

Pembroke Public Schools- World Languages Department
Spanish 1A
2019-2020 School Year

Course Overarching Essential Questions: What are the main differences between Spanish and English? What are some strategies that students can use to gain understanding when reading or listening? What is the basic structure of Spanish sentences? What are some similarities between Latin American countries and why do they share those beliefs and traditions? How do people express likes and dislikes in Spanish? How do people introduce and describe themselves and others in Spanish? How do you talk about different foods, school activities, and schedules?

SUBJECT: Spanish		COURSE: SPANISH 1A		GRADE LEVEL(S): SEVENTH	
UNIT / THEME/GENRE : UNIT 1, GREETINGS		TIME REQUIRED: 2 WEEKS		LATEST REVISION: 12/4/19	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): MOST STUDENTS HAVE NO PRIOR KNOWLEDGE					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	ENDURING UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
Do we speak to all people the same way, or do we show respect to some people based on their age and relationship?	Students will know how to address others based on age and relationship.	There is a formal and informal way of addressing others based on age and relationship.	This skill is vital when students conjugate verbs in Term 3.	1.1, 1.2, 1.3, 4.8	
Do we greet all people the same way, or do we address them according to gender?	Students will know that all Spanish nouns have gender.	Gender is important when we greet people and is one of the key differences between Spanish and English. All Spanish nouns have gender.	Identifying gender will become important as students become familiar with gender in all Spanish nouns in Term 2.	4.1, 5.8	

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Why is it important to learn a second language?	Students will know why it is important to learn a foreign language as it will allow us to also understand the culture of a country	Students will learn the 5 c's of foreign language learning from the Massachusetts Curriculum Standard	Students will be able to compare and contrast cultural differences as they learn about more Spanish-speaking countries.	4.7
Are there any similarities between English and Spanish?	Students will know to identify cognates and use them to comprehend written and oral information	Some words have the same root, therefore they may be spelled similarly and have the same meaning	Students will learn to look for cognates to gain comprehension as they read and listen to Spanish.	5.2, 5.3, 5.5
	COMMON MISUNDERSTANDINGS			
	Not all words that are pronounced and spelled similarly to English are cognates	Students may have difficulty greeting people according to age and position of authority		

CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Greetings vocabulary reading multiple choice quiz

Greetings vocabulary listening multiple choice quiz

Greetings vocabulary in context listening multiple choice quiz

Summative: Greetings oral paired skit

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RESOURCES: VARIOUS WORKSHEETS FROM REALIDADES 1 TEXTBOOK, GIMKIT, QUIZLET, GOOGLE SLIDE PRESENTATION, AUDIO FILE OF RECORDED VOCABULARY, GLIDE APP

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life): 1. ¡Hola! 2. Me llamo 3. buenos días 4. gracias 5. de nada 6. ¿Cómo está usted? 7. Señora 8. mucho gusto 9. ¡Hasta mañana! 10. ¿Cómo estás? 11. Muy bien 12. ¿Qué tal? 13. ¿Qué pasa? 14. buenas tardes 15. ¿Y usted? 16. igualmente 17. ¡Adiós! 18. ¿Y tú? 19. mal 20. regular 21. Señorita 22. hasta luego 23. buenas noches 24. Nada 25. encantado/a 26. Señor 27. ¡Nos vemos! 28. ¿Cómo te llamas?

Tier 2 (vocabulary that will be encountered in other content areas): cognate, gender, diminutive, formal, informal/familiar, verb, pronoun

Tier 3 (history-social studies specific vocabulary): bilingual, brain malleability, growth mindset, fixed mindset, neuroplasticity

Lesson Plan List (*numbered list with a brief description of each lesson*)

1. Greetings vocabulary: introduction, Greetings PowerPoint Presentation
2. Class requirements, expectations and resources for studying vocab./ How to study for a language/Cognates
3. Study skills and the Neuroplasticity video (growth mindset): review of various resources and studying strategies/formative assessment
4. Map of Countries where Spanish is spoken/Chart of preconceived notions about language and culture/ PowerPoint of Formal vs. Informal Form
5. Advertisement Activity, look for cognates
6. Practice vocabulary: online study resources and worksheets/formative assessment
7. Review and formative assessment.
8. Create a dialog with a partner
9. Present dialog, worksheet
10. Introduction to TPRS

Reflections on lessons as implemented:

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| <ol style="list-style-type: none">11. Watch video: Why learn Spanish from Realidades 1, video resources12. The 5 Cs of foreign language learning from the Massachusetts Curriculum Standards13. Student interest survey | |
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SUBJECT: Spanish		COURSE: SPANISH 1A		GRADE LEVEL(S): SEVENTH	
UNIT / THEME/GENRE : UNIT 2, TIME AND DATE		TIME REQUIRED: 5 WEEKS		LATEST REVISION: 3/30/22	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): GENDER OF NOUNS					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	ENDURING UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
Do we people tell time the same way around the world (military time)?	In some countries people use military time.	There are different ways of telling time.	The verb used for telling the date and time, to be, is very important because it is used for describing people.	1.1, 1.2, 1.3, 4.8	
How does the gender of nouns affect telling the time and date?	Adjective “good” takes the gender of the noun when we say good morning, afternoon, and night.	Adjectives in Spanish change their ending to agree with the gender of the noun.	Identifying the gender endings, “a” for female nouns, and “o” for male nouns, will become important when students read sentences and have to identify the gender of the subject of the sentence.	4.1, 5.8	
Is the date written in the same order as English?	The number of the day is written first and then the number for the month	Most Romance languages follow the order: day, month, and year.	Students will be able to compare and contrast cultural differences as they learn about more Spanish-speaking countries.		

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<p>What are the sounds of the vowels and consonants as we count to 100?</p>	<p>Numbers provide the perfect opportunity to compare and contrast the sounds of vowels and consonants.</p>	<p>All letters are pronounced in Spanish except the letter “h” which is silent.</p>	<p>Students will be able to pronounce every letter in a word as they read longer sentences.</p>	<p>4.7</p>
		<p>COMMON MISUNDERSTANDINGS</p>		
		<p>Students get confused when reading dates written numerically because the order is opposite of the way they are written in English.</p> <p>Certain vowel combinations are hard for students to pronounce. For example: seis, veinte, cuarenta.</p>		

CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Numbers 0-20 Listening Quiz, Numbers 0-100 Reading Quiz, Date and Month Listening Quiz, Date and Month Reading Quiz, Time Listening Quiz, Time Reading Quiz, Time and Calendar Listening Quiz, Time and Calendar Reading Quiz, Term 1 Listening Test, Term 1 Reading Test

Summative: 1) Oral Quiz on numbers 0-100

2) Read a calendar, numerical dates and digital and analog clocks oral presentation 3) TPRS written assessment

RESOURCES: VARIOUS WORKSHEETS FROM REALIDADES 1 TEXTBOOK, GIMKIT, QUIZLET, VIDEOS, AUDIO FILE OF RECORDED VOCABULARY, GOOGLE SLIDE PRESENTATION, GLIDE APP

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VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life): Numbers in Spanish from 0-100, day of the week and months of the year in Spanish, vocab pertaining to saying the time and reading a date, [Unit 2 vocab](#)

Tier 2 (vocabulary that will be encountered in other content areas): AM, PM, más (plus or more), menos (minus or less)

Tier 3 (history-social studies specific vocabulary): days of the week and months of the year are derived from Latin, Aztecs, Maya, pyramids, conquistador, independence, colony

Lesson Plan List *(numbered list with a brief description of each lesson)*

1. Intro to vocab with a Google Slide Presentation
2. Mexico's Independence Day and Hispanic Heritage Month
3. The Equinox at Chichen Itza and carousel of numbers
4. Listening and Reading Quiz on numbers 0-100
5. TPRS
6. Google Slide presentation of the calendar and how to read the date
7. The AGES Learning Model and the growth mindset written assessment
8. Date and Month Listening Quiz, Date and Month Reading Quiz
9. Google Slide Presentation on telling time
10. TPRS
11. Oral quiz on numbers 0-100
12. Practice telling time with a partner
13. Time Listening Quiz, Time Reading Quiz
14. Time and date carousel
15. Time and Calendar Listening Quiz, Time and Calendar Reading Quiz,
16. TPRS written assessment
17. Read a calendar, numerical dates and digital and analog clocks oral presentation
18. Term 1 Listening Test
19. Term 1 Reading Test

Reflections on lessons as implemented:

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SUBJECT: Spanish		COURSE: SPANISH 1A		GRADE LEVEL(S): SEVENTH	
UNIT / THEME/GENRE : UNIT 3, ALPHABET AND CLASSROOM NOUNS, DAY OF THE DEAD		TIME REQUIRED: 4 WEEKS		LATEST REVISION: 3/30/22	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): GENDER OF NOUNS, ARTICLES USED WHEN TELLING TIME, MAKING NOUNS PLURAL					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	ENDURING UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
How do you identify gender and plurality in nouns and definite articles in Spanish?	Students will learn the basic rules to identify gender in any Spanish noun and article.	Students will understand that most nouns that end in “a” and “d” are female, most nouns that end in “o” are male, and most nouns that end in “e” are gender neutral.	Students will be able to determine the gender of any noun they encounter.	1.1, 1.2, 1.3, 4.8	
How does plurality and gender help a student to describe the items in a typical classroom?	Students will know how to make nouns and articles plural.	Students will understand that nouns, articles, and adjectives need to agree in gender and number.	Students will be able to determine the plurality of any noun they encounter.	4.1, 5.8	
Are there any similarities and differences between the Spanish and English alphabet?	Students will know how to spell words in Spanish simply by hearing the word.	The alphabet is almost identical but the biggest difference is in pronunciation.	Students will be able to pronounce any word in Spanish from reading the word.	4.7	

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<p>How do celebrations and traditions originate across the globe?</p>	<p>There are similarities and differences in the way different countries celebrate events such as Halloween vs. Day of the Dead</p>	<p>Day of the Dead, like so many other holidays in Latin America, originated from the mixing of native and Spanish cultures and traditions during the period of colonization.</p> <p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>Students get confused when words do not conform to the gender and plurality rules (pupitre, sacapuntas, luz).</p> <p>Students confuse the ending of conjugated verbs with gender and plurality (llamo, llamas, llama).</p>	<p>Students will know that celebrations in Latin America are deeply rooted in a combination of indigenous, African, and Spanish traditions.</p>	<p>5.2, 5.3, 5.5</p>
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CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Classroom Objects Reading Quiz, Classroom Objects Listening Quiz, Spelling Listening Quiz, Cuantos/as Listening Quiz, Articles, Gender, and Plurality Reading Quiz, Articles, Gender, and Plurality Listening Quiz, Mindset Writing Assessment, Day of the Dead written assessment

Summative: 1) Unit 3 Listening Test, 2) Unit 3 Reading Test

RESOURCES: VARIOUS WORKSHEETS FROM REALIDADES 1 TEXTBOOK, GIMKIT, QUIZLET, VIDEOS, AUDIO FILE OF RECORDED VOCABULARY, GOOGLE SLIDE PRESENTATION, GLIDE APP

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VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life): [Unit 3 Vocabulary](#)

Tier 2 (vocabulary that will be encountered in other content areas): skull, skeleton, altar, offering

Tier 3 (history-social studies specific vocabulary): Aztecs, Maya, pyramids, conquistador, independence, colony

Lesson Plan List *(numbered list with a brief description of each lesson)*

1. Intro to vocab Unit 3 with a Google Slide Presentation
2. Day of the Dead video and written assessment
3. Alphabet video and sounds of the letters
4. Classroom Objects Reading Quiz
5. TPRS
6. Alphabet carousel
7. Mindset video and written assessment
8. Google Slide Presentation of the gender and plurals of nouns
9. Spelling quiz
10. TPRS
11. Gender and plurality quiz
12. Classroom objects and spelling quiz
13. Video of definite and indefinite articles
14. Video of how to use cuantos/as and hay
15. Carousel of articles, hay, cuantos/as, and classroom objects
16. TPRS
17. Cuantos/as and hay quiz
18. Alphabet oral assessment
19. Unit 3 Listening Test
20. Unit 3 Reading Test

Reflections on lessons as implemented:

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SUBJECT: Spanish		COURSE: SPANISH 1A		GRADE LEVEL(S): SEVENTH	
UNIT / THEME/GENRE : UNIT 4, WEATHER		TIME REQUIRED: 4 WEEKS		LATEST REVISION: 3/30/22	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): GENDER OF NOUNS, ARTICLES, MAKING NOUNS PLURAL, THE EQUINOX					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	ENDURING UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
How do you describe the weather?	Students will know how to tell the season by looking at a world map.	Students will understand a country's position relative to the Equatorial Line determines its weather.	Students will be able to describe the weather and use this vocabulary when we talk about likes and dislikes in Unit 6.	1.1, 1.2, 1.3, 4.8	
Are the seasons the same across the globe?	Students will know how to read a thermometer in Celsius or Fahrenheit. Students will know how to say the weather for different countries around the world. Students will know that in some countries it is very warm during Christmas.	Students will be able to use their knowledge of numbers to read a thermometer. Students will know that not all Latin American countries are warm and tropical. Students will know that the Southern Hemisphere has opposite seasons to us. Students will be able to understand the origin of certain	Students will be able to determine a region's weather by its relative position to the Equatorial Line. Students will be able to determine a region's season by its relative position to the Equatorial Line. Students will be able to recognize Christmas foods and traditions from some Latin American countries.	4.1, 5.8 4.7	

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		Christmas traditions from Latin American countries.		
		COMMON MISUNDERSTANDINGS		
		Students don't understand that below the Equator the seasons are opposite.		5.2, 5.3, 5.5
		Students don't understand that some countries are warm during Christmas.		

CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Weather Reading Quiz, Weather Listening Quiz, Growth Mindset vs. Fixed Mindset Video and Writing Assessment, Las Posadas written assessment, Backward Bicycle Quiz

Summative: Weather poster research project, Weather poster oral presentation,

RESOURCES: VARIOUS WORKSHEETS FROM REALIDADES 1 TEXTBOOK, GIMKIT, QUIZLET, VIDEOS, AUDIO FILE OF RECORDED VOCABULARY, GOOGLE SLIDE PRESENTATION, GLIDE APP

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1(general vocabulary that is used in daily life): [Unit 4, weather vocabulary](#)

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Tier 2 (vocabulary that will be encountered in other content areas): Equator, solstice, Fahrenheit, Celsius, thermometer, degrees

Tier 3 (history-social studies specific vocabulary): pilgrimage, indigenous, bishop, cathedral

Lesson Plan List *(numbered list with a brief description of each lesson)*

1. Intro to vocab Unit 4 with a Google Slide Presentation
2. Día de la Guadalupe video
3. Weather research project
4. Weather Reading Quiz
5. TPRS
6. Weather research project
7. Weather Listening Quiz
8. Growth Mindset vs. Fixed Mindset video and written assessment
9. Weather research project
10. TPRS
11. Weather poster oral presentations
12. Weather poster oral presentations
13. Christmas in Mexico (Las Posadas) video and written assessment
14. Student survey
15. TPRS written assessment
16. Backwards Bicycle Quiz

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SUBJECT: Spanish		COURSE: SPANISH 1A		GRADE LEVEL(S): SEVENTH	
UNIT / THEME/GENRE : UNIT 5, COMMANDS AND MID-TERMS		TIME REQUIRED: 2 WEEKS		LATEST REVISION: 5/4/22	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): FORMAL VS. INFORMAL FORM, PLURAL VS. SINGULAR					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	ENDURING UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
Do we use the same commands in Spanish for people the same age as us or younger versus older people?	Students will be able to use commands formally or informally depending on the age of the person they are speaking to and the number of people.	Students will understand how to politely request an action from people in a formal and informal way.	Students will be able to connect the ending of some commands to indirect object pronouns.	1.3, 1.4, 1.5, 2.1, 2.3	
		COMMON MISUNDERSTANDINGS			

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		Students might confuse the “a” or “o” ending in some commands with the gender of nouns. It is important to emphasize that verbs do not have gender.	
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CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Commands and Weather Listening Quiz, 3 Kings Day video quiz

Summative: Mid-Term exam: writing, listening, speaking, reading

RESOURCES: VARIOUS WORKSHEETS FROM REALIDADES 1 TEXTBOOK, GIMKIT, QUIZLET, VIDEOS, AUDIO FILE OF RECORDED VOCABULARY, GOOGLE SLIDE PRESENTATION, GLIDE APP

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life): [Unit 5, Commands Vocab](#)

Tier 2 (vocabulary that will be encountered in other content areas): Cognates: atención, silencio, repitan

Tier 3 (history-social studies specific vocabulary): crown

Lesson Plan List (*numbered list with a brief description of each lesson*)

1. Intro to vocab Unit 5 with a Google Slide Presentation
2. Practice commands Simon Says and on Quizlet or Gimkit
3. Three Kings Day video and Quiz
4. Commands and Weather Listening Quiz
5. TPRS
6. Review of Units 1-5 with Jeopardy
7. Mid-Term exam
8. Mid-Term exam
9. Mid-Term exam
10. TPRS

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UNIT / THEME/GENRE : UNIT 6, LIKES AND DISLIKES, NEGATION, INFINITIVES, AND POINT OF VIEW				
		TIME REQUIRED: 4 WEEKS	LATEST REVISION: 5/4/22	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): VERBS IN THE INFINITIVE, FIRST PERSON VS. SECOND PERSON				
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	ENDURING UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.
<p>How do people express their likes and dislikes in Spanish?</p> <p>How do we determine point of view in Spanish?</p> <p>How do we express negatives in Spanish?</p>	<p>Students will be able to identify and express first and second person singular points of view.</p>	<p>Students will understand the structure to be able to express in various degrees the activities and objects they enjoy or dislike.</p>	<p>Students will be able to express their likes and dislikes and use this skill to describe personality in Unit 7.</p> <p>Students will be able to identify infinitives in order to conjugate an infinitive in Unit 8.</p>	<p>1.5, 1.6, 3.1, 3.2, 3.3</p> <p>5.4</p>
	<p>Students will be able to identify infinitives and understand the concept of verb conjugation.</p>	COMMON MISUNDERSTANDINGS		
	<p>Students will be able to express negation.</p>	<p>Students might confuse the “a” ending in gusta with the gender of nouns. It is important to emphasize that verbs do not have gender.</p>		

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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Infinitives and Negatives, Expressing Likes and Dislikes, Agreement and Disagreement with Infinitives, Unit 6 Vocab Reading, Conversations with Likes and Dislikes, Unit 6 Vocab Reading in Context, Unit 6 Listening, Unit 6 Listening in Context, Respond with Agreement or Disagreement, Student Interviews, Unit 6 Responses, POV, Pathway Transformation Initiative

Summative: Unit 6 Skit Writing, Unit 6 Skit Speaking

RESOURCES: VARIOUS WORKSHEETS FROM REALIDADES 1 TEXTBOOK, GIMKIT, QUIZLET, VIDEOS, AUDIO FILE OF RECORDED VOCABULARY, GOOGLE SLIDE PRESENTATION, GLIDE APP

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life): [UNIT 6, Likes and Dislikes Vocab](#)

Tier 2 (vocabulary that will be encountered in other content areas): Cognates: guitarra, música, teléfono

Tier 3 (history-social studies specific vocabulary):

Lesson Plan List (*numbered list with a brief description of each lesson*)

1. Intro to vocab Unit 6, infinitives, with a Google Slide Presentation
2. Infinitives and Negatives, Expressing Likes and Dislikes
3. Agreement and Disagreement with Infinitives
4. Unit 6 Vocab Reading
5. TPRS
6. Conversations with Likes and Dislikes
7. Unit 6 Vocab Reading in Context
8. Unit 6 Listening
9. Unit 6 Listening in Context
10. TPRS
11. Respond with Agreement or Disagreement
12. Student Interviews
13. Unit 6 Responses

Reflections on lessons as implemented:

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| <ul style="list-style-type: none">14. POV15. TPRS Quiz16. Pathway Transformation Initiative video17. Prepare for skit18. Prepare for skit19. Present skit20. Present skit | |
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