

CV Guarantee Spanish I quarter 1

Big Idea: How do people reach out to communicate with others?			
<p>Standards: Communication - WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken and written. WL.CM2.N Participate in real-world, spoken or written conversations on very familiar topics. Cultures -WL.CL1.N use age-appropriate gestures and expressions in very familiar, common daily settings.</p>		<p>Timeline: Fall Quarter 1</p>	
<p>Key Vocabulary: greetings, farewell, alphabet, numbers 1-100, Spanish-speaking countries, how people are doing, courtesy expressions, time.</p>		<p>Vocabulary Activities: video examples, teacher modeling, engage in conversations with peers, interactive online activity (Quizlet), penmanship practices.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Students will learn...</p> <ol style="list-style-type: none"> 1. the sounds of the letters in Spanish. 2. proper Spanish punctuation (¿?! i). 3. about birthdays in Spanish-speaking countries. 4. greetings with appropriate gestures. 5. where Spanish is spoken in the world. 6. what cognates are. 7. the difference between formal and informal Spanish. 	<p>Students can....</p> <ol style="list-style-type: none"> 1. pronounce the sound of each letter 2. differentiate the sounds of English and Spanish 3. write the interrogation and exclamation marks properly with understanding of its reason and purpose 4. understand the cultural behaviors and be polite among its people 5. enhance understanding and importance 	<p>Students practice...</p> <ol style="list-style-type: none"> 1. listening and singing along with the alphabet song for name of letters and sound 2. understand its purpose and use it correctly 	<ol style="list-style-type: none"> 1. compare the sounds of English letters to Spanish and highlight

<ol style="list-style-type: none"> 8. how to express courtesy. 9. how to... <ul style="list-style-type: none"> ● greet and say good-bye. ● say and ask for a person's name, place of origin, age, count to 100, and time. ● ask and tell how someone is feeling. 	<ol style="list-style-type: none"> 6. create a helpful tool for decoding and comprehension 7. address people base on the norms of formality required 8. properly express courtesy based on situations 9. exchange information in the target language 		
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Resources: Youtube videos, Quizlet, Textbook ¡Qué chévere! level 1, Workbooks ¡Qué chévere! level 1, Google Tools (classroom, forms, slides, etc), and handouts/ templates.

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Big Idea: Apply artistic skills and process to solve a variety of industry-relevant problems.			
Standard: CTE A2.6 Create an artistic product that involves effective use of the elements of art and the principles of design.		Timeline: 2 weeks	
Key Vocabulary: Analogous Colors, Color Wheel, Font, Dimensions, Graphic, guidelines, Aesthetic,		Vocabulary Activities: Class discussion, and color wheel.	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can describe the elements of an effective promotions poster.</p> <p>I can download new fonts, and apply them in Photoshop.</p> <p>I can use a specific color scheme in a work of art, and change the color of existing elements to the colors I need.</p> <p>I can apply borders to a design.</p> <p>I can convert photographs into artistic graphics.</p> <p>I can use appropriate size and resolution for printing and for web</p>	<p>I can compare different poster designs and discusses what is effective and ineffective with each.</p> <p>I can evaluate the strengths and weaknesses of different poster designs</p>	<p>I can speak about the way I made my poster, and the steps I took, and why.</p>	<p>I can design a poster that is aesthetically pleasing, and also conveys all the required information for the client.</p> <p>I can save the poster so that it is web-ready, and print ready</p>

CV Guarantee
Spanish I quarter 2

Big Idea: How does education promote understanding of different cultures?			
<p>Standards: Communication - WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken and written. WL.CM2.N Participate in real-world, spoken or written conversations on very familiar topics. Cultures - WL.CL1.N Use age-appropriate gestures and expressions in very familiar, common daily settings. WL.CN4.N Identify cultural borrowings. WL.CL2.N Experience, recognize, and explore the relationship among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily setting.</p>		<p>Timeline: Fall Quarter 2</p>	
<p>Key Vocabulary: identifying people, saying where a person is from, classroom objects, class schedule, days of the week, colors, clothing, technology items.</p>		<p>Vocabulary Activities: video examples, teacher modeling, engage in conversations with peers, interactive online activity (Quizlet), penmanship practices, quizzes.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know where Spanish is spoken in the world. I know how to...</p> <ul style="list-style-type: none"> - ask and tell who someone is, where someone is from. - to identify Hispanic influence in the US. (name of places and dia de los muertos) - ask and tell how to say a word in Spanish. - to talk about one or several people, places, or classroom objects. - discuss school schedules, describe classroom objects and 			

<p>clothing, and identify technology items.</p> <ul style="list-style-type: none">- talk about what people do and need using -ar verbs.- ask for and provide contact information.- talk about where things are and how people are using the verb "estar".			
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Resources: Youtube videos, Quizlet, Textbook ¡Qué chévere! level 1, Workbooks ¡Qué chévere! level 1, Google Tools (classroom, forms, slides, etc), and handouts/ templates.

CV Guarantee Spanish I quarter 3

Big Idea: How do major cities tell their stories?			
<p>Standards: Communication - WL.CM5.N Demonstrate understanding of words, phrases, and simple sentences on very familiar common daily topics. Use orthography, phonology, and very basic sentence level elements. WL.CM7.N Identify similarities and differences in the orthography, phonology, and very basic sentence-level elements of the language. Connections - WL.CN2.N Recognize diverse perspective and distinctive viewpoints on very familiar common topics, primarily in the target language, from age-appropriate authentic materials from the target culture.</p>		<p>Timeline: Spring Quarter 3</p>	
<p>Key Vocabulary: place in a city, introductions and responses, suggestions and invitations, transportation, foods, restaurant dining.</p>		<p>Vocabulary Activities: video examples, teacher modeling, engage in conversations with peers, interactive online activity (Quizlet), penmanship practices, quizzes.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know how to...</p> <ul style="list-style-type: none"> - talk about places in the city. - introduce a friend and express courtesy. - ask and answer questions. - talk about interesting places to visit in Mexico City. - talk about Diego Rivera's murals, Frida Kahlo's art, Mexico City's subway, Mexico's three cultures, landmarks and cuisine. - talk about modes of transportation and proximity. - ask and say where someone is going using the verb "ir". 			

<ul style="list-style-type: none">- ask and say what people are going to do using "ir a" + infinitive.- have a conversation in a restaurant.			
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Resources: Youtube videos, Quizlet, Textbook ¡Qué chévere! level 1, Workbooks ¡Qué chévere! level 1, Google Tools (classroom, forms, slides, etc), and handouts/ templates.

CV Guarantee Spanish I quarter 4

Big Idea: How do cultural values shape relationships in Hispanic countries?			
<p>Standards: WL.CM4.N Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily-settings within target-language communities in the US and around the world. WL.CM5.N Demonstrate understanding of words, phrases, and simple sentences on very familiar common daily topics. Use orthography, phonology, and very basic sentence level elements. WL.CM6.N Communicate about very familiar common daily topics using words and phrases and simple sentences. Use orthography, phonology, and very basic sentence-level elements. WL.CN3.N Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the US, the student's own cultures, and the target culture.</p>		<p>Timeline: Spring Quarter 4</p>	
<p>Key Vocabulary: family relationships, possessions, leisure-time activities, relationships with friends, likes and dislikes, descriptions, weekly schedule, dates, months, seasons, weather.</p>		<p>Vocabulary Activities: video examples, teacher modeling, engage in conversations with peers, interactive online activity (Quizlet), penmanship practices, quizzes.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know how to...</p> <ul style="list-style-type: none"> - talk about family and relationships. - use possessive adjectives to describe relationships among people. - talk about what people do using -ir verbs. - use "estar" to describe people and things. - talk about Puerto Rico, its languages, and its people. - talk about activities people like and dislike to do. 			

<ul style="list-style-type: none">- discuss the role of the family in the Dominican Republic and its music.- describe friends and family.- use the verb “ser” y “estar” correctly.- talk about what people have using the verb “tener”.- talk about the months of the year and birthdays.- ask for and give the date.			
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Resources: Youtube videos, Quizlet, Textbook ¡Qué chévere! level 1, Workbooks ¡Qué chévere! level 1, Google Tools (classroom, forms, slides, etc), and handouts/ templates.