Curriculum Map Spanish

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Week	Unit Name (Topic)	Lesson	Objectives	Standards and Eligible Content	Resources	Assessments	Adaptations Modifications	Vocab
1-2	Welcome Back and Geography of Spanish Speaking World	Review of Main topics from previous year. Spanish Speaking World	Students demonstrate long term retention of information acquired during the previous academic year. Students are able to name and locate the Spanish Speaking Countries	ACTFL Standard Interpersonal Communication Interpretive Communication Making Connections	Textbook notebook	Formal Assessment	Length and depth of review based on student input	Geography, Alphabet, Numbers, Months, Days, and Countries
3	School Day	Review of regular *ar,er,ir* verbs. Intro. of Spanish Stem Changing Verbs	Students demonstrate the ability to accurately conjugate regular verbs and stem changing verbs	ACTFL Standard Interpersonal Communication Interpretive Communication Presentational Communication	Textbook Smartboard technology Accompanying text materials	Informal Verbal, Formal instructor created assessment	Pace of delivery based on informal assessments	Classroom Items
4	School Day	Affirmative and negative words	Students are able to express thoughts and create sentences using affirmative and negative words	ACTFL Standard Relating Cultural Practices and Products to Perspectives	Textbook Smartboard Text video series with accompanying comprehension questions	Vocabulary Assessment Text based formal assessment,	N/A	Activities
5	School Day	Making comparisons	Students are able to compare items and things using the given format with nouns and adjectives	ACTFL Standard Interpersonal Communication Interpretive Communication	Classroom items, textbook, workbook and ancillary materials	Presentation in front of class using 10 different items making comparative	Modifications make to sentence structure format.	Extracurricular activities and continuation of classroom items.

				Making Connections Language Comparisons		statements.		
6	School Day	The verb *conocer* and *hacer* plus time expressions	Students are able to contextually use the Spanish verb *conocer* and also tell how long something has happened or the duration of time in which an action has been completed.	ACTFL Standard Interpersonal Communication Interpretive Communication Presentational Communication	Classroom calendar/timeline activity list Textbook Teacher made worksheet/checklist	Formal written assessment	Adaptions of how time expression differ between the two languages.	Rules, activities, extracurricular activities
7	A Special Event	Spanish reflexive verbs	Students demonstrate understanding and the concept of Spanish reflexive verbs as well as their conjugations using the reflexive pronouns	ACTFL Standard Language Comparisons	Textbook Smartboard Text video series with accompanying comprehension questions	Informal assessment based on verbal expression and response from students' responses	Modify delivery of reflexive Pronouns	Daily routines and commonly use Spanish reflexive verbs
8-9	A Special Event	Review of *ser* and *estar* possessive adjectives	Students revisit the previous concept of the two Spanish verbs "to be" and are able to use each appropriately based on context. Student will be able to express possession of items	ACTFL Standard Relating Practices and Products to Perspectives	Smartboard verb grid sheets teacher created note sheet and possessive adjective worksheet	Vocabulary Assessment Presentation telling daily routine using items brought from home, formal assessment from text on possessive adjectives	Pace of Delivery based on student recollection of previous acquired information.	Daily routines, getting ready for an event
10	A Special Event	Preterite tense of regular verbs and demonstrative adjectives	Student is able to express themselves in the past tense and describe items using the correct demonstrative adjective	ACTFL Standard Presentational Communication	Textbook textbook ancillary materials Smartboard flashcards	Formal assessment from text. Past trip/vacation project book and presentation.	N/A	Shopping, prices, and money.

11	You and Your Community	Direct Object Pronouns	Students are able to simplify sentences and expressions through the usage of Spanish DOPs	ACTFL Standard Interpersonal Communication Interpretive Communication Presentational Communication	Textbook, workbook, DOP electronic activity	Formal assessment gauging ability to change present tense expressions to past tense.	Adaptions based on language connection of DOPs	Running errands, locations in the downtown setting
12	You and Your Community	Irregular preterite verbs	Students demonstrate the ability to conjugate irregular preterite Spanish verbs	ACTFL Standard Interpersonal Communication Interpretive Communication Presentational Communication	Verb grid sheet and teacher created notes, textbook	Vocabulary Assessment Informal verbal assessment and formal written assessment	Modify irregular groupings	Items purchased, various places in town
13-14	You and Your Community	Affirmative Commands and the Spanish Present Progressive Tense	Student are able to give a command to someone they are familiar with and make expressions about actions that are currently happening	ACTFL Standard Lifelong Learning School and Global Communities	Textbook, Smartboard, text ancillary material, activity dice	Project giving instructions to a friend on how to do something or how to get somewhere. Formal written assessment on present progressive	N/A	Driving terms and modes of transportation
15-16	Remembering the Past	The Imperfect Past Tense Indirect Object Pronouns	Students are able accurately use the Spanish Imperfect Tense to express habitual actions and things that happened over time in the past	ACTFL Standard Presentational Communication	Textbook, Smartboard, Text video series with accompanying comprehension questions, Teacher created baby book	Project where student will create a baby book about their past when younger. Formal assessment on IDOP	Adaption of English to Spanish Variable Trigger Phrases	Toys, play terms, describing children
17-18	Remembering the Past	The Imperfect Past Tense with irregular verbs, IDOPs	Students are able to correctly conjugate irregular Spanish in the Imperfect Tense	ACTFL Standard Presentational Communication	Textbook, Teacher created verb notesheet, Smartboard, Spanish Lotería	Vocabulary Assessment Formal written assessment, above noted project.	N/A	Expressions describing etiquette, and holiday family celebrations

					activity materials			
19-20	In the News	Imperfect tense of Spanish double vowel verbs such as *oir, leer, creer,* and *destruir*	Students are able to correctly verbalize and express in written form double vowel Spanish verbs	ACTFL Standard Interpersonal Communication Interpretive Communication	Textbook, Smartboard, verb and subject dice	Informal verbal assessment, Formal Written Assessment	Modify list of verbs	Natural disasters. Emergencies, rescues, and heroes
21-22	In the News	More irregular Spanish verbs such as *venir, poner, decir* and *ir* in the progressive and preterite tense	Students are able to express themselves accurately and clearly using the irregular verbs and demonstrating knowledge of correct spell changing	ACTFL Standard Making Connections Acquiring Information and Diverse Perspectives	Textbook, Textbook ancillary materials, crossword puzzle	Vocabulary Assessment Formal Assessment	Modify list of verbs	Body, events in the emergency room
23	Television and Theater	The preterite of -ir stem changing verbs	Student are able to conjugate and correctly spell stem changing verbs in the preterite	ACTFL Standard Interpersonal Communication Interpretive Communication Cultural Comparisons	Stem Changing verbs note sheet, textbook	Informal Assessment, Formal verbal conversation assessment.	N/A	Watching television programs and sporting events
24	Television and Theater	Verbs that use IDOPs	Students are able identify and correctly use and conjugate verbs that require the use of Indirect Object Pronouns	ACTFL Standard Making Connections	Verb Sheet and Textbook, text video series	Vocabulary Assessment Formal Written Assessment	Adapt to English Equivalents	Movies and making movies
25-26	Meals	Review of affirmative Informal commands, negative Informal commands	Students demonstrate ability to recall previous informal commands, students are able to give a negative command to and individual they are familiar with	ACTFL Standard Interpretive Communication	Textbook, Notebook, text video series, Smartboard	Informal verbal assessment, text created formal assessment	N/A	Cooking expressions, food, and appliances

27-28	Meals	Negative informal commands, the Spanish Impersonal se	Students continue correctly use the affirmative and negative informal commands. Student are able to form expressions utilizing the impersonal se.	ACTFL Standard All Cultures Lifelong Learning All Comparisons	Textbook, Text ancillary material, Workbook activity sheet	Formal written assessment	Modify what words are commonly used as a negative command	Following a recipe, giving directions in a kitchen
29-30	Meals	Formal Commands	Students are able to form and give commands to someone they are not familiar with or that is older.	ACTFL Standard All Cultures Lifelong Learning All Comparisons All Communications	Textbook, Command worksheet	Vocabulary Assessment Informal Assessment, Simon dice activity, Formal verbal interviews. Project: cooking video utilizing all commands and impersonal se	Modify verbs to include more irregulars	Camping and cookouts
31-32	How to be a good Tourist	The Present Subjunctive	Student are able demonstrate an understanding of what the Spanish Subjunctive is and when it is used through verbal and written expression	ACTFL Standard School and Global Communities	Textbook, Smartboard, Text video series, Subjunctive mood note sheet	Formal written assessment, informal peer verbal exercise	N/A	Visiting an Airport, Planning a trip, and traveling safely
33-34	How to be a good Tourist	Irregular verbs in the Subjunctive	Students are able to correctly form the Subjunctive of irregular verbs, more impersonal se expressions	ACTFL Standard School and Global Communities	Textbook, Smartboard, Internet, Text ancillary materials	Project/ Presentation Assessment: Planning a trip to Spanish Speaking country utilizing unit grammar and vocabulary	Modify verb list	Staying in a Hotel, Appropriate Tourist Behavior
35	What will you be in the Future	The future tense including the irregular forms	Students are able to express thoughts using the future	ACTFL Standard Presentational	Textbook, Text video Series	Vocabulary Assessment Formal	Adapt vocabulary list to student	Professions, Making Plans in the Future

			tense	Communication		Assessment Essay	interest	
36	What will you do in the Future, End of year Review.	Using the Subjunctive to express doubt, Cumulative Review	Students are able to express doubt using the Spanish Subjunctive Tense, *Students demonstrate long-term retention o they year's topics	ACTFL Standard All Communications	Textbook, review packet	Formal Assessment Essay, Cumulative Exam	Modify cumulative content	Environment and Environmental Issues

***Big Idea page will be added**