. 91

La cultura en vivo - Aficionados al fútbol (Discussing the passion for soccer including sample cheers) p. 92

Students will be able to:

- Use subject pronouns; the present tense of -ar verbs
- Understand and respond to the following questions:
¿Cómo es la clase de...? ¿Qué clases tienes en la hora? ¿Quién enseña tu clase? ¿Cómo es el profesor / la profesora?

Common Summative Assessments:

Examen del Capítulo 2A

Assured Formative:

Vocabulary 2 A Assessment

Texts/Materials:

Core

- Unit 2A of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 2B: La escuela Capítulo 2B Tu sala de clases

<p>Time frame: 3 to 4 weeks</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I interpret (listen to and read) conversations and notes about school? • How do I talk and write about classes, classrooms, and where things are located? • How do I exchange information while describing someone's location? • How do I compare perspectives towards school and uniforms in the Spanish-speaking world and the United States? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can understand the question ¿Qué es esto? and give descriptions of a classroom using the Spanish vocabulary for furniture (using plural nouns and articles). • I can accurately use the verb estar and prepositions of locations to explain the location of various items in the classroom.(al lado de la /del, debajo de la / del, delante de la / del, detrás de la / del, encima de la, del, en) • I can ask and respond to the question “¿Dónde...?” to discuss location. • I understand that in most Spanish speaking countries schools do not have gymnasiums nor school sponsored sports like in the United States. 	<p>Vocabulary: Vocabulary about classroom items and furniture; parts of the classroom; prepositions of location</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
<p>Standards:</p> <p>ACTFL Standard 1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about personal and classroom items and furniture • Talk about the locations of: objects in a classroom setting; people in a photo <p>ACTFL Standard 1.2 Interpretive</p> <ul style="list-style-type: none"> • Listen to information about: classroom items and furniture; the use of location words 			

- Read: information about classroom items and furniture; a dialogue requiring understanding of the irregular verb *estar*; a dialogue requiring understanding of articles; a note about a student's request for information

ACTFL Standard 1.3 Presentational

- Present information about classroom items and furniture
- Present a dialogue requiring understanding of articles
- Compose: a paragraph about a classroom

ACTFL Standard 2.1 Practices to Perspectives

- Discuss the widespread use of school uniforms; how physical education classes and team sports are conducted
- Explain that school demands a high percentage of students' time

ACTFL Standard 2.2 Products to Perspectives

- Explain the structure of educational systems

ACTFL Standard 4.1 Language

- Talk about vocabulary through the recognition of cognates; the verbal and nonverbal expression, ¡Ojo!; about the irregular verb *estar*; the pronunciation of the letter *g*
- Explain number agreement with nouns and articles

ACTFL Standard 4.2 Cultural

- Compare: the use of school uniforms; the design of physical education class; commitments to and behavior in school

ACTFL Standard 5.1 School and Global Communities

- Consider the need for Spanish speakers in different types of jobs in the educational field

Students will know:

Vocabulary about classroom items and furniture; parts of the classroom; prepositions of location

Cultural focus:

El mundo hispano - School uniforms (Discussing wearing uniforms in Spanish-Speaking countries) p. 106

El mundo hispano - School gyms (Discussing the lack of school gyms and school sports teams) p. 113

Conexiones- Las matemáticas (Discussing the different currencies and exchange rates in Spanish-speaking countries) p. 109

Students will be able to:

- Use the verb *estar*; plurals of nouns and articles
- Understand and respond to the following questions:
¿Qué es esto? ¿Dónde está? ¿Cuántos hay?

Common Summative Assessments:

- Examen del Capítulo 2B

Assured Formative:

Grammar 2 B Assessment

Texts/Materials:

Core

- Unit 2B of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*.
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 3A: La comida Capítulo 3A Desayuno o almuerzo

Time frame: 3 to 4 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I listen to and read descriptions of meals and menus? • How do I talk and write about foods I (and others) like and dislike? • How do I discuss food preferences? • How do I discuss what I eat and drink? and how often? • What is the history of some foods originally native to the Americas and Europe? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can understand various descriptions of meals (el desayuno y el almuerzo) in a Spanish menu. • I can express my likes and dislikes about foods, and ask the same from others. (Me gusta(n)... , Me gusta(n)... , Me encanta(n)... , ¿Te gusta(n)...?) • I can talk about what I eat and drink using comer, beber and compartir. • I can talk about what I eat and drink using expressions of frequency (siempre, nunca, todos los días) and food vocabulary. • I understand that certain foods common in the United States are originally from the Americas and Europe. 	<p>Vocabulary:</p> <p>Vocabulary about foods; beverages; adverbs of frequency; expressions to show surprise</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about: food and beverage preferences; eating habits and meals; favorite activities
- Exchange written messages about food preferences

ACTFL Standard 1.2 Interpretive

- Listen to and understand information about food items
- Listen to information about breakfast and lunch
- Read: recipes for meals and beverages in Spanish; information about eating habits and meals; a restaurant menu; fruits and vegetables of Spanish-speaking countries

- Listen to and watch a video about lunch foods in Spanish-speaking countries;

ACTFL Standard 1.3 Presentational

- Present information about: foods and beverages; eating habits during meals; the origins of food items; a restaurant menu; food and drink preferences

ACTFL Standard 2.1 Practices to Perspectives

- Explain breakfast habits in Spanish-speaking countries

ACTFL Standard 4.1 Language

- Talk about new vocabulary through the recognition of cognates; the usage of me gustan and me encantan
- Explain that nouns can modify other nouns
- Explain the present tense of -er and -ir verbs
- Explain the pronunciation of the letters h and j

ACTFL Standard 4.2 Cultural

- Compare: typical breakfast habits

ACTFL Standard 5.2 Lifelong Learning

- Realize the value of being able to read a restaurant menu

Students will know:

Vocabulary about foods; beverages; adverbs of frequency; expressions to show surprise

Cultural focus:

El mundo hispano: El desayuno (Discussing typical breakfasts in Spanish-speaking countries) p. 134

Lectura - Frutas y verduras de las Américas (Discussing the origins of many fruits and vegetables) p. 138

Students will be able to:

Use the present tense of -er and -ir verbs; me gusta (n), me encanta (n)

Understand and respond to the question:

¿Qué te gusta más? ¿Te gusta(n) ...? ¿Cuál es tu desayuno / almuerzo favorito?

Common Summative Assessments:

Examen del Capítulo 3A

Assured Formative:

Vocabulary 3A Assessment

Texts/Materials:

Core

- Unit 3A of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*.
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 3B: **La comida Capítulo 3B Para mantener la salud**

Time frame: 3 to 4 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I interpret (listen to and read) descriptions of healthy and unhealthy lifestyles? • How do I talk and write about food, health, and exercise choices? • How do I discuss my opinions about food choices and health? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can understand descriptions of healthy and unhealthy lifestyles using food, beverages, and exercise vocabulary in Spanish. • I can talk and write about my dinner (la cena), and exercise choices to keep a healthy lifestyle using the verb ser and plural adjectives for descriptions. • I express my opinion about food choices and health; with agreement and disagreement expressions (Estoy de acuerdo, No Estoy de acuerdo, Creo que sí, y Creo que no). 	<p>Vocabulary:</p> <p>Vocabulary about food; beverage; expressions to discuss health and indicate preference, agreement, disagreement, and quantity; adjectives to describe food</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about food groups and a healthy diet
- Talk and write about food preferences and meals
- Talk about healthy lifestyle choices

ACTFL Standard 1.2 Interpretive

- Read and listen to information about food groups
- Read and listen to information about health habits
- Listen to ways to describe food

ACTFL Standard 1.3 Presentational

- Present information about foods and beverages
- Present information about healthy lifestyle choices
- Present information about personality traits of people

ACTFL Standard 3.1 Making Connections

- Discuss nutrition

ACTFL Standard 4.1 Language

- Talk about new vocabulary through the recognition of cognates
- Explain gender agreement in use of adjectives
- Explain the pronunciation of the sounds of I and II
- Explain number agreement in use of adjectives
- Explain the present tense of the irregular verb ser

ACTFL Standard 4.2 Culture

- Compare places people shop for produce

Students will know:

Vocabulary about food; beverage; expressions to discuss health and indicate preference, agreement, disagreement, and quantity; adjectives to describe food

Students will be able to:

Use the plural of adjectives and the verb ser

Cultural Focus:

El mundo hispano - El Mate (Discussing the national drink of Argentina) p. 152

El mundo hispano - ¡Gooooooooooooool! (Discussing the popularity of soccer in Spanish-speaking countries) p. 163

Common Summative Assessments:

- Examen del Capítulo 3B

Assured Formative:

Grammar 3A Assessment

Texts/Materials:

- Unit 3B of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*.
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 4A: Los pasatiempos Capítulo 4A ¿Adónde vas?			
Time frame: 3 to 4 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I interpret (listen and read) leisure activities and schedules? How do I talk and write about places to go and activities to do during free time? How do I discuss my weekend plans? How do I compare leisure activities in the Spanish-speaking world and the United States? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> I can talk about my leisure activities and locations in my community. I can use Spanish vocabulary expressions to tell where, when and with whom I go. I can talk about my weekend plans using the near future (Ir+a+ infinitive); and use question words to ask others about their plans (¿Adónde?, ¿Con quién?, ¿Dónde? ¿Cuándo? ¿De dónde es...?). I understand that in Spanish speaking countries teens engage in more outdoor activities than in the United States. 	<p>Vocabulary:</p> <p>Vocabulary about leisure activities; expressions to tell where and with whom you go; expressions to talk about when things are done</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
<p>Standards:</p> <p>ACTFL Standard 1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk about leisure activities and locations Talk and exchange written messages about where to go on different days of the week <p>ACTFL Standard 1.2 Interpretive</p> <ul style="list-style-type: none"> Read and listen to information about leisure activities Read a letter about how a student spends her time; Listen to and watch a video about leisure activities in Costa Rica <p>ACTFL Standard 1.3 Presentational</p> <ul style="list-style-type: none"> Present information about: leisure activities and locations Reply to an e-mail message Perform a short skit about a student's first day of school 			

ACTFL Standard 3.2 Acquiring Information and Diverse Perspectives

- Practice songs to games played by children

ACTFL Standard 4.1 Language

- Talk about new vocabulary through the recognition of cognates; the correct placement of stress and accents; origins of the Spanish days of the week
- Explain the verb *ir*; the use of interrogatives

Students will know:

Vocabulary about leisure activities; expressions to tell where and with whom you go; expressions to talk about when things are done

Cultural focus:

El mundo hispano - Pasear (Discussing the significance of “la plaza”) p. 177

La Bamba de Richie Valens (Discussing the fusion of traditional mexican music with rock and roll) p. 183

La cultura en vivo -Rimas infantiles (Making cultural connections of Spanish and English children rhymes and how they reflect the culture) p. 190

Students will be able to:

Use the verb *ir*; interrogative words

Understand and respond to the following questions:

¿De dónde eres? ¿Adónde vas? ¿Con quién vas? ¿Cuándo vas?

Assured Formative:

Vocabulary 4A Assessment

Texts/Materials:

Core

- Unit 4A of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*.
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 4B: **Los pasatiempos Capítulo 4B ¿Quieres ir conmigo?**

<p>Time frame: 3 to 4 weeks</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I interpret and respond to (listen to and read) invitations and responses? • How do I discuss and write an invitation and an activity plan? • How do I identify cultural perspectives regarding sports and free-time activities? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can understand and accept or decline invitations for various activities using “¿A qué hora? ¿Me gustaría..?, (No) puedo.. , estoy cansado(a), estoy contento(a), estoy enfermo(a)” • I can extend an invitation to various leisure activities/events (el concierto, el baile, jugar al tenis, jugar al béisbol, etc),activities using ¿Te gustaría...?, ¿Quieres?, ¿Puedes ...? and expressions of time (a la una de la mañana, este fin de semana, esta tarde, etc.) • I understand that extracurricular activities traditionally play a smaller role in school life in Spanish-speaking countries than in the United States. 	<p>Vocabulary: Vocabulary about leisure activities; feelings; expressions for extending, accepting and declining invitations; expressions to tell when something happens</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about: sports and pastimes; emotions and states of being; when certain events and activities occur
- Extend, accept, or decline invitations

ACTFL Standard 1.2 Interpretive

- Read and listen to information about sports and pastimes
- Listen to information about how people are feeling
- Read: about emotions and states of being; an advertisement for a sports training school
- Listen to and watch a video about weekend activities; sports and pastimes

ACTFL Standard 1.3 Presentational

- Present information about: sports and pastimes; emotions and states of being; when certain activities occur; a sports training school;

ACTFL Standard 2.1 Practices to Perspectives

- Talk about how students traditionally engage in activities outside of school

ACTFL Standard 3.1 Making Connections

- Apply knowledge of geography and current events

ACTFL Standard 3.2 Acquiring Information and Diverse Perspectives

- Read an advertisement for a sports training school

ACTFL Standard 4.1 Language

- Talk about new vocabulary through the recognition of cognates; the use of *ir* in conjunction with a and an infinitive; the pronunciation of the letter *d*
- Explain that words are borrowed across languages
- Compare the use of *jugar* idioms with English

ACTFL Standard 4.2 Cultural

- Compare: specialized, regional crafts and products; how students engage in activities outside of school

Students will know:

Vocabulary about leisure activities; feelings; expressions for extending, accepting and declining invitations; expressions to tell when something happens

Cultural focus:

Perspectivas del mundo hispano ¿Qué haces en tu tiempo libre? (Discuss traditional extra curricular activities in Spanish-speaking countries) p. 214

Students will be able to:

Use *ir* + *a* + infinitive; the verb *jugar*

Understand and respond to the following questions:

¿A qué hora? ¿Te gustaría...? ¿Quieres...? ¿Puedes...?

Common Summative Assessments:

- Examen del Capítulo 4A & 4B

Assured Formative:

Grammar 4B Assessment

Texts/Materials:

Core

- Unit 4B of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*.
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

***8th grade Spanish curriculum**

Unit 5A: Fiesta en familia Capítulo 5A Una fiesta de cumpleaños

Time frame 5 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I interpret (listen to and read) descriptions of family members and family relationships? How do I describe my family and ask others about their own family? How do I talk and write about family, friends, and celebrations? How do I interpret cultural perspectives on family celebrations in the Spanish-speaking world? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> I can describe my own family members, their ages, and relationships. I can ask others about their own families. I can talk about celebrations with family and friends. I understand the importance of family in Hispanic culture as well as the quinceañera tradition. 	<p>Vocabulary: Vocabulary about family and celebrations</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about families and celebrations
- Talk about classes and school materials
- Exchange written messages about families and activity preferences

ACTFL Standard 1.2 Interpretive

- Read and listen to information about family celebrations
- Listen to and watch a video about a *quinceañera*
- Read a child's birthday card
- Read about a *quinceañera*

ACTFL Standard 1.3 Presentational

- Present information about families and celebrations
- Write about how family members are related

ACTFL Standard 2.1 Practices to Perspectives

- Explain Hispanic names and naming conventions
- Describe celebration traditions like the *piñata*

ACTFL Standard 2.2 Products to Perspectives

- Discuss *papel picado*

ACTFL Standard 4.1 Language

- Talk about new vocabulary through the recognition of cognates
- Compare the uses of *tener* idioms with English

- Compare the use of possessive adjectives
- Explain the use of diminutives in Spanish

ACTFL Standard 4.2 Cultural

- Compare family celebrations
- Compare the role of families
- Compare pictorial representations of families

ACTFL Standard 5.1 School and Global Communities

- Read about Hispanic surnames

ACTFL Standard 5.2 Lifelong Learning

- View an authentic Spanish-language video

Students will know:

Vocabulary about family and parties

Cultural focus:

Lectura - La Quinceañera (Discussing the significance of the coming of age celebration) p. 238

Cultura - El nombre completo (Discussing the naming custom in Spanish Speaking countries) p. 239

Students will be able to:

Use the verb tener; possessive adjectives

Understand and respond to the following questions:

¿Cómo es tu familia? ¿Cuántos años tiene él/ella? ¿Cuántos años tienen ellos/ellas?

Common Summative Assessments:

Examen del Capítulo 5A

Assured Formative Assessment:

Vocabulary 5A Assessment

Texts/Materials:

Ancillary materials from Auténtico

- Unit 5A of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*.
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 5B: Fiesta en familia Capítulo 5B ¡Vamos a un restaurante!

Time frame 4 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I interpret (listen to, read, and write) information about restaurant meals and service? • How do I exchange information while describing physical features of family members? • How do I write about plans for a celebration? • How do I interpret cultural perspectives on meals and mealtimes in the Spanish-speaking world? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can order a meal, and request additional items for the table at a restaurant. • I can describe and ask about physical features of family members. • I can talk about party plans: ¿Quién viene(n)? ¿Qué traen? • I understand the importance of mealtimes as social events in Spanish-speaking countries. 	<p>Vocabulary:</p> <p>Vocabulary about describing people and ordering a meal</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk and write messages describing a family's members and events
- Talk about table settings, meal customs in Spanish-speaking cultures
- Talk about foods and beverages

ACTFL Standard 1.2 Interpretive

- Read and listen to descriptions of family members
- Read and listen to information about restaurants, table settings, meal customs in Spanish-speaking cultures
- Listen to and watch a video about a celebration
- Read a restaurant review

ACTFL Standard 1.3 Presentational

- Write analogies to compare people and things
- Present information about food and beverages
- Present a skit between a server and customers

ACTFL Standard 2.1 Practices to Perspectives

- Interpret that extended families tend to be close-knit in Spanish-speaking countries
- Interpret etiquette for summoning a server
- Interpret typical restaurant offerings in Spanish-speaking countries
- Describe the mealtime custom of *sobremesa* in Spanish-speaking countries

ACTFL Standard 4.1 Language

- Explain the use of adjectives ending in *-ísimo*
- Talk about new vocabulary through the recognition of cognates
- Explain the use of the verb *venir*
- Explain the pronunciation of the letters *b* and *v*
- Explain the differences between the verbs *ser* and *estar*

ACTFL Standard 4.2 Cultural

- Compare relationships with extended families
- Compare techniques for getting a server's attention
- Compare menu selections

Students will know:

Vocabulary about describing people and ordering a meal

Cultural focus:

Cultura - Llamar la atención del camarero (Discussing how to get a waiter's attention in a Spanish-speaking country) p. 253

Perspectivas del mundo hispano - A la hora de comer (Discussing the importance of meal time customs in Spanish-speaking countries) p. 264

Students will be able to:

Use the verb *venir*; the verbs *ser* and *estar*

¿Me puede traer? ¿Me trae...? ¿Le traigo...? ¿Algo más?

Common Summative Assessments:

Examen del Capítulo 5B

Assured Formative:

Grammar 5B Assessment

Texts/Materials:

Unit 5B of *Auténtico*. New York: Pearson, 2018. Web.

Ancillary materials from *Auténtico*.

Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 6A : **La casa Capítulo 6A En mi dormitorio**

Time frame 6 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I interpret (listen to and read) descriptions of bedrooms and colors? • How do I talk and write about my room? • How do I talk about my bedroom and ask others about theirs? • How do I interpret the cultural practice of siestas? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can describe my bedroom and items in my bedroom using colors in Spanish. • I can list and describe various items in my bedroom. • I can compare my own bedroom to others, and talk about sleep. • I understand the significance of a “short rest” / nap during the day in Spanish-speaking countries. 	<p>Vocabulary:</p> <p>Vocabulary about bedroom items; electronic equipment; colors adjectives to describe things</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about: bedroom and home furnishings and arrangement; the distribution of home electronics; colors and color association; flag colors and symbolism; sleep habits

ACTFL Standard 1.2 Interpretive

- Listen to: descriptions of bedrooms and bedroom furnishings; information about Spanish color words; information about students’ personal preferences; the verbs *poder* and *dormir* in conversation
- Listen to descriptions of two different bedrooms

ACTFL Standard 1.3 Presentational

- Present information about: ways to describe things; entertainment preferences; items in the home
- Present a description of a bedroom using illustrations

ACTFL Standard 2.1 Practices to Perspectives

- Discuss *la siesta*

ACTFL Standard 2.2 Products to Perspectives

- Discuss Spanish-style architecture
- Discuss colors and symbols of Spanish-speaking countries’ flags

ACTFL Standard 3.1 Making Connections

- Discuss interpretations of colors in psychology

ACTFL Standard 4.1 Language

- Explain: comparisons in Spanish; superlatives in Spanish; the stem-changing verbs *poder* and *dormir*; the pronunciation of the sounds of *r* and *rr*
- Talk about the recognition of cognates

ACTFL Standard 4.2 Cultural

- Identify: the influence of Spanish architecture in the United States;

Students will know:

Vocabulary about bedroom items; electronic equipment; colors adjectives to describe things

Cultural focus:

Cultura - Las banderas & Conexiones - Las ciencias sociales (Discussing the significance of colors in flags of Spanish-speaking countries) p. 282-283

Cultura - La siesta (Discussing the custom of a “short rest” / nap during the day in Spanish-speaking countries) p. 286

Students will be able to:

Use comparisons and superlatives; stem-changing verbs: *poder* and *dormir*

Understand and respond to the following questions:

¿Cómo es tu dormitorio? ¿De qué color es tu dormitorio? ¿Qué hay en tu dormitorio? ¿Cuántas horas duermes cada noche?

Common Summative Assessments:

Examen del Capítulo 6A

Assured Formative:

Vocabulary 6A Assessment

Texts/Materials:

Unit 6A of *Auténtico*. New York: Pearson, 2018. Web.

Ancillary materials from *Auténtico*.

Para Hispanohablantes: Ancillary para hispanohablantes by Savvas.

Unit 6B: **La casa Capítulo 6B ¿Cómo es tu casa?**

Time frame 5 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I listen to conversations about chores and read housing ads? • How do I talk about household chores and write a description of a house or apartment? • How do I give advice? • How do I understand cultural perspectives regarding homes and privacy? • How do I explain how houses in the Spanish-speaking world compare to those in the United States? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can identify housing vocabulary in a housing ad. • I can talk about house chores. • I can give advice using informal Spanish commands. • I understand that privacy is highly valued and reflected in the architecture of homes in Spain and Latin America. • I understand the architectural differences of homes in Spanish-speaking countries. 	<p>Vocabulary:</p> <p>Vocabulary about rooms in a house and household chores</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about the locations of rooms in a house
- Talk about furniture found in homes
- Talk about household chores
- Give advice to another person orally or in a written message

ACTFL Standard 1.2 Interpretive

- Read and listen to information about rooms in a house
- Read and listen to information about household chores
- Listen to and watch a video about a tree house in Costa Rica
- Read a letter asking for personal advice
- Read a real estate advertisement

ACTFL Standard 1.3 Presentational

- Present information about household chores
- Present information about rooms in a house

ACTFL Standard 2.1 Practices to Perspectives

- Describe how architecture design promotes privacy in Spanish-speaking countries

ACTFL Standard 2.2 Products to Perspectives

- Describe *patios* in Spain and the Americas
- Explain the use of home features such as patios

ACTFL Standard 3.1 Making Connections

- Making connections about different currency in Spanish-Speaking countries

ACTFL Standard 4.1 Language

- Talk about the recognition of cognates
- Explain the use of *tú* commands
- Explain the progressive tense
- Explain the pronunciation of *n* and *ñ*

ACTFL Standard 4.2 Cultural

- Compare idioms for names of house sections

Students will know:

Vocabulary about rooms in a house and household chores

Cultural focus:

Cultura - El patio (Discussing the significance of patios to architecture of homes in Spain) p. 303

Perspectivas del mundo hispano ¿Cómo son las casas en el mundo hispano? (Discussing the architectural features of homes in Spanish-speaking countries and family privacy) p. 314

Students will be able to:

Use affirmative *tú* commands; the present progressive tense

Understand and respond to the following questions:

¿Qué estás haciendo? ¿Dónde vives? ¿Cómo es tu casa? ¿Cuáles son tus quehaceres?

Common Summative Assessments:

Examen del Capítulo 6B

Assured Formative:

Grammar 6B Assessment

Texts/Materials:

Unit 6B of *Auténtico*. New York: Pearson, 2018. Web.

Ancillary materials from *Auténtico*

Para Hispanohablantes: Ancillary para hispanohablantes by Savvas

Unit 7A : **De compras Capítulo 7A ¿Cuánto cuesta?**

Time frame: 5 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I listen to conversations and read about clothes and shopping? • How do I talk and write about shopping plans and gifts? • How do I exchange information while purchasing an item of clothing? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can talk about shopping using clothing vocabulary in Spanish, and expressions such as “¿Cómo me queda(n)? and Te queda(n)...” • I can talk about my shopping plans using the expressions “Prefiero...”, “Quiero...” and “Pienso...” • I can ask for and understand the price of items using Spanish numbers, ¿Cuánto cuesta(n), and Cuesta(n). 	<p>Vocabulary:</p> <p>Vocabulary about clothing; shopping; numbers 200-1,000</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
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Standards:

ACTFL Standard 1.1 Interpersonal

- Talk about shopping and clothes
- Talk about preferences and plans

ACTFL Standard 1.2 Interpretive

- Read and listen to information about shopping and clothes
- Listen to and watch a video about shopping and clothes
- Read about preferences and plans

ACTFL Standard 1.3 Presentational

- Present information about shopping and clothes
- Present information about money and currency
- Present information about preferences and plans

ACTFL Standard 2.1 Practices to Perspectives

- Explain etiquette of dress at social functions
- Describe the growing influence of Latin American fashion designers

ACTFL Standard 2.2 Products to Perspectives

- Discuss currency in Spanish-speaking countries

ACTFL Standard 3.1 Making Connections

- Reinforce mathematics skills

ACTFL Standard 4.1 Language

- Explain the pronunciation of the letter z
- Discuss verbs *pensar*, *querer*, and *preferir*
- Discuss demonstrative adjectives
- Discuss a non-verbal expression for “That’s expensive!”

Students will know:

Vocabulary about clothing; shopping; numbers 200-1,000

Cultural focus:

Cultura - El dinero de Bolivia, Perú, y Costa Rica (Discussing different currency and exchange rates) p. 328

Students will be able to:

Use stem-changing verbs: *pensar*, *querer*, and *preferir*; demonstrative adjectives

Understand and respond to the following questions:

¿En qué puedo servirle? ¿Cuántos cuesta(n)? ¿Cómo me queda(n)? ¿Cómo te queda(n)?

Common Summative Assessments:

Examen del Capítulo 7A

Assured Formative:

Vocab 7A Assessment

Texts/Materials: Unit 7A of *Auténtico*. New York: Pearson, 2018. Web.

Ancillary materials from *Auténtico*.

Para Hispanohablantes: Ancillary para hispanohablantes by Savvas

<p>Time frame 3 weeks</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I listen to and read about gifts and gift stores? • How do I talk and write about items you've bought and their price? • How do I discuss gifts and price? • How do I explain the role of markets and specialty stores in Spanish-speaking countries? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • I can talk about buying gifts and places to shop using Spanish vocabulary for accessories and specialty stores. • I can talk about items I bought and how much I paid using the preterite tense (busqué, compré y pagué) and direct object pronouns (lo, las, los, las). • I can give opinions about gifts and prices using Spanish expressions: ¡Qué barato! y ¡Qué caro! • I understand the cultural difference of shopping at malls / department stores vs speciality stores. 	<p>Vocabulary: Vocabulary about places to shop; gifts; accessories; buying and selling</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
<p>Standards:</p> <p>ACTFL Standard 1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk and write messages about shopping and gifts • Talk about stores and malls • Talk about leisure activities, work, and chores in the past • Talk about things using direct object pronouns <p>ACTFL Standard 1.2 Interpretive</p> <ul style="list-style-type: none"> • Read and listen to information about stores and malls • Read and listen to information about shopping and gifts • Listen to and watch a video about shopping for gifts in <i>El Rastro</i> • Read a jewelry store advertisement • Listen to information about work and chores <p>ACTFL Standard 1.3 Presentational</p> <ul style="list-style-type: none"> • Present information about shopping and gifts • Present information about stores and malls 			

ACTFL Standard 2.1 Practices to Perspectives

- Explain contrast of specialty shops and malls

ACTFL Standard 2.2 Products to Perspectives

- Discuss Madrid's flea market, *El Rastro*
- Discuss that the Euro is the currency of Spain

ACTFL Standard 4.1 Language

- Talk about vocabulary through the recognition of cognates
- Discuss nouns that end in *-ería*
- Explain forming the preterite tense of *-ar* verbs
- Discuss the preterite of verbs ending in *-car* and *-gar*
- Discuss the pronunciation of *qué* & *gué*
- Discuss the use of direct object pronouns

ACTFL Standard 4.2 Cultural

- Compare local flea markets to *El Rastro*

Students will know:

Vocabulary about places to shop; gifts; accessories; buying and selling

Cultural focus:

Cultura - Los centros comerciales y los grandes almacenes (Discussing the difference between malls, department stores and speciality stores) p. 350

Cultura - El rastro de Madrid (Discussing the most famous flea market in Spain) p. 363

Students will be able to:

Use preterite of *-ar*, *-car*, and *-gar* verbs; direct object pronouns *lo*, *la*, *los*, *las*.

Understand and respond to the following questions:

¿Qué hiciste el fin de semana pasado? ¿Qué compraste? ¿Cuánto pagaste? ¿Qué venden en...?

Assured Formative:

Grammar del Capítulo 7B

Texts/Materials:

- Unit 7B of *Auténtico*. New York: Pearson, 2018. Web.
- Ancillary materials from *Auténtico*.
- Para Hispanohablantes: Ancillary para hispanohablantes by Savvas

Unit 8A: **Experiencias Capítulo 8A De vacaciones**

Time frame 3 weeks	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I interpret (listen to and read) information about trips and vacations? How do I talk and write about past favorite and imaginary trips? 	<p>Big Ideas:</p> <ul style="list-style-type: none"> I can talk about places I would like to see during my vacation (Me gustaría ver...), activities to do, and modes of transportation. I can talk about past vacations and activities using the preterite tense (Yo fui a...) 	<p>Vocabulary:</p> <p>Vocabulary about vacation places and activities; modes of transportation</p> <p>*Refer to appendix for complete list of vocabulary terms associated with this unit.</p>
<p>Standards:</p> <p>ACTFL Standard 1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk about: travel and vacation activities; leisure activities, Talk and write messages about: travel plans; local attractions in a community <p>ACTFL Standard 1.2 Interpretive</p> <ul style="list-style-type: none"> Read and listen to information about: travel and vacations Listen to Read: a version of "Goldilocks and the Three Bears"; <p>ACTFL Standard 3.1 Making Connections</p> <ul style="list-style-type: none"> Reinforce geography skills <p>ACTFL Standard 4.1 Language</p> <ul style="list-style-type: none"> Talk about vocabulary through the recognition of cognates; the preterite of <i>-er</i> and <i>-ir</i> verbs Explain: the irregular preterite form of the verb <i>ir</i>; <i>-ar</i> verbs 			
Students will know: Vocabulary about vacation places and activities; modes of transportation			
<p>Students will be able to:</p> <p>Use the preterite of <i>-er</i> and <i>-ir</i> verbs, the preterite of <i>ir</i>; preterite of <i>ver</i>, <i>hacer</i> and <i>dar</i></p> <p>¿Cómo lo pasaste? ¿Qué hiciste? ¿Qué te pasó? ¿Te gustó? ¿Viste...?</p>			
<p>Common Summative Assessments:</p> <p>Grade 8 Final Benchmark (7B & 8A combined)</p>			
Assured Formative:			

Vocabulario del Capítulo 8A
Texts/Materials: <ul style="list-style-type: none">• Unit 8A of <i>Auténtico</i>. New York: Pearson, 2018. Web.• Ancillary materials from <i>Auténtico</i>.
Para Hispanohablantes: Ancillary para hispanohablantes by Savvas

Repaso del capítulo (Nivel 1/A, pág. 46)

Vocabulario y gramática

para hablar sobre actividades

bailar	to dance
cantar	to sing
correr	to run
dibujar	to draw
escribir cuentos	to write stories
escuchar música	to listen to music
esquiar	to ski
hablar por teléfono	to talk on the phone
ir a la escuela	to go to school
jugar videojuegos	to play video games
leer revistas	to read magazines
montar en bicicleta	to ride a bicycle
montar en monopatín	to skateboard
nadar	to swim
pasar tiempo con amigos	to spend time with friends
patinar	to skate
practicar deportes	to play sports
tocar la guitarra	to play the guitar
trabajar	to work
usar la computadora	to use the computer
ver la tele	to watch television

para decir lo que te gusta hacer

(A mí) me gusta ____.	I like to ____.
(A mí) me gusta más ____.	I like to ____ better. (I prefer to ____).
(A mí) me gusta mucho ____.	I like to ____ a lot.
A mí también.	Me too.

para decir lo que no te gusta hacer

(A mí) no me gusta ____.	I don't like to ____.
(A mí) no me gusta nada ____.	I don't like to ____ at all.
A mí tampoco.	I don't (like to) either.

para preguntar a otros qué les gusta hacer

¿Qué te gusta hacer?	What do you like to do?
¿Qué te gusta más?	What do you like (prefer) better?
¿Te gusta ____?	Do you like to ____?
¿Y a ti?	And you?

otras palabras y expresiones útiles

más	more
ní...ní	neither...nor, not...or
o	or
pues...	well...
sí	yes
también	also, too
y	and

● Más práctica

Practice Workbook Puzzle 1A-8
Practice Workbook Organizer 1A-9

Repaso del capítulo

Para prepararte para el examen, revisa si...

- te sabes el vocabulario nuevo y la gramática.
- puedes hacer las actividades de la página 29.

Repaso del capítulo (Nivel 1/A, pág. 70)

Vocabulario y gramática

para hablar acerca de cómo eres y cómo son los demás

artístico, -a	artistic
atrevido, -a	daring
bueno, -a	good
deportista	sports-minded
desordenado, -a	messy
estudioso, -a	studious
gracioso, -a	funny
impaciente	impatient
inteligente	intelligent
ordenado, -a	neat
paciente	patient
perezoso, -a	lazy
reservado, -a	reserved, shy
serio, -a	serious
simpático, -a	nice, friendly
sociable	sociable
talentoso, -a	talented
trabajador, -ora	hardworking

para preguntar a los demás acerca de ellos mismos o de alguien más

¿Cómo eres?	What are you like?
¿Cómo es?	What is he / she like?
¿Cómo se llama?	What's his / her name?
¿Eres...?	Are you...?

para hablar acerca de lo que le gusta o no le gusta a alguien

le gusta...	he / she likes...
no le gusta...	he / she doesn't like...

para describir a alguien

soy	I am
no soy	I am not
es	he / she is

para decir de quién hablas

el amigo	male friend
la amiga	female friend

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes responder a las preguntas de la página 49.

el chico	boy
la chica	girl
la familia	family
yo	I
él	he
ella	she

otras palabras útiles

a veces	sometimes
muy	very
pero	but
según	according to
según mi familia	according to my family

adjetivos

Masculino	Femenino
ordenado	ordenada
trabajador	trabajadora
paciente	paciente
deportista	deportista

artículos definidos

el	the
la	the

artículos indefinidos

un	a, an
una	a, an

• Más práctica

Practice Workbook Puzzle 1B-8
Practice Workbook Organizer 1B-9

Repaso del capítulo (Nivel 1/A, pág. 96)

Vocabulario y gramática

para hablar acerca de tu día en la escuela

el almuerzo	lunch
la clase	class
la clase declass
arte	art
español	Spanish
ciencias naturales	science
ciencias sociales	social studies
educación física	physical education
inglés	English
matemáticas	mathematics
tecnología	technology/ computers
el horario	schedule
en la ... hora	in the ... hour (class period)
la tarea	homework

para describir actividades de la escuela

enseñar	to teach
estudiar	to study
hablar	to talk

para hablar acerca del orden de las cosas

*primero, -a	first
segundo, -a	second
*tercero, -a	third
cuarto, -a	fourth
quinto, -a	fifth
sexto, -a	sixth
séptimo, -a	seventh
octavo, -a	eighth
noveno, -a	ninth
décimo, -a	tenth

* Cambia a *primer* y *tercer* antes de un sustantivo masculino en singular.

para hablar acerca de las cosas que necesitas en la escuela

la calculadora	calculator
la carpeta de argollas	three-ring binder
el diccionario	dictionary
necesito	I need
necesitas	you need

para describir tus clases

aburrido, -a	boring
difícil	difficult
divertido, -a	amusing, fun
fácil	easy
favorito, -a	favorite
interesante	interesting
práctico, -a	practical
más ... que	more ... than

otras palabras útiles

a ver	let's see
¿Quién?	Who?
para	for
mucho	a lot
(yo) tengo	I have
(tú) tienes	you have

Pronombres personales

yo	I	nosotros	we
		nosotras	we
tú	you (fam.)	vosotros	we
usted (Ud.)	you (form.)	ustedes (Uds.)	you
él	he	ellos	they
ella	she	ellas	they

hablar

hablo	hablamos
hablas	habláis
habla	hablan

• Más práctica

Practice Workbook Puzzle 2A-8
Practice Workbook Organizer 2A-9

Repaso del capítulo (Nivel 1/A, pág. 120)

Vocabulario y gramática

para hablar acerca de artículos de la sala de clases

la bandera	flag
el cartel	poster
la computadora	computer
la mochila	bookbag, backpack
la pantalla	(computer) screen
la papelería	wastepaper basket
el ratón	(computer) mouse
el reloj	clock
el sacapuntas	pencil sharpener
el teclado	(computer) keyboard

para hablar acerca de los muebles de la sala de clases

el escritorio	desk
la mesa	table
la silla	chair

para hablar acerca de las partes de una sala de clases

la puerta	door
la sala de clases	classroom
la ventana	window

para indicar un lugar

al lado de la / del	next to, beside
allí	there
aquí	here
debajo de la / del	underneath
delante de la / del	in front of

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 89.

detrás de la / del	behind
¿Dónde?	Where?
en	in, on
encima de la / del	on top of

para expresar posesión

de	of
mí	my
tu	your

para identificar (descripción, cantidad)

Es un(a)...	It's a ...
Hay	There is, There are
¿Qué es esto?	What is this?

estar

estoy	estamos
estás	estáis
está	están

Para identificar el género y el número de los nombres

los, las	the
unos, unas	some

● Más práctica

- Practice Workbook Puzzle 2B-8
- Practice Workbook Organizer 2B-9

Repaso del capítulo (Nivel 1/A, pág. 144)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 145.

para hablar acerca del desayuno

en el desayuno	for breakfast
el cereal	cereal
el desayuno	breakfast
los huevos	eggs
el pan	bread
el pan tostado	toast
el plátano	banana
la salchicha	sausage
el tocino	bacon
el yogur	yogurt

para hablar acerca del almuerzo

en el almuerzo	for lunch
la ensalada	salad
la ensalada de frutas	fruit salad
las fresas	strawberries
la galleta	cookie
la hamburguesa	hamburger
el jamón	ham
la manzana	apple
la naranja	orange
las papas fritas	French fries
el perrito caliente	hot dog
la pizza	pizza
el queso	cheese
el sándwich de jamón y queso	ham and cheese sandwich
la sopa de verduras	vegetable soup

para hablar acerca de las bebidas

el agua	water
el café	coffee
el jugo de manzana	apple juice
el jugo de naranja	orange juice
la leche	milk
la limonada	lemonade
el refresco	soft drink
el té	tea
el té helado	iced tea

para hablar sobre comer y beber

beber	to drink
comer	to eat

la comida	food, meal
compartir	to share

para expresar frecuencia

nunca	never
siempre	always
todos los días	every day

para decir que te gusta / te encanta algo

Me / Te encanta(n) ____.	I / You love (____).
Me / Te gusta(n) ____.	I / You like (____).

otras palabras útiles

comprender	to understand
con	with
¿Cuál?	Which? What?
más o menos	more or less
por supuesto	of course
¡Qué asco!	How awful!
sin	without
¿Verdad?	Right?

Presente de los verbos terminados en -er

como	comemos
comes	coméis
come	comen

Presente de los verbos terminados en -ir

comparto	compartimos
compartes	compartís
comparte	comparten

• Más práctica

Practice Workbook Puzzle 3A-8

Practice Workbook Organizer 3A-9

Repaso del capítulo (Nivel 1/A, pág. 168)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 129.

para hablar acerca de comidas y bebidas

la cena	dinner
el bistec	beefsteak
la carne	meat
el pescado	fish
el pollo	chicken
la cebolla	onion
los guisantes	peas
las judías verdes	green beans
la lechuga	lettuce
las papas	potatoes
los tomates	tomatoes
las uvas	grapes
las zanahorias	carrots
el arroz	rice
los cereales	grains
los espaguetis	spaghetti
las grasas	fats
la mantequilla	butter
el helado	ice cream
los pasteles	pastries
las bebidas	beverages

para hablar acerca de tener hambre o sed

Tengo hambre.	I'm hungry.
Tengo sed.	I'm thirsty.

para hablar acerca de la salud

caminar	to walk
hacer ejercicio	to exercise
(yo) hago	I do
(tú) haces	you do
levantar pesas	to lift weights
para la salud	for one's health
para mantener la salud	to maintain one's health

para indicar una preferencia

(yo) prefiero	I prefer
(tú) prefieres	you prefer
deber	should, must

para indicar acuerdo o desacuerdo

creer	to think
Creo que...	I think...
Creo que sí / no.	I (don't) think so.
(No) estoy de acuerdo.	I (don't) agree.

para preguntar o dar una respuesta

¿Por qué?	Why?
porque	because

para expresar cantidad

algo	something
muchos, -as	many
todos, -as	all

para describir algo

horrible	horrible
malo, -a	bad
sabroso, -a	tasty, flavorful

otras palabras útiles

cada día	every day
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El plural de los adjetivos

Masculino Singular / Plural	Femenino Singular / Plural
sabroso / sabrosos	sabrosa / sabrosas
popular / populares	popular / populares

ser to be

soy	somos
eres	sois
es	son

● Más práctica

Practice Workbook Puzzle 3B-8
Practice Workbook Organizer 3B-9

Repaso del capítulo

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 149.

Para hablar acerca de actividades de descanso

ir de compras	to go shopping
ver una película	to see a movie
la lección de piano	piano lesson (class)
Me quedo en casa.	I stay at home.

Para hablar acerca de lugares

la biblioteca	library
el café	café
el campo	countryside
la casa	home, house
en casa	at home
el centro comercial	mall
el cine	movie theater
el gimnasio	gym
la iglesia	church
la mezquita	mosque
las montañas	mountains
el parque	the park
la piscina	swimming pool
la playa	beach
el restaurante	restaurant
la sinagoga	synagogue
el templo	temple, Protestant church
el trabajo	work, job

Para decir adónde vas

a	to (prep.)
a la, al (a + el)	to the
¿Adónde?	(To) Where?
a casa	(to) home

Para decir con quién vas

¿Con quién?	With whom?
con mis/tus amigos	with my/your friends
solo, -a	alone

Para decir cuándo

¿Cuándo?	When?
después	afterwards
después (de)	after
los fines de semana	on weekends
los lunes, los martes...	on Mondays, on Tuesdays...
tiempo libre	free time

Para decir de dónde es una persona

¿De dónde eres?	Where are you from?
de	from, of

Para indicar con qué frecuencia

generalmente	generally
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Otras palabras y expresiones útiles

¡No me digas!	You don't say!
para + infinitivo	in order to + infinitive

ir to go

voy	vamos
vas	vais
va	van

• Más práctica

Practice Workbook Puzzle 4A-8
Practice Workbook Organizer 4A-9

Repaso del capítulo (Nivel 1/A, pág. 218)

Vocabulario y gramática

Para hablar acerca de actividades en el tiempo libre

el baile	dance
el concierto	concert
la fiesta	party
el partido	game, match
ir + a + infinitivo	to be going to + verb
ir de camping	to go camping
ir de pesca	to go fishing
jugar al básquetbol	to play basketball
jugar al béisbol	to play baseball
jugar al fútbol	to play soccer
jugar al fútbol americano	to play football
jugar al golf	to play golf
jugar al tenis	to play tennis
jugar al vóleybol	to play volleyball
(yo) sé	I know (how)
(tú) sabes	you know (how)

Para describir cómo se siente alguien

cansado, -a	tired
contento, -a	happy
enfermo, -a	sick
mal	bad, badly
ocupado, -a	busy
triste	sad

Para decir a qué hora sucede algo

¿A qué hora?	(At) what time?
a la una	at one (o'clock)
a las ocho	at eight (o'clock)
de la mañana	in the morning
de la noche	in the evening, at night
de la tarde	in the afternoon
este fin de semana	this weekend

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página (Nivel 1/A, pág. 219).

esta noche	this evening
esta tarde	this afternoon

Para extender, aceptar o rechazar una invitación

conmigo	with me
contigo	with you
(yo) puedo	I can
(tú) puedes	you can
¡Ay! ¡Qué penal!	Oh! What a shame!
¡Genial!	Great!
lo siento	I'm sorry
¡Oye!	Hey!
¡Qué buena idea!	What a good/nice idea!
(yo) quiero	I want
(tú) quieres	you want
¿Te gustaría?	Would you like?
Me gustaría	I would like
Tengo que ____.	I have to ____.

Otras palabras y expresiones útiles

demasiado	too
entonces	then
un poco (de)	a little

Jugar (a) to play (games, sports)

juego	jugamos
juegas	jugáis
juega	juegan

• Más práctica

Practice Workbook Puzzle 4B-8
Practice Workbook Organizer 4B-9

Repaso del capítulo (Nivel 1/B, pág. 244)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 189.

para hablar acerca de los miembros de la familia

los abuelos	grandparents
el abuelo	grandfather
la abuela	grandmother
el esposo, la esposa	husband, wife
los hermanos	brothers; brother(s) and sister(s)
el hermano	brother
la hermana	sister
el hermanastro	stepbrother
la hermanastra	stepsister
los hijos	children; sons
el hijo	son
la hija	daughter
los padres (papás)	parents
el padre (papá)	father
la madre (mamá)	mother
el padrastro	stepfather
la madrastra	stepmother
los primos	cousins
el primo	(male) cousin
la prima	(female) cousin
los tíos	uncles; aunt(s) and uncle(s)
el tío	uncle
la tía	aunt

para hablar acerca de las edades y compararlas

¿Cuántos años tiene(n) ___?	How old is / are ___?
Tiene(n) ___ años.	He / She is / They are ___ (years old).
mayor <i>pl.</i> mayores	older
menor <i>pl.</i> menores	younger

para hablar acerca de las personas

la persona	person
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para nombrar animales

el gato	cat
el perro	dog

para conversar sobre los gustos de las personas

(a + persona) le gusta(n) / le encanta(n)	he / she likes / loves
---	------------------------

para describir actividades que se hacen en fiestas

abrir	to open
celebrar	to celebrate
decorar	to decorate
las decoraciones	decorations
hacer un video	to videotape
el video	video
preparar	to prepare
romper	to break
sacar fotos	to take photos
la foto	photo
la cámara	camera

para conversar sobre las fiestas

el cumpleaños	birthday
¡Feliz cumpleaños!	Happy birthday!
los dulces	candy
la flor <i>pl.</i> las flores	flower(s)
el globo	balloon
la luz <i>pl.</i> las luces	light(s)
el papel picado	cut-paper decorations
el pastel	cake
la piñata	piñata
el regalo	gift, present

otras palabras útiles

que	who, that
sólo	only

para expresar posesión o relación tener to have

tengo	tenemos
tienes	tenéis
tiene	tienen

adjetivos posesivos

mi(s) my	nuestro(s), -a(s) our
tu(s) your	vuestro(s), -a(s) your (pl.)
su(s) your (formal), his, her, its	su(s) your (pl.), their

• Más práctica

Practice Workbook Puzzle 5A-8
Practice Workbook Organizer 5A-9

Repaso del capítulo (Nivel 1/B, pág. 268)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 269.

para hablar acerca de las personas

el hombre	man
la mujer	woman
el joven	young man
la joven	young woman

para describir personas y cosas

alto, -a	tall
bajo, -a	short (<i>stature</i>)
corto, -a	short (<i>length</i>)
guapo, -a	good-looking
joven	young
largo, -a	long
viejo, -a	old
el pelo	hair
canoso	gray
castaño	brown (<i>chestnut</i>)
negro	black
rubio	blond
pelirrojo, -a	red-haired

para hablar acerca de cómo se siente una persona

tener calor	to be warm
tener frío	to be cold
tener sueño	to be sleepy

para hablar acerca de la comida

delicioso, -a	delicious
desear	to want
pedir (<i>e</i> → <i>i</i>)	to order
el plato principal	main dish
de plato principal	as a main dish
el postre	dessert
de postre	for dessert
rico, -a	rich, tasty

para describir objetos para poner la mesa

el azúcar	sugar
la cuchara	spoon
el cuchillo	knife

la pimienta

el plato	plate, dish
la sal	salt
la servilleta	napkin
la taza	cup
el tenedor	fork
el vaso	glass

para hablar de comer afuera

el camarero,	waiter, waitress
la camarera	
la cuenta	bill
el menú	menu

para expresar necesidades

Me falta(n)...	I need
Quisiera	I would like
traer	to bring
Le traigo...	I will bring you...
¿Me trae...?	Will you bring me...?
yo traigo	I bring

otras palabras útiles

ahora	now
¿Algo más?	Anything else?
De nada.	You are welcome.
otro, -a	other, another
¿Qué + <i>adjetivo</i> !	How...!

venir to come

vengo	venimos
vienes	venís
viene	vienen

● Más práctica

Practice Workbook Puzzle 5B-8

Practice Workbook Organizer 5B-9

Capítulo
6A

Repaso del capítulo (Nivel 1/B, pág. 294)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 229.

para hablar acerca de los objetos en un dormitorio

la alfombra	rug
el armario	closet
la cama	bed
la cómoda	dresser
las cortinas	curtains
el cuadro	painting
el despertador	alarm clock
el dormitorio	bedroom
el espejo	mirror
el estante	shelf, bookshelf
la lámpara	lamp
la mesita	night table
la pared	wall

para hablar acerca de equipos electrónicos

el disco compacto	compact disc
el equipo de sonido	sound (stereo) system
el lector DVD	DVD player
el televisor	television set
el video	video

para hablar acerca de los colores

¿De qué color...?	What color?
los colores	colors
amarillo, -a	yellow
anaranjado, -a	orange
azul	blue
blanco, -a	white
gris	gray
marrón	brown
morado, -a	purple
negro, -a	black
rojo, -a	red
rosado, -a	pink
verde	green

para describir algo

bonito, -a	pretty
feo, -a	ugly
grande	large
importante	important

mismo, -a	same
pequeño, -a	small
propio, -a	own

para indicar el lugar

a la derecha (de)	to the right (of)
a la izquierda (de)	to the left (of)

para comparar

mejor(es) que	better than
el/la mejor;	the best
los/las mejores	
menos ... que	less, fewer...than
peor(es) que	worse than
el/la peor;	the worst
los/las peores	

otras palabras útiles

la cosa	thing
para mí	in my opinion, for me
para ti	in your opinion, for you
la posesión	possession

verbos con cambios en el radical:

dormir y poder

duermo	dormimos
duermes	dormís
duerme	duermen

puedo	podemos
puedes	podéis
puede	pueden

• Más práctica

Practice Workbook Puzzle 6A-8
Practice Workbook Organizer 6A-9

Repaso del capítulo (Nivel 1/B, pág. 318)

Vocabulario y gramática

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 249.

para hablar acerca de dónde vive una persona

cerca (de)	close (to), near
lejos (de)	far (from)
vivir	to live

para hablar acerca de las casas o los apartamentos

el apartamento	apartment
el baño	bathroom
la cocina	kitchen
el comedor	dining room
el cuarto	room
el despacho	home office
la escalera	stairs, stairway
el garaje	garage
el piso	story, floor
la planta baja	ground floor
el primer piso	second floor
la sala	living room
el segundo piso	third floor
el sótano	basement

para nombrar los quehaceres de la casa

arreglar (el cuarto)	to straighten up the room
ayudar	to help
cocinar	to cook
cortar el césped	to cut the lawn
dar (yo doy, tú das)	to give
dar de comer al perro	to feed the dog
hacer la cama	to make the bed
lavar (el coche, los platos, la ropa)	to wash (the car, the dishes, the clothes)
limpiar el baño	to clean the bathroom
pasar la aspiradora	to vacuum
poner	to put, place
(yo pongo, tú pones)	
poner la mesa	to set the table
los quehaceres	chores
quitar el polvo	to dust
sacar la basura	to take out the trash

para describir artículos de la casa

limpio, -a	clean
sucio, -a	dirty

otras palabras útiles

bastante	enough; rather
¿Cuáles?	Which (ones)?
el dinero	money
un momento	a moment
¿Qué estás haciendo?	What are you doing?
recibir	to receive
si	if, whether

mandatos afirmativos con tú

Para los verbos regulares, usa la forma

Ud. / él / ella.

-ar:	habla
-er:	lee
-ir:	escribe

Para *hacer* y *poner*:

hacer	haz
poner	pon

el presente progresivo

Usa el presente de *estar* + el gerundio para decir que estás haciendo algo en este momento.

gerundios:

-ar:	radical + -ando → lavando
-er:	radical + -iendo → comiendo
-ir:	radical + -iendo → escribiendo

● Más práctica

Practice Workbook Puzzle 6B-8

Practice Workbook Organizer 6B-9

Capítulo
7A

Repaso del capítulo (Nivel 1/B, pág. 342)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 343.

para hablar acerca de las compras

buscar	to look for
comprar	to buy
el dependiente, la dependiente	salesperson
¿En qué puedo servirle?	How can I help you?
entrar	to enter
la tienda	store
la tienda de ropa	clothing store

para hablar acerca de la ropa

el abrigo	coat
la blusa	blouse
las botas	boots
los calcetines	socks
la camisa	short
la camiseta	T-shirt
la chaqueta	jacket
la falda	skirt
la gorra	cap
los jeans	jeans
los pantalones	pants
los pantalones cortos	shorts
la sudadera	sweatshirt
el suéter	sweater
el traje	suit
el traje de baño	swimsuit
el vestido	dress
los zapatos	shoes
¿Cómo me/te queda(n)?	How does it (do they) fit (me/you)?
Me/te queda(n) bien/mal.	It fits (They fit) me/ you well/poorly.
llevar	to wear
nuevo, -a	new

otras palabras útiles

quizás	maybe
Perdón.	Excuse me.
¡Vamos!	Let's go!

para hablar acerca de los precios

¿Cuánto cuesta(n)...?	How much does (do)...cost?
costar (o → ue)	to cost

el precio	price
tanto	so much
doscientos, -as	two hundred
trescientos, -as	three hundred
cuatrocientos, -as	four hundred
quinientos, -as	five hundred
seiscientos, -as	six hundred
setecientos, -as	seven hundred
ochocientos, -as	eight hundred
novecientos, -as	nine hundred
mil	a thousand

para indicar si alguien tiene razón

tener razón	to be correct
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para indicar objetos específicos

los/las dos	both
este, esta	this
estos, estas	these
ese, esa	that
esos, esas	those

pensar to think, to plan

pienso	pensamos
piensas	pensáis
piensa	piensan

preferir to prefer

prefiero	preferimos
prefieres	preferís
prefiere	prefieren

querer to want

quiero	queremos
quieres	queréis
quiere	quieren

• Más práctica

Practice Workbook Puzzle 7A-8

Practice Workbook Organizer 7A-9

Repaso del capítulo (Nivel 1/B, pág. 370)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 371.

para hablar acerca de los lugares adonde vas de compras

el almacén	department store
pl. los almacenes	
en la Red	online
la joyería	jewelry store
la librería	bookstore
la tienda de descuentos	discount store
la tienda de electrodomésticos	household appliance store
la zapatería	shoe store

para hablar acerca de regalos que podrías comprar

el anillo	ring
los anteojos de sol	sunglasses
los aretes	earrings
el bolso	purse
la cadena	chain
la cartera	wallet
el collar	necklace
la corbata	tie
los guantes	gloves
el llavero	key chain
el perfume	perfume
la pulsera	bracelet
el reloj pulsera	watch
el software	software

para hablar acerca de quién puede recibir un regalo

el novio	boyfriend
la novia	girlfriend

para hablar acerca de comprar y vender

barato, -a	inexpensive, cheap
caro, -a	expensive
mirar	to look (at)
pagar (por)	to pay (for)
vender	to sell

para hablar acerca de tiempo pasado

anoche	last night
el año pasado	last year
ayer	yesterday
hace + time expression	...ago
la semana pasada	last week

otras expresiones útiles

¡Uf!	Ugh! Yuck!
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pretérito de verbos regulares terminados en -ar

compré	compramos
compraste	comprasteis
compró	compraron

pretérito de verbos terminados en -car y -gar

Estos verbos sufren un cambio de ortografía en la forma yo del pretérito.

buscar c → qu	yo busqué
pagar g → gu	yo pagué
jugar g → gu	yo jugué

pronombres de objeto directo

SINGULAR	PLURAL
M. lo it	los them
F. la it	las them

Más práctica

- Practice Workbook Puzzle 7B-8
- Practice Workbook Organizer 7B-9

Repaso del capítulo (Nivel 1/B, pág. 396)

Vocabulario y gramática

Repaso del capítulo

Para prepararte para el examen, revisa si...

- conoces el vocabulario nuevo y la gramática.
- puedes realizar las tareas de la página 309.

para hablar acerca de lugares para visitar durante las vacaciones

la ciudad	city
el estadio	stadium
el lago	lake
el lugar	place
el mar	sea
el monumento	monument
el museo	museum
el país	country
el parque de diversiones	amusement park
el parque nacional	national park
el teatro	theater
la obra de teatro	play
el zoológico	zoo

para hablar acerca de cosas para ver en las vacaciones

el animal	animal
el árbol	tree
la atracción	attraction(s)
pl. las atracciones	
el mono	monkey
el oso	bear
el pájaro	bird

para hablar acerca de cosas para hacer en las vacaciones

aprender (a)	to learn
bucear	to scuba dive/snorkel
(comprar) recuerdos	(to buy) souvenirs
descansar	to rest, to relax
montar a caballo	to ride horseback
pasear en bote	to go boating
tomar el sol	to sunbathe
visitar	to visit

para hablar acerca de maneras de viajar

en	by
el autobús	bus
el avión	airplane
el barco	boat, ship
el tren	train

para hablar acerca de tus vacaciones

el boleto	ticket
como	like, such as

¿Cómo lo pasaste? How was it (for you)?

dime	tell me
fantástico, -a	fantastic
Fue un desastre.	It was a disaster.
el hotel	hotel
impresionante	impressive
ir de vacaciones	to go on vacation
Me gustó.	I liked it.
¿Qué hiciste?	What did you do?
¿Qué te pasó?	What happened to you?
regresar	to return
salir	to leave, to go out
¿Te gustó?	Did you like it?
tremendo, -a	tremendous
vi	I saw
¿Viste...?	Did you see?
viajar	to travel
el viaje	trip

para expresar el tiempo

durante	during
tarde	late
temprano	early

pretérito de los verbos terminados en -er e -ir

aprendí	aprendimos
salí	salimos
aprendiste	aprendisteis
saliste	salisteis
aprendió	aprendieron
salíó	salieron

pretérito de ir

fui	fuimos
fuiste	fuisteis
fue	fueron

Más práctica

Practice Workbook Puzzle 8A-8

Practice Workbook Organizer 8A-9

Appendix B

Suggested Performance Based Projects

The following projects are ideas for the topics of each chapter, however these are evolving and can change from year to year depending on our student population, current events and resources available.

- ❖ Mi colegio/escuela
- ❖ Mi sala de clases
- ❖ Mi horario
- ❖ Todo sobre mí
- ❖ Árbol genealógico
- ❖ En un restaurante
- ❖ Mi Dormitorio
- ❖ Poema en diamante
- ❖ Una Casa
- ❖ En la tienda
- ❖ El Corte Inglés

*Here are two samples of projects we have completed in the past.

Tu sala de clases

TASK Your pen pal from Mexico is coming to visit your school. Write him or her a note describing your Spanish classroom.

- 1 **Prewrite** Sketch your classroom, showing and labeling the items you intend to describe.
- 2 **Draft** Write the first draft of your note. Use your sketch to remember which items you want to describe and where they are. Use the model to organize your draft.

Modelo

En mi sala de clases hay cuatro ventanas. Mi pupitre está delante del escritorio de la profesora. La bandera está al lado de la puerta. Las computadoras están encima de la mesa.

- 3 **Revise** Check your note for correct spelling, as well as for the categories under Evaluation. Share your note with a partner, who will check for the following:

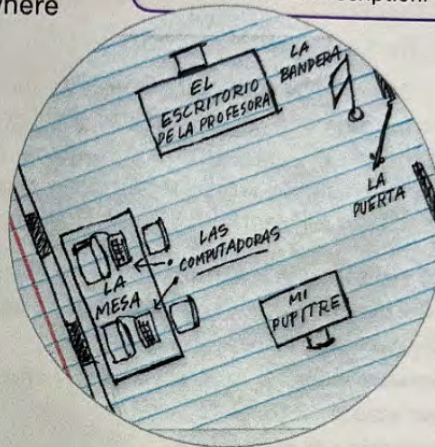
- Is your note easy to understand?
- Could you add other information?
- Are there any errors?

Rewrite your note making any necessary changes.

- 4 **Publish** Make a final copy of your note for display in the classroom or for your portfolio.
- 5 **Evaluation** The following rubric will be used to grade your note.

Strategy

Creating visuals Creating a sketch or a drawing can help you remember the things you want to write about in a description.



Capítulo 2B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
You use newly acquired vocabulary	You use very little variation of vocabulary with frequent usage errors.	You use limited use of vocabulary, but with some usage errors.	You use an extended variety of vocabulary with very few usage errors.
Correct use of the verb <i>estar</i>	You use many repetitions of incorrect verb forms.	You use frequent repetitions of incorrect verb forms.	You use very few incorrect verb forms.
Amount of information you provide	You provide information about two or fewer items in the classroom.	You provide information about three or fewer items in the classroom.	You provide information about four or more items in the classroom.

Project-Based Learning

Árbol genealógico con fotos y descripciones

Overview: Students create digital three-generation family trees, featuring photos of family members and brief descriptions under each photo. Then they present their family trees to the class, explaining the relationships on the tree and describing selected family members.

Resources: presentation, word processing, or page layout software, markers, photos, glue, scissors

Sequence: (suggestions for when to do each step appear throughout the chapters)



5A

Step 1. Review instructions so students know what's expected of them. Hand out the Theme 5 Project Instructions and the rubric.

Step 2. Students submit a rough sketch of their tree. Return the drafts with your suggestions. For grammar and vocabulary practice, ask students to partner and present their drafts to each other.

Step 3. Students create layout on their computers leaving room for photos and descriptions. Encourage them to work in pencil first and to try different arrangements before gluing photos or decorations. Students can create designs and decorations physically and then scan them to include.

5B

Step 4. Students submit a draft of the personal descriptions. Note your corrections and suggestions, then return drafts to students.

Step 5. Students present their family trees to the class, explaining the relationships and giving descriptions of family members.

Options

1. Students diagram a fictitious or famous family.
2. Students limit their tree to one set of grandparents.

Assessment

Here is a detailed rubric for assessing this project:

Theme 5 Project: *Árbol genealógico con fotos y descripciones*

Rubric	Score 1	Score 3	Score 5
Evidence of planning	You submitted no draft, created no layout.	You submitted the drafts and created the layout, but didn't correct them.	You submitted and corrected the draft, created the layout.
Use of illustrations	You included no photos or visuals.	You included very few photos or visuals.	You included several photos or visuals.
Presentation	You included some details and dialogue for characters.	You described yourself and at least two family members.	You described yourself and three or more family members.

SUGGESTED SAMPLE RUBRICS

Presentación oral and Presentación escrita Rubrics

The following rubrics are to be used to evaluate the *Presentación oral* and *Presentación escrita* in the *Auténtico* Student Edition.

TEMA 1

Capítulo 1A, Presentación oral

RUBRIC	Score 1	Score 3	Score 5
How much information you communicated	You mention one detailed example in each category.	You mention four activities and all three categories.	You mention five activities and all three categories.
How easily you are understood	You are difficult to understand and have many patterns of grammatical errors.	You are fairly easy to understand with occasional patterns of grammatical errors.	You are easy to understand and have very few patterns of grammatical errors.
How clearly and neatly your visuals match what you are saying	You include three visuals that clearly connect to activities.	You include four visuals that clearly connect to activities.	You include five visuals that clearly connect to activities.

Capítulo 1B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
Completion of task	You provide some of the required information.	You provide most of the required information.	You provide all of the required information.
Following the writing process	You provide only the prewrite questions.	You provide the prewrite questions and rough draft.	You provide the prewrite, rough draft, and final product.
Using adjectives correctly	You use only one adjective with grammar errors.	You use two adjectives with some grammar errors.	You use more than two adjectives with very few grammar errors

TEMA 2

Capítulo 2A, Presentación oral

RUBRIC	Score 1	Score 3	Score 5
How complete your preparation is	You have information written down but without use of the chart.	You used the chart, but only partially completed it.	You used the chart and provided all the information.
Amount of information you give	You described three classes but only provide one piece of information about each class.	You describe three classes but only provide two pieces of information about each class	You describe five classes and include all requested information.
How easily you are understood	You are very difficult to understand, using only isolated words and phrases.	You are understandable but have frequent errors in vocabulary and/or grammar.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.

Capítulo 2B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
You use newly acquired vocabulary	You use very little variation of vocabulary with frequent usage errors.	You use limited use of vocabulary, but with some usage errors.	You use an extended variety of vocabulary with very few usage errors.
Correct use of the verb <i>estar</i>	You use many repetitions of incorrect verb forms.	You use frequent repetitions of incorrect verb forms.	You use very few incorrect verb forms.
Amount of information you provide	You provide information about two or fewer items in the classroom.	You provide information about three or fewer items in the classroom.	You provide information about four or more items in the classroom.

TEMA 3

Capítulo 3A, Presentación oral

RUBRIC	Score 1	Score 3	Score 5
Completion of task	You ask or answer two questions during the conversation.	You ask or answer three questions during the conversation.	You asks or answer four or more questions during the conversation.
How easily you are understood	You are extremely difficult to understand. Your teacher could only recognize isolated words and phrases.	You are understandable, but have frequent errors in vocabulary and/or grammar that hinder your comprehensibility.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.
Your ability to keep the conversation going	You provide no conversational response or follow-up to what partner says.	You provide frequent response to follow-up to what your partner says.	You always provide a response to your partner, listen and ask follow-up questions, or volunteers additional information.

Capítulo 3B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
Completion of task	You included at least three suggestions for a healthy lifestyle.	You included at least four suggestions for a healthy lifestyle.	You included five or more suggestions for a healthy lifestyle.
Accurate use of vocabulary and grammar	You had very little variation of vocabulary use with many grammar errors.	You had limited use of vocabulary, and some grammar errors.	You had extended use of a variety of vocabulary with very few grammar errors.
Effective use of visuals	You included only three visuals that clearly connect to information.	You included four visuals that clearly connect to information.	You included five visuals that clearly connect to information.

TEMA 4

Capítulo 4A, Presentación oral

RUBRIC	Score 1	Score 3	Score 5
Completion of task	You ask or answer two questions.	You ask or answer three questions.	You ask or answer four or more questions.
Your ability to keep the conversation going	You have no conversational response or follow-up to what partner says.	You have frequent response to or follow-up to what partner says.	You always respond to partner, listen and ask follow-up questions.
How easily you are understood	You are very difficult to understand. Your teacher could only recognize isolated words and phrases.	You are understandable, but have frequent errors in vocabulary and/or grammar that hinder understanding.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.

Capítulo 4B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
Amount of information given	You give very few or no details or examples about locations and activities.	You give only a few details or examples about locations and activities.	You consistently give many details and examples about locations, times, and activities.
Use of vocabulary expressions	You have very little variation of vocabulary use with frequent incorrect usage.	You have limited usage of vocabulary; some usage errors.	You have extended use of vocabulary; few usage errors.
Accuracy of sentence structures	You have at least three sentences; many grammar errors.	You have at least three sentences; some grammar errors.	You have at least three sentences; very few grammar errors.

TEMA 5

Capítulo 5A, Presentación oral

RUBRIC	Score 1	Score 3	Score 5
How complete your preparation is	Your information is written down but without use of a chart.	You used the chart, but it is only partially completed.	You used the chart and provided all information.
How much information you communicate	You bring in one photo and provide all the information.	You bring in two photos and provide all the information.	You bring in three photos and provide all the information.
How easily you are understood	You are extremely difficult to understand. Your teacher could recognize only isolated words and phrases.	You are understandable but have frequent errors in vocabulary and/or grammar that hinder comprehensibility.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.

Capítulo 5B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
Completion of task	You provide information in three categories from word web.	You provide information in four categories from word web.	You provide information in five categories from word web.
Use of new and previously learned vocabulary	You use very limited and repetitive vocabulary.	You use only recently acquired vocabulary.	You use both recently acquired and previously learned vocabulary.
Accurate spelling/use of grammar	You have many patterns of misspelling and misuse of grammar.	You have frequently patterns of misspelling and misuse of grammar.	You have very few patterns of misspelling and misuse of grammar.
Correct use of verbs	You have many repetitions of incorrect verb forms.	You have frequent repetitions of incorrect verb forms.	You have very few incorrect verb forms.

TEMA 6

Capítulo 6A, Presentación oral

RUBRIC	Score 1	Score 3	Score 5
Completeness of presentation	You describe the room, but have no visual.	You describe the room with visual, but give no opinion.	You describe the room with a visual, and give your opinion.
Amount of information communicated	You include two categories from word web.	You include three categories from word web.	You include all four categories from word web.
How easily student is understood	You are extremely difficult to understand. Your teacher could only recognize isolated words and phrases.	You are understandable but have frequent errors in vocabulary and/or grammar that hinders comprehensibility.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.

Capítulo 6B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
Neatness and attractiveness	You use no visual and your ad contains visible error corrections and smudges.	You use a visual, but your ad contains visible error corrections and smudges.	You use a visual, have no error correction or smudges, your ad is attractive.
Use of vocabulary expressions	You use very little variation of vocabulary with frequent usage errors.	You use limited vocabulary, with some usage errors.	You use an extended use of a variety of vocabulary and very few usage errors.
Amount of information provided	You only describe rooms.	You describe rooms plus special features.	You describe rooms, special features, and provide price and address.

TEMA 7

Capítulo 7A, Presentación oral

RUBRIC	Score 1	Score 3	Score 5
How well you sustain a conversation	You provide no conversational response or follow-up to what partner	You provide frequent responses or follow-up to what partner says.	You always respond to your partner, listen and ask follow-up questions, or volunteer additional information.
Completeness of presentation	You only describe the clothing.	You describe the clothing and price.	You describe the clothing, price, and decision to purchase.
Use of new and previously learned vocabulary	You use very limited and repetitive vocabulary.	You use only recently acquired vocabulary.	You use recently acquired and previously learned vocabulary.

Capítulo 7B, Presentación escrita

RUBRIC	Score 1	Score 3	Score 5
How easily the letter is understood	Only a little of what you have written is comprehensible to others.	Most of what you have written is comprehensible to others.	All of what you have written is comprehensible to others.
Amount of information provided	You only give information about the gift and where it was purchased.	You only give information about the gift, where you bought it and why.	You provided all gift information and information about the party.
Appropriate greeting and closing are used	You use only a greeting or closing.	You use both a greeting and a closing, but there are errors.	You use both a greeting and a closing accurately.
Accurate use of the preterite	You use many repetitions of incorrect verb forms.	You use incorrect verb forms.	You use very few incorrect forms.

Rubric #1: Group Performance Rubric

This rubric can be used for any group performance, such as a skit or report.

Group Performance Scoring Rubric

CRITERIA	Needs more rehearsal (1 point—Below Average)	Ready for a spot on local TV news! (3 points—Good)	Ready for a spot on network news! (5 points—Excellent)
Preparation	No evidence of pre-planning submitted	List of brainstormed ideas submitted	Brainstorming list, report outline, and student assignments submitted
Visuals	No visuals or props used	Limited visuals and props used	Extensive visuals and props used
Quality of content	Little or no information or material given	Information/material not completely accurate or complete	Extensive information/material given accurately and completely
Quality of presentation	Difficult to understand or follow	Unclear at certain points	Clear and effective presentation
Creativity	Basic presentation, with no creative additions to original assignments	Expanded presentation, with one addition to original assignment	Expanded presentation, with at least two additions to original assignment
TOTAL POINTS: 23–25 points = A 19–22 points = B 14–18 points = C 11–13 points = D			

Rubric #2: Role-Play Conversation Rubric

This rubric can be used with any activity or assessment task where two students are asked to role-play a situation.

Role-Play Conversation Scoring Rubric

CRITERIA	Ready for grade school play (1 point—Below Average)	Ready for a community theatre! (3 points—Good)	Ready for Broadway! (5 Points—Excellent)
Language use	Heavy reliance on English words, word order, and pronunciation	Frequent use of English words, word order, and pronunciation	Can “talk around” an exact word in order to sustain conversation
Ability to sustain conversation	Only answers partner’s direct questions	Both asks and answers partner’s questions and can state an opinion	States opinions, gives reasons, and agrees or disagrees with partner
Conversation interaction	No conversational reaction to what partner said	Very limited conversational reaction to what partner said	Responds naturally to what partner said
Vocabulary use	Very limited and repetitive	Only recently acquired vocabulary used	Both recently acquired and previously learned vocabulary used
TOTAL POINTS: 18–20 points = A 15–17 points = B 12–14 points = C 8–11 points = D			

Rubric #3: Individual Oral Presentation Rubric

This rubric can be used with any activity or assessment task in which a student is asked to describe someone or something.

Individual Oral Presentation Scoring Rubric

CRITERIA	Just the facts, ma'am (1 point—Below Average)	Smooth talker (3 points—Good)	Orator! (5 points—Excellent)
Language use	Little accuracy when trying to reproduce memorized words or phrases	Accuracy when using a very limited number of memorized words or phrases	Accuracy when using a variety of memorized words or phrases
Fluency	Many long pauses and false starts, with frequent resort to English	Frequent pauses and false starts, but thoughts expressed (in short sentences)	Few pauses or false starts and smoothly put together in a few sentences
Pronunciation	Poor pronunciation interferes with being understood	Frequent mispronunciation causes some misunderstanding	Few pronunciation errors and easily understood
Completion of task	Only a few of the required talking points included	Most of the required talking points included	All of the required talking points included
TOTAL POINTS: 18–20 points = A 15–17 points = B 12–14 points = C 8–11 points = D			

Oral Rubric B • Interpersonal Communication

Use the following criteria to evaluate oral assignments in which two or more students are speaking.

	Content	Comprehension	Comprehensibility	Accuracy	Fluency
4	Complete Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Total comprehension Speaker understands all of what is said to him or her.	Comprehensible Listener understands all of what the speaker is trying to communicate.	Accurate Speaker uses language correctly, including grammar and word order.	Fluent Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
3	Generally complete Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	General comprehension Speaker understands most of what is said to him or her.	Usually comprehensible Listener understands most of what the speaker is trying to communicate.	Usually accurate Speaker usually uses language correctly, including grammar and word order.	Moderately fluent Speaker has few problems with hesitation, pronunciation, and intonation.
2	Somewhat complete Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Moderate comprehension Speaker understands some of what is said to him or her.	Sometimes comprehensible Listener understands less than half of what the speaker is trying to communicate.	Sometimes accurate Speaker sometimes uses language correctly.	Somewhat fluent Speaker has some problems with hesitation, pronunciation, and intonation.
1	Incomplete Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Little comprehension Speaker understands little of what is said to him or her.	Seldom comprehensible Listener understands little of what the speaker is trying to communicate.	Seldom accurate Speaker seldom uses language correctly.	Not fluent Speaker hesitates frequently and struggles with pronunciation and intonation.

TRUMBULL PUBLIC SCHOOLS

NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 7.21.22

Title of Text: *Kindred*

Author: Octavia Butler

Publisher: Beacon Press

Year Published: January 1, 2003 (last copywritten); first published in 1979

ISBN Number:

- ISBN-10 : 0807083690
- ISBN-13 : 978-0807083697

Core¹ or Supplemental: Canonical/Contemporary—Supplementary (the only Core text in this course is an excerpt from “Civil Disobedience”; however, teachers must select at least one canonical text and one contemporary text.

Course: English 11 American Perspectives

Grade Level: 11

(If applicable) Replaces text: None

Rationale for adopting new text: *Kindred* is a unique narrative that allows students to explore innovative literary development of a story (two “stories” told as overlapping narratives but from different time periods) from a female author of color. It is a highly engaging narrative by an acclaimed writer whose most recent accolade hails from NASA as one of the most important and influential American science fiction writer, which named the designated landing area of Perseverance’s rover on Mars. The narrative itself, while meant for young adult to adult readers, has a Lexile difficulty of 580, making it accessible to all readers in English 11. This also allows students to focus their skill development on how writers use various techniques and make literary choices to develop their narratives rather than having to grapple with comprehension of a more challenging text, so students’ learning focuses on analyzing rather than comprehension. Having this choice will allow teachers to select texts based on specific students and learning needs.

Text Description: Dana, a modern Black woman, is celebrating her twenty-sixth birthday with her new husband when she is snatched abruptly from her home in California and transported to the antebellum South. Rufus, the White son of a plantation owner, is drowning, and Dana has been summoned to save him. Dana is drawn back repeatedly through time to the slave quarters, and each time the stay grows longer, more arduous, and more dangerous until it is uncertain whether or not Dana’s life will end, long before it has a chance to begin.

Strengths: As a PEN Lifetime Achievement and McArthur Award winning writer, Butler’s technique is masterful, as she weaves two stories together. The two narratives are high interest for young adults, and the Lexile level, 580, makes it accessible to all students. Additionally, with part of the story set in

¹ “Core” refers to a resource that must be used by all students for attainment of course goals.

present times, students will be able to relate to Dana’s situation more easily, thus entering the text with ease to study Butler’s art with facility.

Weaknesses:

Submitted by: Adeline Marzialo, English Department Chair, Trumbull High School

Reviewed by:	_____	_____
	Principal/Designee	Date
	_____	_____
	Assistant Superintendent of Curriculum, Instruction, & Assessments	Date
	_____	_____
	Board of Education Curriculum Committee Member	Date
	_____	_____
	Board of Education Curriculum Committee Member	Date
	_____	_____
	Board of Education Curriculum Committee Member	Date