Spanish 1A Curriculum Guide

National Standards	Thematic Concepts	Student Evidence		Resources
Interpersonal & Interpretive Mode Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	• Basic conversations • Getting to know somebody • Time • Dates • Weather • Numbers • Geography of the Spanish speaking world	1.1 • Students engage in conversations with survival vocabulary. • Students can exchange information on their characteristics. • Students can articulate and ask about time, weather, dates and descriptions of people. 1.2 • Students identify the vocabulary word in a category that does not belong • Students locate Spanish speaking countries and capitals • Students identify the months on a calendar		McGraw-Hill, *Así Se Dice,* Level 1, Preliminaries *4-5 weeks or as per your department's pace.* **Differentiation for Preliminares** *For struggling students:* 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator. *For extending the lessons for students who are ready to move on:* 1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 2. Have your students do work online in Estudio, recording their voices to submit to you.
		Ed Tech #2.3.1	*Select and use common applications.* **Students organize relationships in a logical order using Smart Board technology**	
		CCSS Key Ideas and Details #1	*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	

Interpretive & Interpersonal Mode Standard 3.1: Students reinforce and further their knowledge of other disciplines through the world language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	• Verb "to be" in present tense • Adjective agreement • Tú x Usted • Describe where people are from • Talk about subjects and school and express opinions • Articles, gender • Spanish influence in the United States	**4.1** • Students identify and color code nouns and adjectives • Students learn syntax • Students label patterns of language • Students compare the target language to their first language <table><tr><td>Ed Tech #2.3.1</td><td>*Select and use common applications.* **Students organize relationships in a logical order using Smart Board technology**</td></tr></table> **1.1** • Students engage in conversations describing themselves, school, home, family and friends. <table><tr><td>Ed Tech #2.3.1</td><td>*Select and use common applications.* **Students identify the subject of a verb using clickers**</td></tr></table>	McGraw-Hill, *Así Se Dice,* Level 1, Chapter 1 *4-5 weeks, or as per your department's pace* **Differentiation for Chapter 1** *For struggling students:* 1. www.quizlet.com to practice spelling and recognizing vocabulary and grammar. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator. *For extending the lessons for students who are ready to move on:* 1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 2. Have your students research Latino populations in the US and make a presentation to the class, using as much Spanish as possible.

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Interpretive, Interpersonal & Presentational			

Interpretive, Interpersonal & Presentational

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2.2: Students

- Basic sentence structure
- Questions and Answers
- Paragraphs: small stories, dialogues and other input

1.2
- Students follow instructions by responding to gestures
- Students follow simple directions to arrive at a location
- Students cut and paste sentences fragments to form sentences

Ed Tech #2.3.1	*Select and use common applications.* **Students organize relationships in a logical order using Smart Board technology**

- Students begin to read stories and answer questions

CCSS Key Ideas and Details #1	*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

1.3
Students act out a simple story with prompts and gestures

1.1
Students begin to discuss relevant topics using their new structures

2.2 Students decipher real class schedules from a variety of Spanish speaking countries

Ed Tech #2.3.1	*Select and use common applications.* **Students research school in Spanish speaking countries.**

McGraw-Hill, *Así Se Dice,* Level 1, Chapter 1

Differentiation for Chapter 1

For struggling students:

1. www.quizlet.com to practice spelling and recognizing vocabulary and grammar. Create your own set or browse to find others.
2. Using flashcards, have students manipulate the cards to form correct sentences (subject, verb, noun, adjective etc).

For extending the lessons for students who are ready to move on:

1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging.
2. Pair these students with struggling students to create dialogues using the chapter's vocab and grammar.

demonstrate an understanding of the relationship between the products and perspectives of the culture studied.			
Interpersonal & Presentational Modes Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	• Family and home • Verb "tener" • Possessive adjectives • Hispanic family life	2.1 • Students demonstrate empathy for others by writing in English (e.g. If I were Carlos, what would I do in this situation based on my cultural norms?) **CCSS Text Types and Purposes #2** — *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.* • Students discuss Latinos' points of view, ways of life, and contributions to the world in English **Ed Tech #2.3.1** — *Select and use common applications.* **CCSS Research to Build and Present Knowledge #7** — *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*	McGraw-Hill, *Así Se Dice,* Level 1, Chapter 2 *4-5 weeks or as per your department's pace*

			Differentiation for Chapter 2
			For struggling students 1. www.quizlet.com to practice spelling and recognizing vocabulary and grammar. Create your own set or browse to find others. 2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator. *For extending the lessons for students who are ready to move on:* 1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging. 2. Have your students research how Latino names are made and make a presentation to the class, using as much Spanish as possible.
Interpersonal, Interpretive & Presentational Mode	• Talk about family and pets • Describe a house or	1.1 • Students engage in conversations with the teacher and students around family, housing and pets • Students describe their dream home • Students learn how to express ownership	McGraw-Hill, *Así Se Dice,* Level 1, Chapter 2

| Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. | apartment
• Describe rooms and some furnishings
• Discuss a family from Ecuador
• Verb Tener
• Possessive adjectives | **1.3**
Students present their dream home to the class and to each other | |

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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apartment
- Describe rooms and some furnishings
- Discuss a family from Ecuador
- Verb Tener
- Possessive adjectives

1.3
Students present their dream home to the class and to each other

Ed Tech #2.3.1	*Select and use common applications.* **Students draw a house and label it using the drawing pad app on iPad.**

1.2
- Students write a description of family and friends

CCSS Text Types and Purposes #2	*Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*

2.1
- Students will compare and contrast life in the US with life in Ecuador via a reading

CCSS Key Ideas and Details #1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Students will develop an understanding of the perspectives of the country being studied.

Ed Tech #1.1.1	*Generate ideas and create original works for personal and group expression using a variety of digital tools.* **Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about their family.**

Differentiation for Chapter 2

For struggling students

1. www.quizlet.com to practice spelling and recognizing vocabulary and grammar. Create your own set or browse to find others.
2. Estudio online has many tutorials as well as practice sites for Asi se Dice's grammar and vocabulary. If you need a code, contact your coordinator.

For extending the lessons for students who are ready to move on:

1. Have your students use Estudio to do work that corresponds to what you're teaching in the pre AP workbook. This is more challenging.
2. Have your students write an essay comparing their own family to the family in Ecuador using the Lectura Cultural as a guide. Give the students the constructs of más and menos que. Use these essays as extra readings for other students.

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Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	• Basic sentence structure • Questions and Answers Paragraphs: small stories, dialogues and other input	**1.2** • Students write a letter about themselves and their lives here in Spokane to someone in a Spanish speaking country. **Ed Tech #2.3.1** — *Select and use common applications.* **Teacher will find and show authentic video of life in a Spanish-speaking country** **CCSS Text Types and Purposes #3** — *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*	McGraw-Hill, *Así Se Dice,* Level 1, Chapter 2
Presentational & Interpersonal Mode Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		**1.3** • Students present a skit or a dialogue **5.1** • Students Skype with other classrooms/students from Spanish-speaking countries using the vocab and grammar from this lesson. **Ed Tech #2.3.2** — *Select and use online applications.* **Students use online message boards to provide and exchange information** **Ed Tech** — *Select and use common applications*	McGraw-Hill, *Así Se Dice,* Level 1, Chapter 2

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Standard 5.1: Students use the language both within and beyond the school setting.		**#2.3.1** **Students will have a conversation in Spanish using the Facetime app on iPads**	
Interpersonal & Interpretive Mode Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	• Uses appropriate register Impromptu questions and responses	1.1 & 1.2 • Students answer questions from the teacher using appropriate formal or informal language • Students maintain a back and forth exchange of information using appropriate register and pronouns.	McGraw-Hill, *Así Se Dice,* Level 1, Chapter 1, Chapter 2 **Differentiation for Chapter 2** *For all students* Using a prop box, have students pair up by level of understanding. One student pulls out a prop, and the other student must ask him/her a pertinent question in the appropriate register. The partner replies and then does the same.
Interpersonal Mode Standard 1.1: Students engage	• Dialogues • Conversations	1.1 • Student articulates opinions in small and large group settings • Students converse with the teacher and/or other	McGraw-Hill, *Así Se Dice,* Level 1, Preliminaries, Chapter 1, Chapter 2

in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.		students 	**Ed Tech #2.3.2**	*Select and use online applications.* **Students use online message boards to provide and exchange information**		
Presentational Mode Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	• Uses appropriate register • Follows cultural norms when communicating Incorporates cultural information	3.2 • Students role play cultural situations that take place in other countries | **CCSS Research to Build and Present Knowledge #8**	*Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*			McGraw-Hill, *Así Se Dice,* Level 1, Preliminaries, Chapter 1, Chapter 2
Interpretive Mode Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	• Reads/listens to information and responds in writing/speaking	1.2 • Students read/listen to information and provide written/oral responses in a summative assessment 	**Ed Tech #2.3.2**	*Select and use online applications.* **Students use a blog to read and respond to a relevant prompt.**		
CCSS	Determine central ideas or themes of a text			McGraw-Hill, *Así Se Dice,* Level 1, Chapter 1, Chapter 2

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		Key Ideas and Details #2	and analyze their development; summarize the key supporting details and ideas.	
Interpretive & Presentational Modes Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics	• Reads/listens to information and responds in writing/speaking	**1.1 & 1.2** • Common district end of semester assessment **CCSS Key Ideas and Details #2** — Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		McGraw-Hill, *Así Se Dice*, Level 1, Preliminaries, Chapter 1, Chapter 2 *Spend at least 1 week reviewing for the test and give the oral and written portions a day or two before the Amplify portions during the normal final testing window. .*
Interpersonal & Presentational Modes Standard 5.1: Students use the language both within and beyond the school setting.	• Music • Movies • Authentic texts • Mentoring • Internet communication	**5.1** • Students write a reflection piece on a cultural experience • Students compare and contrast products of cultures **Ed Tech #2.3.1** — *Select and use common applications.* **CCSS Researc** — *Gather relevant information from multiple print and digital sources, assess the credibility*		McGraw-Hill, *Así Se Dice*, Level 1, Preliminaries, Chapter 1, Chapter 2

			h to Build and Present Knowledge #8	*and accuracy of each source, and integrate the information while avoiding plagiarism.*
			CCSS Production and Distribution of Writing #4	*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*