

HAVERHILL PUBLIC SCHOOLS  
Spanish I College Prep Curriculum Map

	<b>“AR” Verbs Present Regular Tense</b>
<b>Essential Questions</b> <i>(What you teach)</i>	<p>Translate the following verbs</p> <ol style="list-style-type: none"> <li>1. hablar-</li> <li>2. bailar-</li> <li>3. cantar-</li> <li>4. mirar-</li> <li>5. andar-</li> <li>6. pintar-</li> <li>7. llegar-</li> <li>8. practicar-</li> </ol> <p>How do you conjugate “AR” verbs in the given forms</p> <ol style="list-style-type: none"> <li>1. yo-</li> <li>2. tú-</li> <li>3. Usted,él/ella-</li> <li>4. nosotros(as)-</li> <li>5. vosotros(as)-</li> <li>6. Ustedes,ellos/ellas-</li> </ol>
<b>Content</b> <i>(Topics covered)</i>	The students will learn how to conjugate regular present tense “AR” verbs. They will learn the meanings of most commonly used regular present tense “AR” verbs in the infinitive and conjugated forms.
<b>Skills/Standards</b> <i>(Frameworks)</i>	<p>Standard 2: Interpretive Communication 2.2,2.3</p> <p>Standard 5:Linguistic Comparison 5.1, 5.2, 5.3, 5.4, 5.9, 5.10, 5.11</p>
<b>Assessments</b> <i>(How you assess)</i>	Give the students an assessment at the end of the unit, include the essential questions. Have students translate simple phrases from English to Spanish. Ex. I speak. = Yo hablo. The assessment should include lots of writing components (multiple choice is not recommended), this will allow the students to applying the information in a written context. This allows for better comprehension.
<b>Activities</b> <i>(Required)</i>	<p>Have the students practice vocabulary/definitions of verbs, by creating vocabulary lists. Have the students translate the terms from English to Spanish. Give students worksheets, which allow for them to practice with grammar tense.</p> <p>Game- Have students participate in two teams and have verb races. Two students will go to the board, and the teacher will call out a verb and a form to conjugate it, which students conjugates the verb first and is correct will earn a point for the team.</p>
<b>Instructional Resources</b>	<p>Grammar Vision Spanish 1 Expresarté- gives visual and audio presentation of the presented information.</p> <p>Nuevos Amigos/other beginning grammar Spanish Textbook- to reinforce the grammar concept and for practice exercises and activities.</p>
<b>Interdisciplinary Connections</b>	

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	<b>Day of the Dead &amp; Columbus Day</b>
<b>Essential Questions</b> <i>(What you teach)</i>	<p>Day of the Dead</p> <p>What country celebrates the Day of the Dead?</p> <ol style="list-style-type: none"> <li>1. Why is this holiday so important?</li> <li>2. When is it celebrated?</li> <li>3. How many days does the celebration last for?</li> <li>4. What is All Saints Day?</li> <li>5. What is All Souls Day?</li> </ol> <p>Columbus Day</p> <ol style="list-style-type: none"> <li>1. Who is Christopher Columbus?</li> <li>2. When do we celebrate Columbus Day?</li> <li>3. Why do we celebrate Columbus Day?</li> <li>4. How is Columbus view by many Native American groups?</li> </ol>
<b>Content</b> <i>(Topics covered)</i>	During this cultural/historical unit the students will learn about the holidays, “Day of the Dead” and “Columbus Day”. They will learn about their importance and significance to Hispanic and Native people.
<b>Skills/Standards</b> <i>(Frameworks)</i>	<p>Standard 1: Interpersonal Communication 1.5, 1.10,1.11,1.15,1.20</p> <p>Standard 3: Presentational Communication 3.1, 3.3, 3.4, 3.6</p> <p>Standard 4: Cultures 4.2, 4.7,4.12,4.13,4.14,4.22, 4.23,4.24</p> <p>Standard 6:Cultural Comparisons 6.2,6.4,6.6,6.7,6.8,6.9,6.10</p> <p>Standard 7: Connections 7.1, 7.2</p>
<b>Assessments</b> <i>(How you assess)</i>	The students should be assessed on the cultural information. This unit is rather large. Therefore, it is recommended to give two smaller assessments on the each topic individually, and then have a larger assessment on both topics. This will allow the students to use their critical thinking skills and be able to make comparisons and comparisons based on the information presented.
<b>Activities</b> <i>(Required)</i>	<p>Day of the Dead- have students make thumb prints and create skeleton figures. Have a discussion on the importance of the figure in this holiday. Have students work with word searches and cross words to practice the vocabulary.</p> <p>Columbus Day- have students read information about Columbus and his voyages to the Americas. Discuss the information. Have students work in groups and outline Columbus’s various voyages, and have each group research one of the countries that he sailed to and present the information to the class. Have students work with cross words and word searches to practice the vocabulary.</p>
<b>Instructional Resources</b>	<p>Hispanic Heritage Children’s Text Book- has a variety of information on Spanish holidays and important figures in Hispanic Culture.</p> <p>Internet- <a href="http://www.azcentral.com/ent/dead/">www.azcentral.com/ent/dead/</a> and <a href="http://www.apples4theteacher.com/holidays/columbus-day">www.apples4theteacher.com/holidays/columbus-day</a></p>
<b>Interdisciplinary Connections</b>	

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	<b>Noun/Adjective Agreement &amp; Making Nouns Plural</b>
<b>Essential Questions</b> <i>(What you teach)</i>	<p>Translate the following statements</p> <ol style="list-style-type: none"> <li>1. The girl is pretty. = La chica es bonita.</li> <li>2. The boy is handsome.= El chico es guapo.</li> <li>3. The boy is tall. = El chico es alto.</li> <li>4. The girl is tall. = La chica es alta.</li> <li>5. The dogs are big. Los perros son grandes.</li> </ol> <p>Make the following statements plural</p> <ol style="list-style-type: none"> <li>1. The boy = el chico, The boys = los chicos</li> <li>2. The book = el libro, The books = los libros</li> <li>3. The table = la mesa, The tables= las mesas</li> <li>4. The color = el color, The colors= los colores</li> </ol>
<b>Content</b> <i>(Topics covered)</i>	The topics covered in this unit are subject/noun and adjective agreement. The objective is to have students learn how to make gender and numerical agreement with the given subjects. The adjective(s) must agree as with the given subject(s) as well.
<b>Skills/Standards</b> <i>(Frameworks)</i>	<p>Standard 2: Interpretive Communication 2.3</p> <p>Standard 3: Presentational Communication 3.5,</p> <p>Standard 5: Linguistic Comparisons 5.1, 5.2, 5.4, 5.9, 5.11</p>
<b>Assessments</b> <i>(How you assess)</i>	Assess the students by giving them a quiz at the end of the unit. Include examples from the essential questions, this unit provides a good opportunity to have the students write in the target language. This will allow them to write short sentences, while using critical thinking skills. This is a good way to introduce a few translation questions, perhaps a couple going from Spanish to English, example: El gato es pequeño.=The cat is small. As the students progress, you should have them translate from English to Spanish.
<b>Activities</b> <i>(Required)</i>	1. Have students practice writing sentences and performing basic translations. 2. Have them work with partners and individual as they work through this process. Introduce the students to basic vocabulary terms, which will help them work through the unit and enhance vocabulary and writing skills.
<b>Instructional Resources</b>	Grammar Vision Spanish 1- Expresarte
<b>Interdisciplinary Connections</b>	The interdisciplinary connections are linguistic and comparisons in communication with the target language versus the native language.

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	<b>Numbers Lesson</b>
<b>Essential Questions</b> <i>(What you teach)</i>	<ol style="list-style-type: none"> <li>1. Count from 0- 100.</li> <li>2. Count from 0-100, counting by 5's.</li> <li>3. Count from 0-100, counting by 10's.</li> <li>4. Solve the following math problems, and explain how you got your answer in the target language. Example: <math>20-5= 15</math>, <math>7 \times 3= 35</math>, <math>85-40=45</math>, <math>57+ 13= 70</math></li> <li>5. Count by 100's ending at 1000.</li> <li>6. Count by 1,000's ending at 1,000,000.</li> </ol>
<b>Content</b> <i>(Topics covered)</i>	The topic covered in this unit is numbers. The objective is to have to students learn how to count in the target language from zero to a million. The students will also learn how to work with the numbers in everyday applications, such as solving basic math equations in addition, subtraction, multiplication, and division, and working with the cost of items that they would find in a store to purchase.
<b>Skills/Standards</b> <i>(Frameworks)</i>	Standard 2: Interpretive Communication 2.3, 2.6 Standard 3: Presentational Communication 3.13, Standard 7: Connections 7.1, 7.2,
<b>Assessments</b> <i>(How you assess)</i>	Assess the students with a quiz at the end of the, include the essential questions on the quiz. However, in places have the students write out the numbers to help with spelling and writing in the target language.
<b>Activities</b> <i>(Required)</i>	<ol style="list-style-type: none"> <li>1. Label various items in the classroom with a price tag, and call on students to say the price of the various items in the target language.</li> <li>2. Have student work on math problems on a worksheet, a projector, or on the board, and call on students to give out the responses.</li> <li>3. Have students sing or create their own songs to help with the learning process of the numbers.</li> </ol>
<b>Instructional Resources</b>	Items in the classroom. Math equations ( a basic math resource workbook) Grammar Vision 1: Expresarte
<b>Interdisciplinary Connections</b>	The interdisciplinary connections are communication skills and mathematics.

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	<b>Sports, Colors, and Gustar</b>
<b>Essential Questions</b> <i>(What you teach)</i>	<ol style="list-style-type: none"> <li>1. What does the verb gustar mean?</li> <li>2. When do we use gusta versus gustan?</li> <li>3. What are the indirect object pronouns in Spanish?</li> <li>4. Define the object pronouns.</li> <li>5. Which colors are neutral in gender? Why is this?</li> <li>6. What do you notice about the sports in comparison from English to Spanish?</li> </ol> <p>Translate the following vocabulary terms</p> <ol style="list-style-type: none"> <li>1. soccer-</li> <li>2. skiing-</li> <li>3. basketball-</li> <li>4. swimming-</li> <li>5. red-</li> <li>6. blue-</li> <li>7. green-</li> <li>8. pink-</li> </ol>
<b>Content</b> <i>(Topics covered)</i>	<p>This unit covers to vocabulary lessons, sports and colors. This unit also covers Two grammar topics as well. The students will be introduced to the verb gustar. They will learn its meaning and how to conjugate the verb in the form of a variety of activities which are pleasing to a variety of subjects. The will be introduced to indirect object pronouns and how they are used with the verb gustar.</p>
<b>Skills/Standards</b> <i>(Frameworks)</i>	<p>Standard 1: Interpersonal Communication 1.6</p> <p>Standard 2: Interpretive Communication 2.2, 2.3</p> <p>Standard 5: Linguistic Comparison 5.1, 5.2, 5.3, 5.4, 5.9</p> <p>Standard 6: Cultural Comparisons 6.1, 6.3</p>
<b>Assessments</b> <i>(How you assess)</i>	<p>This unit is a large unit and should be broken down into a variety of assessments. The unit can be broken down into a vocabulary assessment and then into another a grammar assessment. However, you can further break it down the assessments into each mini unit. Each assessment should include the essential questions. The lesson on gustar could be presented with an oral assessment.</p>
<b>Activities</b> <i>(Required)</i>	<p>Have the students work individually or in groups and have them discuss their likes and dislikes in reference to sports and or other activities. Have the students write sentences using vocabulary from the colors unit to describe a variety of items.</p>
<b>Instructional Resources</b>	<p>Spanish 1 Grammar Vision- uses visual and audio aides to help in the learning process</p> <p>Items in the class- to help describe colors of things in the classroom</p> <p>Pictures- of variety of sports to accompany with the unit.</p>
<b>Interdisciplinary Connections</b>	<p>This unit incorporates a variety of interdisciplinary connections, from linguistic comparisons to the demonstration of interpersonal and interpretive communication skills.</p>

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	<b>Rules of Telling Time</b>
<b>Essential Questions</b> <i>(What you teach)</i>	<ol style="list-style-type: none"> <li>1. How do you say it is 1:00?</li> <li>2. How do you say it is 2:00?</li> <li>3. How do you say it is 3:15?</li> <li>4. How do you say it is 4:30?</li> <li>5. How do you say it is 5:20?</li> <li>6. How do you say 7 p.m. in Spanish using military time?</li> </ol> <p>Have the students translate the following statements. Have students write out the times.</p> <ol style="list-style-type: none"> <li>1. I have class at 8:30. = Tengo clase a las ocho y media.</li> <li>2. You have class at 10:15? = ¿Tú tienes clase a las diez y cuarto?</li> </ol>
<b>Content</b> <i>(Topics covered)</i>	The topics covered in this unit are the terms and vocabulary associated with telling time in Spanish. The students will also be introduced to the verb tener and venir and vocabulary associated with classes/subjects studied at school.
<b>Skills/Standards</b> <i>(Frameworks)</i>	Standard 1: Interpersonal Communication 1.3, 1.5 Standard 2: Interpretive Communication 2.3, 2.9
<b>Assessments</b> <i>(How you assess)</i>	The students should be given an assessment at the end of the lesson, such as a quiz. The quiz should include the essential questions from each mini lesson. The assessment could also be an oral assessment, and questions could be formulated to relate to the start or ending time of various activities. This might be a better assessment for an advanced group, but could be used as a practice activity with a college preparatory class.
<b>Activities</b> <i>(Required)</i>	Have the students work in partners and have them ask and respond to questions, where they would have to use the vocabulary from the time/school units. Example: Q= ¿A qué hora vienes a la escuela? Q= ¿Qué clase tienes a las 8:00? This will allow the students to work in the target language by creating and responding to the questions. They will also practicing their writing skills in the target language. The students should be required to write and create between 5-10 questions and should respond to the same amount of questions as well.
<b>Instructional Resources</b>	Spanish 1 Grammar Vision- provides visual and audio components to aid in the learning process. Mini clocks- can help with students practicing with telling time Items in the classroom- to help with the vocabulary associated with the school portion of the unit
<b>Interdisciplinary Connections</b>	The interdisciplinary connections, which are being demonstrated in this unit, are the interpersonal and interpretive communication skills.