

Module Title: Unit 1 - Hola, ¿Qué tal?

Subject: Spanish 1	Grade: 9-12	Timeline: 9 weeks
--------------------	-------------	-------------------

Module Overview: Module 1
Students will be familiar with Spanish speaking countries, their location on the globe, their capitals, and some key facts about each country. Students will understand the influence of Spanish language and culture in Spanish speaking countries and in America and use the countries and their locations as a frame for learning the language. Students will learn Spanish colors. Students will then be able to use formal and informal greetings to gather and share information about themselves and others. Also in this unit, students will learn several Spanish language basics such as the Spanish alphabet and Spanish numbers from 1-30. Using their knowledge of numbers, students will learn to tell time, express dates, months, days of the week, seasons, and weather.
Module Objectives: Acquire basic information about Spanish speaking countries and use it as a guide to learn Spanish language basics including greetings, colors, alphabet, and numbers.
<ul style="list-style-type: none"> -Use Spanish speaking countries and locations as a frame to learn the language and culture. -Greet, introduce, gather, and share personal information about oneself and others. -Recite the Spanish alphabet. -Use Spanish colors. -Use numbers 1-30. -Tell time. -Use a Spanish calendar including days of the week, months, dates, seasons, and weather.
Thematic Focus: Spanish Language Information and Basics
Use Spanish greetings, identify key sounds in the target language's alphabet, colors, use numbers 1-30 to talk about time, and calendar.
Essential Questions:
Where is Spanish spoken? How has Spanish culture influenced the United States? How do I greet people in Spanish? What are the colors in Spanish? How do I give personal information about myself? How is the Spanish alphabet different than the English one? How do I count to 30 in Spanish? How do I express days of the week, time, dates, weather, and seasons in Spanish?

Instructional Focus of Module: Spanish speaking countries; Spanish language basics

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.1 Use Spanish greetings to tell others who you are, where you are from, and how you are 1.2 Answer questions both spoken and written using greetings, numbers, and calendar information 1.3 Present dialog using Spanish greetings	2.1 Understand the influence of Aztecs, Incans, Mayans, and other indigenous peoples on the Spanish culture and language	Previewing use of the verb ser. Previewing use of subject pronouns. Writing complete sentences when writing time, dates, days of the week, and weather. Previewing question structure.

Connections		Comparisons	Communities
3.1	Use geography to gain perspective on where Spanish is spoken, Use history to gain perspective on why Spanish widely spoken	4.1 Make comparisons between the English language (Britain vs. US) and Spanish (Spain vs. Mexico) language	

Text Set: Descubre 1

Activities: Spanish speaking countries map	Reading Assessments: Read Spanish calendar paragraph and translate using context clues.
Activities: Spanish speaking countries continents worksheet	
Activities: Spanish speaking countries information sheet	
Activities: Spanish speaking countries capitals	Writing Prompts & Assessments: Create your own Spanish dialog including greetings, how are you, where you from, and goodbye and present to the class.
Activities: Colors notes	
Activities: Color Spanish speaking countries map – use informative clues	
Activities: Greetings word search	Grammar Assessments: Use complete Spanish sentences and questions when writing.
Grammar Instruction: Use complete Spanish questions and answers	
Activities: People and Places greetings activity	
Activities: Greetings crossword	
Activities: Greetings practice	
Activities: Group work – Put conversations in order	
Activities: Communications activity: people and places activity	
Activities: Numbers notes	
Activities: Numbers practice	
Activities: Chapter 1 Book video – organize words you know into 3 columns, multiple views	
Activities: Numbers scramble/word search	
Activities: Math worksheet	
Activities: Numbers practice	
Activities: Time notes	
Activities: Time crossword	
Activities: Cuarto y media practice	
Activities: Time practice	
Activities: Time packet	
Activities: Time practice 2	
Activities: Calendar notes	
Activities: Days of the week/Dates practice	
Activities: Days of the week/Months crossword	

Activities: Days of the week/months writing practice
Activities: Writing dates practice
Activities: Calendar practice
Activities: Weather notes
Activities: Seasons/Weather drawing worksheet
Activities: Seasons/Weather practice
Activities: Calendar crossword

Ongoing Standards Addressed in This Unit:

Communication

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written Spanish on a variety of topics.
- 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.

Unit 1 – Hola, ¿Qué tal?

Theme Overview

Weeks 1 & 2 Spanish speaking countries

Introduction to Spanish speaking countries

Label Maps (View on world map)

Colors

Spanish speaking country capitals

Weeks 3 & 4: Greetings

Introduction to greetings

Conversations

Week 5: Numbers

Introduction to numbers

Math problems

Weeks 6 & 7: Time

Time notes

Judy clocks

Weeks 8 & 9: Calendar

Calendar notes

Birthdays

Module Title: Unit 2 - Gender Agreement

Subject: Spanish 1	Grade: 9-12	Timeline: 4-5 weeks
--------------------	-------------	---------------------

Module Overview:
Students will be able to identify masculine and feminine nouns. They will be able to use definite and indefinite articles with masculine and feminine nouns. Students will also be able to make nouns singular and plural using simple rules. Students will be able to identify and use Spanish subject pronouns correctly, applying prior knowledge of masculine and feminine. Finally, students will be able to conjugate the Spanish verb ser, or to be, in all six forms.
Module Objectives: Identify nouns as singular, plural, masculine, or feminine and use definite and indefinite articles with them. Apply this knowledge to Spanish subject pronouns. Then, conjugate the verbs ser, or to be.
-Use basic vocabulary to identify characteristics of masculine or feminine and singular or plural words. -Know the rules to make words plural. -Use definite and indefinite articles and their meanings. -Identify people using 12 subject pronouns. -Conjugate the verb ser using prior knowledge from subject pronouns.
Thematic Focus: Nouns and Gender
Use nouns and their gender and number as a basis for using definite and indefinite articles, identify people and apply a subject pronoun using gender and number. Ultimately conjugate the verb ser using subject pronouns.
Essential Questions:
How do I identify if a noun is singular or plural? How do I identify if it is masculine or feminine? How do I make singular words plural? How do I make plural words singular? What are definite and indefinite articles and how do I use them in Spanish? What are subject pronouns and what are the Spanish subject pronouns? How do I conjugate the verb ser, which means to be?

Instructional Focus of Module: Gender and number identification and agreement

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.4 Students use vocabulary to create original sentences. 1.5 Students use worksheets and listening activities to gain understanding of nouns and articles in Spanish.	2.1 Students learn the differences between the Day of the Dead and Halloween.	Definite and Indefinite articles Subject Pronouns Conjugating the Verb Ser
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
3.1 Students reinforce and further their knowledge of other disciplines through Spanish by learning about definite and indefinite articles and subject pronouns. 3.2 Students acquire information and	4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English by comparing definite and indefinite articles. 4.2 Students demonstrate	

recognize the distinctive viewpoints that are only available through the Spanish language and its cultures by learning about the Mexican holiday, El Día de los Muertos	understanding of the concept of culture through comparisons between Hispanic cultures and their own through videos about El Día de los Muertos
---	--

Text Set:

<p>Anchor Text: Chapter 1 Vocabulary Pg 38 - Susantivos</p> <p>Activities: Chapter 1 Vocabulary List</p>	<p>Reading Assessments:</p> <p>La Llorona Cultural Reading</p> <hr/> <p>Writing Prompts & Assessments:</p> <p>How are Day of the Dead and Halloween different?</p> <hr/> <p>Grammar Assessments: Nouns and Articles, Indefinite and Definite Articles Quiz, Subject Pronoun Quiz, Ser Quiz</p>
<p>Text: Chapter 1 Vocabulary Pg 38 - Susantivos</p> <p>Activities: Chapter 1 Frayer Model</p>	
<p>Activities: Chapter 1 Vocabulary List – Identify Masculine and Feminine</p>	
<p>Text: Nouns and Articles pg 12</p> <p>Activities: Notes</p>	
<p>Activities: Nouns and Articles Crossword</p>	
<p>Text: Definite and Indefinite Articles pg 14</p> <p>Activities: Notes</p>	
<p>Activities: Definite and Indefinite Articles WS</p>	
<p>Activities: Definite and Indefinite Articles Practice</p>	
<p>Activities: Definite and Indefinite Articles Practice 2</p>	
<p>Anchor Text: Subject Pronouns pg 19</p> <p>Activities: Subject Pronoun notes</p>	
<p>Activities: Subject pronoun practice</p>	
<p>Activities: Subject pronoun color coding board activity</p>	
<p>Activities: Subject pronoun white board practice</p>	
<p>Activities: Subject pronoun deal or no deal</p>	
<p>Activities: Subject pronoun review</p>	
<p>Anchor Text: The verb ser pg 20</p> <p>Activities: Ser notes</p>	
<p>Activities: Ser practice</p>	
<p>Activities: Ser conjugation worksheet</p>	
<p>Activities: Ser review game</p>	

Ongoing Standards Addressed in This Unit:

Communication

- 1.6 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.7 Students understand and interpret spoken and written Spanish on a variety of topics.
- 1.8 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 2 – Gender Agreement

Theme Overview

Weeks 1 – 1.5 Vocabulary – Nouns, Gender, Number

Introduction to Chapter 1 Noun Vocabulary

Framer Model

Definite/Indefinite Articles

Quiz

Week 2.5 - 3 Day of the Dead

Day of the Dead cultural readings and videos

Week 4: Subject Pronouns

Subject Pronouns Notes

Subject Pronouns Practice

Quiz

Week 5: The verb 'ser'

Ser notes

Ser conjugations

Ser practice

Ser quiz

Module Title: Unit 3 - En la clase

Subject: Spanish 1	Grade: 9-12	Timeline: 12 weeks
--------------------	-------------	--------------------

Module Overview:
Students will be able to identify classroom and school related words. Students will be able to describe their school courses, fields of study, and class schedules in Spanish. Students will be able to correctly define and conjugate regular –ar verbs in Spanish. They will know the 4 steps to conjugate and be able to define words needed to conjugate such as conjugate, infinitive, stem, and ending. Students will be able to conjugate the verb gustar and express their likes and dislikes. Students will also be able to count into the millions. Students will be able to form questions, use questions words, and answer questions in complete sentences. Finally, students will be able to conjugate the verb estar and use it with prepositions of location.
Module Objectives: Students will be able to talk about their classes and school life, discuss everyday activities using the verb gustar and regular –ar verbs, ask questions in Spanish, and describe the location of people and things.
<ul style="list-style-type: none"> -Discuss classroom and school life, create and discuss their school schedules -Define and conjugate regular –ar verbs -Use the verb gustar to discuss likes and dislikes -Count to 9 million -Form questions in Spanish, use question words, and answer questions in complete sentences -Conjugate the verb estar and discuss locations of people and things with prepositional location phrases
Thematic Focus: Discuss everyday activities including school, likes and dislikes, ask questions, and count into the millions
Use school class and school item vocabulary to discuss school schedule, use the verb gustar to discuss likes and dislikes. Correctly define and conjugate regular – ar verbs to create complete sentences. Ask questions using question words and correct word order for questions without question words. Use the verb estar to discuss locations of people and things. Count to 9 million in Spanish.
Essential Questions:
How do I discuss my classes and other school in Spanish? How do I talk about my likes and dislikes? How do I create complete sentences and ask questions? How do I talk about the locations of people and things in Spanish? How do I count up to one million?

Instructional Focus of Module: Likes and dislikes, conjugating regular –ar verbs, school vocabulary
--

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.9	Students express their likes and dislikes using the verb gustar.	2.1	The verb ‘gustar’ -ar verbs Subject Pronouns The verb ‘estar’ Prepositional location words Formation of questions
1.10	Students identify the location of various items using the verb estar and prepositional phrases.	2.2	
1.11	Students create and present their own bookbag and identify what is inside.		

Connections		Comparisons		Communities
3.1	Students make connections and comparisons to English continuously.	4.1	Students work with the verb gustar and other -ar verbs.	
3.2	Students learn through examples that translations from English to Spanish are not always literal, especially with the verb gustar.	4.2	Students study Christmas in Mexico.	

Text Set: Descubre 1 Chapter 2

Anchor Text: Descubre 1: Chapter 2: En la Clase	<p>Reading Assessments: Students read various cultural articles. Students preview all Spanish text and provide a translation to English.</p> <p>Writing Prompts & Assessments: Students write about their personal likes and dislikes using the verb gustar.</p> <p>Grammar Assessments: Students conjugate verbs, use the verb gustar, write questions, and use the verb estar to talk about locations of people and things.</p>
Text: Ch 2 vocabulary pg 38	
Activities: Frayer model	
Text: Ch 2 vocabulary pg 38	
Activities: Schedule speaking activity	
Activities: Cuaderno de Practica (Ch 2)	
Activities: Backpack activity: Spoken Quiz	
Text: -ar verbs definitions pg 76	
Activities: Flashcards Practice	
Activities: ¿Qué te gusta hacer? Worksheet	
Activities: Las Posadas video and questions	
Activities: Christmas vocabulary	
Activities: Gustar: Teacher created materials	
Activities: Numbers: Teacher created materials	
Activities: -ar Verb: Teacher created materials	
Activities: Question words: Teacher created materials	
Activities: Estar and Prepositions: Teacher created materials	

Ongoing Standards Addressed in This Unit:

<u>Communication</u>	
1.12	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.13	Students understand and interpret spoken and written Spanish on a variety of topics.
1.14	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics
<u>Cultures</u>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 3 – En la Clase

Theme Overview

Weeks 1 & 2: School items and school subject vocabulary

Introduce vocabulary

Stations

Backpack

Weeks 3 & 4: -ar infinitive definitions

Define infinitives

Flashcards

Book video

Week 5: Las Posadas – Christmas in Mexico

Video

Ojo de dios

Christmas vocabulary

Weeks 6 & 7: The verb gustar

Notes

Practice and translations

Numbers to one million

Weeks 8 & 9: Conjugating –ar verbs

Pretest and notes

Practice and translations

Weeks 10 & 11: Question words and forming questions

Notes & Practice

Ask and answer personal questions

Week 12: The verb estar and location words

Notes & practice

¿Dónde está la pelota?

Module Title: Unit 4 - La Familia

Subject: Spanish 1	Grade: 9-12	Timeline: 7 weeks
--------------------	-------------	-------------------

<p>Module Overview: Students will be able to identify and conjugate regular –er and –ir verbs. Students will also be able to identify vocabulary for family relationships. Students will be able to discuss family relationships and describe their family members using descriptive and possessive adjectives. Students will be able to define a yo-go verb and stem-changing verb using the verbs tener and venir. Students will also be able to conjugate and use correctly the verbs tener and venir. Students will use tener idioms to express conditions, such as to be hungry and to be thirsty correctly.</p>
<p>Module Objectives: Students will describe family member relationships and their family members' physical appearance and personality traits. Students will be able to use profession words to describe their family members' professions. Using –er and –ir verbs, students will continue to expand their ability to create Spanish sentences. Students will understand the definitions of yo-go and stem changing verbs and apply the information to the verbs tener and venir. With the use of the verbs tener and venir, students will expand their vocabulary and be able to use tener idioms to express specific conditions.</p>
<ul style="list-style-type: none"> -Family member vocabulary -Use descriptive adjectives and adjective agreement to describe family members -Possessive adjectives -Use common –er and –ir verbs to create complete sentences -Use the verbs tener and venir and understand what makes them irregular
<p>Thematic Focus: Discuss family, conjugate –er and –ir verbs to expand vocabulary, understand irregular verbs such as tener and venir</p>
<p>Use family member vocabulary to present information about their family members including a description of physical traits, personality characteristics, and professions. Expand vocabulary and produce complete Spanish sentences using –er and –ir verbs. Identify irregular verbs and how they are irregular such as tener and venir. Use tener idioms to explain conditions.</p>
<p>Essential Questions: How do I describe my family members and their relationship to me? How are adjectives different in Spanish? How do I conjugate –er and –ir verbs? What makes the verbs tener and venir irregular? What phrases are used with tener?</p>

<p>Instructional Focus of Module: Family members, adjective agreement, conjugating –er and –ir verbs, irregular verbs</p>
--

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.15 Students express feelings by using tener idioms.	2.1 Students read about surnames and families in the Spanish-speaking world.	Conjugating –er and –ir verbs Subject pronouns Sentence creation Tener and venir Adjective agreement Word order
1.16 Students respond orally and written to various teacher created questions.		
1.17 Students present their family projects to the class and teacher.		

Connections		Comparisons	Communities
3.1	Students continually make connections to English.	4.1	Students demonstrate understanding of the nature of language when comparing word order and sentence structure.
3.2	Students understand family values in Spanish-speaking countries.		5.1 Students use Spanish to describe their family members.

Text Set: Descubre 1 Chapter 3

<p>Anchor Text: Descubre 1 Chapter 3: La familia</p> <p>Text: Descubre 1 pg 114 Activities: Family Vocabulary</p> <p>Text: pg 79 Activities: 1-4</p> <p>Text: pg 82-83 Activities: Fotonovela</p> <p>Text: Teacher Created Activity Activities: La Familia Kardashian</p> <p>Text: Teacher Created Activity Activities: Family Project and Family Tree</p> <p>Activities: Family Riddle and family tree</p> <p>Text: pg 86-87 Activities: Family comparisons</p> <p>Writing Instruction: Family Project FCAs: Adjective Agreement</p> <p>Activities: Possessive Adjective Guided notes and Practice</p> <p>Activities: Ser review and Adjectives Worksheet</p> <p>Text: pg 96-97 Activities: Teacher created notes and practice –er and –ir verbs</p> <p>Activities: Teacher created –er and –ir verbs practice</p> <p>Text: pg 100-101 Activities: Tener and venir notes</p> <p>Activities: Teacher created tener and venir practice</p>	<p>Reading Assessments:</p> <p>Family riddle</p> <p>Family cultural reading</p> <p>Writing Prompts & Assessments:</p> <p>Family project: possessive adjectives, the verb ser, adjective agreement</p> <p>Grammar Assessments:</p> <p>Conjugating –er and –ir verbs</p> <p>Conjugating tener and venir</p>
---	--

Ongoing Standards Addressed in This Unit:

<u>Communication</u>	
1.18	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.19	Students understand and interpret spoken and written Spanish on a variety of topics.

1.20 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

3.1 Students reinforce and further their knowledge of other disciplines through Spanish.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.

4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

5.1 Students use Spanish both within and beyond the school setting.

5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Unit 4 – La Familia

Theme Overview

Week 1 – 1.5 Family Vocabulary

Introduce vocabulary

Teacher created practice

Weeks 1.5 - 3: Possessive & Descriptive Adjectives

Adjective notes

Adjective practice

Review of the verb ser

Family Projects

Weeks 4 & 5: Conjugating –er and –ir verbs

Notes

-er and -ir verb vocabulary

Practice and translations

Quiz

Weeks 6 & 7: Tener and Venir

Define irregular verbs (yo-go and stem change)

Conjugate and practice

Tener idioms

Quiz

Subject: Spanish 1	Grade: 9-12	Timeline: 5 weeks
--------------------	-------------	-------------------

Module Overview:
Students will expand their knowledge of verbs in the present tense by learning common stem-changing verbs and verbs with irregular yo forms, including the verb ir. Students will be able to discuss names of sports and other pastimes as well as places in a city.
Module Objectives:
Students will be able to conjugate and correctly identify common stem changing verbs and verbs with irregular yo forms. Students will be able to use the verb ir in the present tense, including the verb phrase, 'ir + a + an infinitive'. Students will also be able to discuss their favorite pastimes and sports. Students will be able to discuss location using vocabulary for various places in and around the city.
-Use vocabulary to discuss pastimes and hobbies -Use vocabulary to identify locations within the town -Use vocabulary to talk about sports -Conjugate irregular verbs, including common stem-changing verbs and verbs with irregular yo forms -Conjugate the verb ir and use it in phrases such as 'ir + a + infinitive'
Thematic Focus: Irregular verbs and hobbies
Use prior knowledge to conjugate irregular verbs. Continuing to expand knowledge and vocabulary by discussing pastimes, hobbies, and sports.
Essential Questions:
What are irregular verbs? What makes a verb irregular? How are irregular verbs conjugated? How do I discuss my hobbies and pastimes in Spanish? How do I discuss sports in Spanish?

Instructional Focus of Module: Conjugating irregular verbs and discussing hobbies

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.1	Students will discuss their opinions about sports and various hobbies.	2.1 Students will learn the history of the Mexican holiday 'Cinco de Mayo.'	Conjugating verbs
1.2	Students will read articles and view authentic Spanish materials.		Gender agreement
1.3	Students will share ideas and information about authentic Spanish articles.		Number agreement
<i>Connections</i>		<i>Comparisons</i>	<i>Communities</i>
3.1	Students will obtain geographical and historical facts relating to Cinco de Mayo.	4.1 Students will compare irregular verbs in English to irregular verbs in Spanish.	
		4.2 Students will compare Mexican holidays to American holidays.	

Text Set: Descubre 1: Chapter 4

Anchor Text: Chapter 4 vocabulary pg 150 Activities: Frayer Model	Reading Assessments: En Detalle
Text: Fotonovela pg 120 Activities: Multiple Views	Writing Prompts & Assessments: What is your favorite sport and why?
Text: pg 117 -118 Activities: 1-8	Grammar Assessments: Conjugating irregular verbs
Text: pg 124 Activities: En detalle discussion	
Text: pg 126 Activities: Present tense of 'ir' notes	
Activities: Ir practice Worksheet	
Activities: Ir + a + infinitive packet	
Anchor Text: Stem changing verbs pg 129 Activities: Stem changing verbs notes	
Activities: Stem changing verbs practice	
Text: pg 136 Activities: Verbs with irregular yo forms	
Activities: Verbs with irregular yo forms worksheet	
Activities: Verbs with irregular yo forms practice	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.21 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.22 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.23 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>

Unit 5 – Pastimes and Irregular verbs

Theme Overview

Set 1 (1.5 week): Vocabulary – Hobbies, Sports, Places in town

Introduction to Chapter 4 Noun Vocabulary

Frayer Model

Activites and Practice

Quiz

Set 2 (1.5 weeks): Stem Changing Verbs

Review rules of conjugating

Review –ar, -er, -ir endings

e:ie, o:ue, e:i, u:ue stem changing verbs

Practice and quiz

Set 3 (1 week): Verbs with irregular yo forms

Verbs with irregular yo forms

yo-go verbs

Verbs with irregular yo forms

Practice and quiz

Set 4 (1 week): The verb 'ir'

Ir notes

Ir conjugation

Practice with ir

Ir + a + infinitive

Practice and quiz

