

## SPANISH CURRICULUM MAPS (rev. August 2024)

Spanish 1R

Grade Level: 9<sup>th</sup>

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Para empezar-2A). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Ch. 2B-3A). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Ch. 3B-4A). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 1</i> textbook (Ch.4B-5B). Themes are related to:</p>
<ul style="list-style-type: none"> <li>● Greetings/farewells</li> <li>● Numbers</li> <li>● Time</li> <li>● Commands</li> <li>● Body parts</li> <li>● Items in the classroom</li> <li>● School subjects</li> <li>● Alphabet</li> <li>● Days/Months</li> <li>● Weather</li> <li>● Leisure activities</li> <li>● Likes/dislikes</li> </ul>	<ul style="list-style-type: none"> <li>● Class schedule</li> <li>● School items and activities</li> <li>● Prepositions to indicate location</li> <li>● Eating habits</li> <li>● Favorite foods</li> <li>● Expressions for eating</li> <li>● Meal times</li> <li>● Names of meals in Spanish</li> <li>● Fruits and vegetables native to the Americas</li> </ul>	<ul style="list-style-type: none"> <li>● Food groups</li> <li>● Listening and distinguishing between lunch and breakfast food</li> <li>● Recommendations to keep a good health</li> <li>● Description of places in a neighborhood</li> <li>● Expressions of frequency</li> <li>● Questions words</li> <li>● Means of transportation</li> <li>● Weekend events</li> </ul>	<ul style="list-style-type: none"> <li>● Sports</li> <li>● Non school activities</li> <li>● Expressing what one would or would not like to do</li> <li>● Military time</li> <li>● Accepting or declining invitations</li> <li>● Family members, celebrations and parties</li> <li>● Table setting</li> <li>● Description on People</li> </ul>

<p><b>SPEAKING:</b> Communicating isolated words and/or short/long phrases in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Communicating isolated words and/or short/long phrases in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Communicating Isolated words and/or short/long phrases in the target language. Increasing student-teacher verbal interaction. Topics are related to:</p>	<p><b>SPEAKING:</b> Communicating isolated words and/or short/long phrases in the target language. Increasing student-teacher verbal interaction. Topics are related to:</p>
<ul style="list-style-type: none"> <li>● Greeting teacher</li> <li>● Answering teacher’s questions</li> <li>● Objects in the classroom</li> <li>● Pieces of clothing</li> <li>● Colors, numbers</li> <li>● Telling time, days dates</li> <li>● Creating short dialogues in pairs or groups about the same topics</li> <li>● Asking questions about the same topics</li> <li>● Describing activities students like</li> <li>● Describing physical activities</li> </ul>	<ul style="list-style-type: none"> <li>● Practice the “ñ” sound</li> <li>● Answering questions about food they like, eating habits, places to go, school activities and leisure time activities (sports), etc.</li> <li>● Telling which activities they do, which they like and don’t like.</li> <li>● Telling about obligations (things they have to do)</li> <li>● Asking questions about the above topics</li> <li>● Telling about location of class items</li> </ul>	<ul style="list-style-type: none"> <li>● Saying what food they prefer or want</li> <li>● Speaking about foods they eat and drink on weekends</li> <li>● Indicating ingredients on their favorite food</li> <li>● Recognizing and Speaking about food groups from the Food Guide Pyramid</li> <li>● Giving opinions about food</li> <li>● Indicating agreement or disagreement</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about locations for activities</li> <li>● Talking about places people go and how often</li> <li>● Indicating weekend activities</li> <li>● Talking about sports they know or not know how to play</li> <li>● Indicating feelings, time, how to decline an invitation</li> <li>● Talking about family members, celebrations and parties</li> <li>● Talking about table setting</li> <li>● Describing people</li> </ul>

<p><b>READING:</b> Recognizing cognates and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Para empezar-Ch.2A). Visual narratives from old Proficiency Exams are used too.</p>	<p><b>READING:</b> Recognizing cognates and previously learned structures and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Ch.2B-3A). Visual narratives from old Proficiency Exams are used too.</p>	<p><b>READING:</b> Recognizing cognates and previously learned structures and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Ch. 3B-4A). Visual narratives from old Proficiency exams are used too.</p>	<p><b>READING:</b> Recognizing cognates and previously learned structures and identifying main ideas in visual narratives from <i>Realidades 1</i> textbook (Ch. 4B-5B). Visual narratives from old Proficiency exams are used too.</p>
	<ul style="list-style-type: none"> <li>● First day of classes story</li> </ul>	<ul style="list-style-type: none"> <li>● A story about a market place</li> </ul>	<ul style="list-style-type: none"> <li>● A mall advertisement</li> <li>● Activities outside of school</li> </ul>

<ul style="list-style-type: none"> <li>• Conversations from the textbook about greeting people</li> </ul> <p>(Con't)</p> <ul style="list-style-type: none"> <li>• Seasons in North and South Hemisphere</li> <li>• School supplies</li> <li>• Activities students like and dislike</li> <li>• Rhythms, dances and instruments in the Hispanic World</li> <li>• Announcements from TV and radio programs</li> <li>• Online friends/pen pals</li> <li>• Colors and personality</li> </ul>	<ul style="list-style-type: none"> <li>• Taking classes in a bilingual school in Costa Rica (Con't)</li> <li>• A story about subjects students like in school</li> <li>• An important program in the United States (UNICEF)</li> <li>• The most important meal: <i>El desayuno</i></li> <li>• A survey about Mexican and Italian food</li> <li>• Fruits and vegetables of the Americas</li> </ul>	<ul style="list-style-type: none"> <li>• An advertisement about a pizza place (Con't)</li> <li>• A shy student</li> <li>• An online conversation</li> <li>• What to do to maintain good health</li> <li>• The food of the athletes</li> <li>• A letter from an exchange students in Santiago, Chile</li> <li>• A theater advertisement</li> <li>• Reading about Old San Juan, Puerto Rico</li> </ul>	<p>(Con't)</p> <ul style="list-style-type: none"> <li>• Asking questions, accepting/declining invitations</li> <li>• Cell phone advertisement</li> <li>• The life of two Spanish famous golfers</li> <li>• Information about family members, parties and celebrations</li> <li>• A birthday party</li> <li>• An invitation for a <i>Quinceañera</i></li> <li>• A story ordering food in a restaurant</li> <li>• Ingredients and preparation of a dessert</li> <li>• A menu</li> </ul>
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<p><b>WRITING:</b> Producing written messages such as short sentences and 30 word notes/ compositions. Topics are related to <i>Realidades 1</i> textbook (Para empezar-Ch. 2A)</p>	<p><b>WRITING:</b> Producing written messages such as short sentences and 30 word notes/ compositions. Topics are related to <i>Realidades 1</i> textbook (Ch.2B- 3A)</p>	<p><b>WRITING:</b> Producing written messages such as short sentences and 50 word notes/ compositions. Topics are related to <i>Realidades1</i> textbook (Ch.3B-4A)</p>	<p><b>WRITING:</b> Producing written messages such as short sentences and 50 word notes/ compositions. Topics are related to <i>Realidades 1</i> textbook (Ch.4B-5B)</p>
<ul style="list-style-type: none"> <li>• Students conversations</li> <li>• Family</li> <li>• Numbers</li> <li>• Dates and holidays celebrations</li> <li>• Activities according to season</li> <li>• Sports</li> <li>• Email to a penpal in Dominican Republic</li> <li>• A students profile</li> <li>• A note to a counselor listing reasons why a</li> </ul>	<ul style="list-style-type: none"> <li>• e-mail to a friend asking about his/her classes</li> <li>• Listing food students like and dislike</li> <li>• Creating a chart about foods and drinks for breakfast</li> <li>• Describing different types of food; which foods can/can't be refrigerated</li> <li>• Writing predictions by looking at pictures of</li> </ul>	<ul style="list-style-type: none"> <li>• Listing activities that people do to maintain good health</li> <li>• Describing favorite foods</li> <li>• Describing different activities</li> <li>• Writing information about a painting</li> <li>• Writing about frequency of going to certain places</li> </ul>	<ul style="list-style-type: none"> <li>• Describing different non-school activities</li> <li>• Writing about what people are going to do</li> <li>• Writing about family's life and likes</li> <li>• Writing a birthday invitation</li> <li>• Writing a review about student's favorite restaurant</li> <li>• Writing a report telling whether people are coming to an event</li> </ul>

<p>student wants to drop two classes</p> <p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> textbook. (Para empezar-Ch2A).</p>	<p>people eating at a restaurant</p> <p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> textbook (Ch2A-Ch3B).</p>	<ul style="list-style-type: none"> <li>• Writing a note to a friend about extracurricular activities</li> </ul> <p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> textbook (Ch. 4A-Ch4B).</p>	<p>and what they are bringing with them</p> <p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Realidades 1</i> Textbook (Ch.5A-5B).</p>
<ul style="list-style-type: none"> <li>• Greetings/farewells at different times of the day</li> <li>• Introducing people</li> <li>• Numbers</li> <li>• <b>Es, son</b> and telling time</li> <li>• Masculine and Feminine nouns</li> <li>• <b>Hace</b> and weather expressions</li> <li>• <b>(No) Me gusta/(No)Te gusta</b></li> <li>• Infinitives</li> <li>• Expressing agreement or disagreement</li> <li>• Adjectives/Placement of adjectives</li> <li>• Use of <b>SER</b> to indicate what people are like</li> <li>• Definite and Indefinite articles</li> <li>• Subject Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of –ar verbs</li> <li>• Order of things (ordinal numbers)</li> <li>• Prepositions of location</li> <li>• Present tense of <b>ESTAR</b></li> <li>• The plural of nouns and articles</li> <li>• Present tense of –er and –ir verbs</li> <li>• <b>Me gustan/Me encantan</b></li> <li>• <b>Tener hambre/tener sed</b></li> <li>• Expressions used to indicate frequency</li> <li>• The plural of adjectives</li> <li>• Present tense of <b>SER</b></li> <li>• How to write complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Using <b>ESTAR</b> to indicate feelings</li> <li>• Present Tense of Irregular verb <b>IR</b></li> <li>• Ir + a + infinitive</li> <li>• Stress and accent</li> <li>• Question Words</li> <li>• Present tense of verb <b>JUGAR</b></li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of verb <b>TENER</b></li> <li>• Using <b>TENER</b> to indicate ownership, age, family relationship</li> <li>• Using <b>TENER + que</b> to indicate obligation</li> <li>• Possessive Adjectives</li> <li>• Diminutives</li> <li>• Adjectives ending in –ísimo/-a</li> <li>• Present tense of <b>VENIR</b></li> <li>• Uses of <b>SER</b> and <b>ESTAR</b></li> <li>• <b>Quisiera</b> and <b>me gustaría</b></li> </ul>

<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p>
<ul style="list-style-type: none"> <li>● Social relations</li> <li>● <i>Tú vs. Ud</i></li> <li>● <b>“La persistencia de la memoria /The Persistence of Memory”</b> Salvador Dalí</li> <li>● Mayan hieroglyphic</li> <li>● <b>Los sanfermines</b></li> <li>● Aztec calendar</li> <li>● Picasso’s “Three Musicians”</li> <li>● <b>España</b></li> <li>● <b>Madrid’s Plaza Mayor</b></li> <li>● <i>El flamenco, el tango, la salsa, el merengue y la cumbia</i></li> <li>● Simon Bolivar</li> <li>● <b>El huipil</b> a handwoven blouse</li> <li>● <b>El Caribe</b></li> </ul>	<ul style="list-style-type: none"> <li>● Fernando Botero</li> <li>● <b>El recreo</b></li> <li>● Military time</li> <li>● A school in Costa Rica</li> <li>● <b>El fútbol</b>, the most popular sport in Spanish speaking countries</li> <li>● México</li> <li>● Schools in Spanish speaking countries</li> <li>● <b>América Central</b></li> <li>● Food exchange between the Americas and Europe</li> <li>● Breakfast in Spain</li> <li>● Tropical fruits and vegetables</li> <li>● <b>América del Sur</b></li> </ul>	<ul style="list-style-type: none"> <li>● Open-air markets</li> <li>● <b>El mate</b></li> <li>● <b>La tomatina</b></li> <li>● More about <i>América del Sur</i></li> <li>● <b>La plaza</b> is the main square of most towns and cities in Spanish speaking countries</li> <li>● <b>El morro</b> a fort in Puerto Rico</li> <li>● <b>Andean music</b></li> <li>● Alex Rodriguez, Sammy Sosa, Edgardo Alfonzo are popular baseball players</li> <li>● Sergio Garcia y Lorena Ochoa Reyes are famous golfers</li> <li>● Rebecca Lobo is a popular basketball player</li> </ul>	<ul style="list-style-type: none"> <li>● Mexican American Community</li> <li>● <i>La familia</i> - Family and extended family in the Spanish speaking culture</li> <li>● <b>El papel picado y la piñata</b></li> <li>● <b>La familia real</b> (The Royal Family)</li> <li>● <i>Diego Rivera</i></li> <li>● <b>La quinceañera</b></li> <li>● <b>Menú del día</b></li> </ul>

## Spanish 2: Learning Languages with the Common Core Standards

Spanish 2R

Grade Level: 9<sup>th</sup>

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Para Empezar – Ch1B). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Ch. 2A-2B). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Ch. 3A-3B). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 2</i> textbook (Ch. 4A-4B). Themes are related to:</p>
<ul style="list-style-type: none"> <li>● activities/ what people do</li> <li>● describing oneself &amp; others</li> <li>● stating where people are from</li> <li>● telling how often people do certain things</li> <li>● describing classroom activities &amp; objects</li> <li>● stating class rules</li> <li>● talking about extracurricular activities &amp; understanding the cultural differences</li> <li>● comparing people and objects</li> <li>● stating what people know how to do</li> <li>● stating how long one has been doing an activity</li> </ul>	<ul style="list-style-type: none"> <li>● discussing personal hygiene habits</li> <li>● describing getting ready for an event</li> <li>● discussing ownership/ possession of objects</li> <li>● talking about clothing &amp; fashion</li> <li>● discussing shopping habits</li> <li>● describing events in the immediate past</li> <li>● using demonstrative adjectives to be specific</li> <li>● planning parties</li> </ul>	<ul style="list-style-type: none"> <li>● discussing activities and their specified locations</li> <li>● giving reasons for being unable to do certain things</li> <li>● shopping for specific items and the appropriate stores</li> <li>● obtaining information on where things are located</li> <li>● giving directions</li> <li>● discussing habits associated with driving in town and on highways</li> </ul>	<ul style="list-style-type: none"> <li>● discussing childhood habits and activities</li> <li>● toys and games</li> <li>● telling for whom something is done</li> <li>● understanding childhood songs of the Hispanic culture</li> <li>● making plans for holiday gatherings</li> <li>● family relationships from a cultural standpoint</li> <li>● discussing gatherings in the past tense</li> <li>● talking about special events</li> </ul>

<p><b>SPEAKING:</b> Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>	<p><b>SPEAKING:</b> Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>	<p><b>SPEAKING:</b> Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>	<p><b>SPEAKING:</b> Transitioning to full sentence answers and statements, working toward Checkpoint B responses in Spanish. Topics are related to:</p>
<ul style="list-style-type: none"> <li>● Describing family and friends</li> <li>● Describing self and likes and dislikes</li> <li>● Describing common actions among peers</li> <li>● Saying how long you and others have been involved in a pastime or hobby</li> <li>● Discussing school rules, favorite classes and giving additional supporting information</li> <li>● Describing use of free time and the activities students are involved in</li> <li>● Telling what you and others know and know how to do</li> <li>● Stating how often and for how long one has been involved in a sport or club</li> </ul>	<ul style="list-style-type: none"> <li>● Discussing ritual habits for preparing oneself</li> <li>● Speaking about what things are made of</li> <li>● describing one's health and mood</li> <li>● Telling what people own</li> <li>● Using the reflexive pronoun to express what a person does to and for themselves</li> <li>● Discussing personal shopping habits</li> <li>● Talking about specific events in the past</li> <li>● Speaking Spanish avoiding the need to repeat oneself</li> </ul>	<ul style="list-style-type: none"> <li>● Describing where one does certain activities</li> <li>● Giving reasons for being unable to attend certain activities</li> <li>● Shopping and doing errand in and around town</li> <li>● Asking for specific directions</li> <li>● Discussing good and bad driving habits</li> <li>● Discussing locations in a city to give as a point of reference</li> <li>● Discussing modes of transportation</li> </ul>	<ul style="list-style-type: none"> <li>● Talking about one's preferences in childhood</li> <li>● Discussing what you were like as a small child</li> <li>● Making observations about others when they were young</li> <li>● Discussing past family practices associated with holidays</li> </ul>

<p><b>READING:</b> Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (Para Empezar-1B). Reading passages from the textbook with additional supporting material as appropriate.</p>	<p><b>READING:</b> Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (Ch. 2A-2B) Reading passages from the textbook with additional supporting material as appropriate</p>	<p><b>READING:</b> Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (Ch. 3A-3B) Reading passages from textbook with additional supporting material as appropriate</p>	<p><b>READING:</b> Identify main ideas using context clues and visual recognition of previously taught vocabulary and grammar to interpret informational text. Uses inference to determine if a passage is logical or illogical. Can support their conclusion.</p> <p><i>Realidades 2</i> textbook (4A-4B). Reading passages from textbook with additional supporting material as appropriate</p>
<ul style="list-style-type: none"> <li>• Read narratives , dialogues and stories about personal characteristics of classmates and famous entertainers</li> <li>• Readings related to nationalities and where people are from</li> <li>• Readings related to what people do during their free time</li> <li>• Read “Versos sencillos” de José Martí -understanding a Spanish poem</li> <li>• Read about grading system in Mexico &amp; the relationship between students and teachers in Hispanic countries</li> <li>• Reading emails from a student in Mexico</li> <li>• Long passage on “Para estudiar mejor”</li> </ul>	<ul style="list-style-type: none"> <li>• Read narratives , dialogues and stories about clothing and parties in Hispanic countries</li> <li>• Read and interpret a passage comparing sleep and one’s health</li> <li>• Read and analyze a passage about plays, theaters and auditions</li> <li>• Read about the importance of families and celebrating hispanic heritage</li> <li>• Read about clothing, shopping and fashion</li> <li>• Read about sizes in latin countries</li> <li>• Read about how Spanish is used to attract customers in various businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Read narratives , dialogues and stories about famous buildings</li> <li>• Read about pharmacies in the latin world</li> <li>• Read advertisements in Spanish for health related products</li> <li>• Poetry Reading: “Crepusculario” de Pablo Neruda</li> <li>• Readings about famous neighborhoods in Spain and Latin America</li> <li>• Readings about the cultural importance of stamps</li> <li>• Long passage comparing the program “Ciudades Hermanas Internacional”</li> <li>• Reading explaining “Los Mercados Al Aire Libre”</li> <li>• Read about giving and receiving directions</li> </ul>	<ul style="list-style-type: none"> <li>• Read narratives , dialogues and stories about childhood toys, games and preferences</li> <li>• Read about the importance of pets in Hispanic culture</li> <li>• Read, compare &amp; contrast day care centers in the U.S. and Hispanic countries</li> <li>• Interpret and understand an advertisement for a day care center</li> <li>• Read about toys in Mayan society</li> <li>• Long passage: “El Grillo y el Jaguar” – a Mexican fable</li> <li>• Reading and comparing childhood songs from Spanish speaking countries</li> </ul>



<ul style="list-style-type: none"> <li>● Reading explanation of Okapi magazine – making connections with their own reading experiences in elementary school</li> <li>● Reading about and comparing extra-curricular activities &amp; sports in Hispanic countries</li> <li>● Reading about Celia Cruz. queen of salsa dance</li> <li>● Reading about a health club and how to create a Web page</li> <li>● Reading about different dances at an International dance school</li> </ul>	<ul style="list-style-type: none"> <li>● Read a long passage about the history of jeans</li> <li>● Read and compare the importance of the “parranda” – a family party</li> </ul>	<ul style="list-style-type: none"> <li>● Read about the importance of traffic circles in major cities</li> <li>● Interpret metro maps and read about the Mexico City subway system</li> <li>● Read about the importance of the plaza in Spain and colonial Latin American cities</li> <li>● Read an advertisement concerning a “telefono celular”</li> <li>● Read about driving schools in Hispanic countries</li> <li>● Long passage about “Manejar a la Defensiva”</li> </ul>	<p>and their own childhood</p> <ul style="list-style-type: none"> <li>● Read about common etiquette and holiday celebrations</li> <li>● Read a short passage about the Basque region of Spain and the Euskadi drummers</li> <li>● Read a passage about El Dia de la Raza, commemorating the arrival of Christopher Columbus to the new world</li> <li>● Read and compare El Dia de los Muertos with Halloween in the US, El Dia de la Independencia &amp; important dates in Hispanic culture</li> <li>● Read about weddings in Mexico, El Carivale in Latin America and Las Fallas in Valencia</li> <li>● Read a long passage about Los Reyes Magos and compare it to Christmas in the US</li> </ul>
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<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (Para Empezar – 1B)</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (2A-2B)</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (3A-3B)</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (4A-4B)</p>
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<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write about oneself in positive terms: what you are like, where you're from and what activities you participate in</li> <li>● Write a long essay describing your "Persona Favorita"</li> <li>● Write responses to reading about Enrique Iglesias</li> <li>● Write adding additional details: how often and where you do certain activities</li> <li>● Write a Poema en Diamante</li> <li>● Write about rules in your favorite and least favorite class</li> <li>● Write an essay on how to be a good student this academic year</li> <li>● Write about completing projects in other classes</li> <li>● Complete a project enforcing or introducing a school rule</li> <li>● Write about your after school activities and how long you've been involved in several extracurricular activities</li> <li>● Write sentences comparing yourself to a classmate in the</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Prepare a thank you card for a birthday gift received</li> <li>● Write a detailed description of how you would spend \$200</li> <li>● Write description of what people wear to certain events, describe what is in style and where these purchases are made</li> <li>● Describe what one was wearing in a specific photo brought from home, where it came from, the cost</li> <li>● Write descriptions of one's most recent purchases and activities in the preterite</li> <li>● Write a detailed set of direction to get from your house to the Cornwall high school</li> <li>● Write about what makes you nervous</li> <li>● Write a review of a defensive driving article</li> <li>● Write helpful commands you would give a friend who is new to driving</li> <li>● Describe a specific time of day in your home setting, telling what each member</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write about what you and others used to receive as gifts</li> <li>● Write a detailed composition about what one was like as a small child</li> <li>● Write an essay about elementary school experiences</li> <li>● Write lists of what toys one used to play with</li> <li>● Write about what you used to collect as a youngster</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write about favorite holiday</li> <li>● Create a description of family traditions during specific holidays in the past</li> <li>● Describe what happens during a wedding</li> <li>● Write a narrative about what one was like as a small child, including physical description, personal likes and dislikes and where they lived and went regularly</li> <li>● Intensive focus on Checkpoint B writing goals in preparation for checkpoint B Exam</li> </ul>
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<p>number of hobbies you both have</p>	<p>of the family is doing at that moment</p> <ul style="list-style-type: none"> <li>● Describe a traffic circle in your community</li> <li>● Write about one's recent shopping experience, what they bought and where</li> <li>● Describe a weekend using "selfie" pictures</li> <li>● write an explanation about why you were not able to go to certain places to complete errands</li> </ul>		

<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (Para Empezar -1B)</p>	<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (2A-2B)</p>	<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (3A-3B)</p>	<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (4A-4B)</p>
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<ul style="list-style-type: none"> <li>● adjective agreement</li> <li>● verb “ser”</li> <li>● Question Words</li> <li>● Present tense of regular –ar, -er &amp; -ir verbs</li> <li>● Using “gustar”</li> <li>● Irregular -go verbs tener, hacer, poner, traer, venir</li> <li>● linking verbs and their supporting vocabulary</li> <li>● Stem changing verbs: (o → ue), (e → i), (e → ie)</li> <li>● Affirmative &amp; Negative words</li> <li>● Double verb construction: conjugated verb + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>● Irregular verb: ir</li> <li>● Immediate future: ir a + infinitive</li> <li>● Immediate past tense; acabar de + infinitive</li> <li>● ser vs. conocer: to know</li> <li>● making comparisons; mas...que, menos... que tan...como, tanto(a)(s) ...como</li> <li>● Hace + time expression: telling how long you’ve been doing something</li> <li>● Double verb construction: Verbs that require an infinitive</li> <li>● Present tense reflexive verbs</li> <li>● Ser vs. Estar: to be</li> <li>● Possessive adjectives: mio(a), etc.</li> <li>● Numbers: ordinal and cardinal</li> <li>● date expressions</li> <li>● The Preterite tense regular verbs</li> <li>● Time expressions that indicate the past</li> <li>● Demonstrative adjectives: este, esta etc</li> <li>● Using the adjective to replace the noun</li> </ul>	<ul style="list-style-type: none"> <li>● Telling time &amp; talking about the time of day</li> <li>● Direct object Pronouns: lo, la, los, las</li> <li>● Irregular Preterite Verbs: ir, ser</li> <li>● Irregular Preterite: hacer, tener, estar, poder</li> </ul>	<ul style="list-style-type: none"> <li>● Verbs: salir, decir &amp; venir in the present tense</li> <li>● Expressions of frequency</li> <li>● Regular and Irregular Affirmative “tú” commands</li> <li>● Present Progressive: regular and irregular gerund forms</li> <li>● Direct Object Pronouns referring to people: me, te, nos, os</li> <li>● Time expressions for the Imperfecto</li> <li>● Teaching about analogies</li> <li>● The imperfect of regular verbs</li> <li>● Irregular Imperfecto: ir, ser, ver</li> <li>● Indirect object Pronouns</li> <li>● Overview of Preterito vs. Imperfecto</li> </ul>
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<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in <i>Realidades Para Empezar – 1B.</i></p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 2A-2B <i>Realidades.</i></p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 3A-3B <i>Realidades.</i></p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in 4A-4B <i>Realidades.</i></p>
<ul style="list-style-type: none"> <li>● Understand cultural perfectives on the school year in different parts of the world</li> <li>● Understand cultural perfectives concerning famous people of Hispanic background</li> <li>● Nationalities and Countries with Spanish as the official language</li> <li>● Holidays celebrated in Hispanic countries during this time period</li> <li>● Cultural introduction of Artist Simon Silva</li> <li>● Understand cultural perfectives of José Martí</li> <li>● Differences of grading system in Mexico vs. the US</li> <li>● Differences of relationships between teachers and student in Hispanic countries</li> <li>● Okapi vs. Scholastic magazine</li> <li>● Foreign code of arms</li> </ul>	<ul style="list-style-type: none"> <li>● Artist Antonio Berni, Argentinian</li> <li>● Artist Frida Khalo</li> <li>● Extracurricular activity opportunities in Latin America</li> <li>● Artist Fernando Botero, colombiano</li> <li>● Importance of soccer among Hispanic teens</li> <li>● Celia Cruz, cantante famosa</li> <li>● Importance of athletic clubs and cultural centers in Latin America</li> <li>● El ballet and other dances</li> <li>● School subject in Spanish speaking countries and the school day</li> <li>● artist Diego Rivera: El Baile en Tehuantepec</li> <li>● Understand cultural perfectives about parties and clothing choices among teens</li> <li>● Food, family and special events in traditional Hispanic communities</li> <li>● Spanish in the US, holidays and festivals</li> <li>● The tradition of “bargaining”</li> <li>● Paella and Spanish traditional foods</li> </ul>	<ul style="list-style-type: none"> <li>● Artist Velázquez, la Infanta Margarita de Austria</li> <li>● Learning about the differences in shoe and clothing sizes in Hispanic and European cultures</li> <li>● words of Arabic origin and the influence of Arabic in Spanish language</li> <li>● designer Francisco Rodríguez</li> <li>● Jeans in every culture</li> <li>● importance of family during the parranda</li> <li>● artist Julio Alpuy: Buenos Aires</li> <li>● Palacio de Correos in Mexico City</li> <li>● Pharmacies in Hispanic countries: similarities and differences</li> <li>● Poet: Pablo Neruda, chileno</li> <li>● Cultural importance of neighborhoods in major Spanish speaking cities</li> <li>● Open Air Markets and bargaining in the latin world</li> <li>● artist Diego Rivera: La Elaboración de un Fresco</li> </ul>	<ul style="list-style-type: none"> <li>● artist Pablo Picasso” Primeros pasos</li> <li>● significance of pets in Hispanic culture</li> <li>● Day Care centers and Hispanic families</li> <li>● artist Francisco de Goya: Don Manuel Osorio Manrique de Zuñiga</li> <li>● significance of nursery rhymes among Spanish speakers</li> <li>● artist Antonio Ruiz: Desfile cívico escolar-mexicano</li> <li>● Euskadi, Basque región explained</li> <li>● family customs and rituals among Hispanics</li> <li>● El día de la Raza/ El día de la Cultura</li> <li>● Holidays: semana Santa, El Día de los Muertos, El día de la Independencia, El Carnaval &amp; Las Fallas</li> <li>● artista Carmen Lomas Garza: Tamales</li> <li>● Important dates in history among Latin Americans</li> <li>● Tying the knot in Mexico</li> </ul>

	<ul style="list-style-type: none"> <li>• Authentic Spanish recipes</li> <li>• Understanding meal times in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Understand cultural perfectives on traffic circles speaking counties</li> <li>• History of the plaza in Spanish society</li> <li>• Old San Juan Puerto Rico map</li> <li>• Understanding roles of public transit/ metro in different countries</li> <li>• artist Juan Ferrer y Miró: Exposición de pintura</li> <li>• Driving schools in Spain</li> <li>• artist Frida Khalo: El Camión</li> <li>• Latin American highway systems and rules</li> </ul>	<ul style="list-style-type: none"> <li>• El seis de enero: 3 Kings day &amp; el roscón</li> </ul>
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## Learning Languages with the Common Core Standards

Spanish 3R

Grade Level: 10<sup>th</sup>

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (4A-4B). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (Ch. 5A-5B). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (Ch. 6A-6B). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions online and on CD's from <i>Realidades 2</i> textbook (Ch. 7A-7B). Themes are related to:</p>

<ul style="list-style-type: none"> <li>● Extreme weather</li> <li>● Natural disasters</li> <li>● Response to disasters</li> <li>● Weather forecasts</li> <li>● One's recount of disastrous events</li> <li>● One's recount of accidents</li> <li>● Body parts</li> <li>● Injuries</li> <li>● Medical personnel</li> <li>● Bodily injuries</li> <li>● Understand medical advice</li> </ul>	<ul style="list-style-type: none"> <li>● Sports events</li> <li>● Cinema</li> <li>● Television broadcasts and variety shows</li> <li>● One's recount of a television program they saw</li> <li>● One's recount of a movie seen</li> <li>● Movie reviews</li> <li>● Newscasts</li> <li>● Sportscasts</li> <li>● Television schedules and programming</li> <li>● Film reviews and announcements</li> </ul>	<ul style="list-style-type: none"> <li>● Cooking</li> <li>● Kitchen vocabulary</li> <li>● Grocery shopping</li> <li>● Directions involved in cooking</li> <li>● One's recount of a meal prepared recently</li> <li>● One's recount of likes and dislikes about outdoor cooking</li> <li>● Meal preparation</li> <li>● Recipe instructions</li> <li>● Televised cooking shows</li> <li>● Receiving directions to an outing</li> </ul>	<ul style="list-style-type: none"> <li>● Travel &amp; Tourism</li> <li>● Travel advisories and announcements</li> <li>● Safety instructions</li> <li>● One's recount of travel advice and experiences</li> <li>● Future plans</li> <li>● Career choices</li> <li>● Professions</li> <li>● Hotel and accommodations requests</li> <li>● Intensive focus on Checkpoint B listening strategies in preparation for checkpoint B Exam</li> </ul>
<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>

<ul style="list-style-type: none"> <li>• Describing past family gatherings</li> <li>• Describing emergency situations, weather disasters</li> <li>• Describing weather conditions</li> <li>• Relaying medical information</li> <li>• Describing medical, dental care</li> <li>• Making a doctor’s appointment</li> <li>• Giving one’s medical history</li> <li>• Offering medical advice</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting people to cultural activities</li> <li>• Accepting an invitation</li> <li>• Declining an invitation</li> <li>• Suggesting alternative activities to do</li> <li>• Buying tickets to a sporting or cultural event</li> <li>• Arranging where and when to meet people</li> <li>• Talking about sporting events</li> <li>• Describing what did or did not happen</li> <li>• Describing movies viewed</li> <li>• Using regional variations of YY/Y, C/Z sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Describing how to follow a recipe</li> <li>• Describing the procedures of food preparation</li> <li>• Shopping for food</li> <li>• Asking for specific quantities</li> <li>• Asking for food in a restaurant or open air market</li> <li>• Purchasing food required for a recipe</li> <li>• Dividing words into syllables</li> <li>• Asking for suggestions from a menu</li> <li>• Indicating one’s food preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about travel</li> <li>• Planning a trip to a foreign country</li> <li>• Making suggestions about travel</li> <li>• Reserving a hotel room</li> <li>• Requesting hotel services</li> <li>• Paying a hotel bill</li> <li>• Recommending about sight seeing events</li> <li>• Discussing future career plans</li> <li>• Talking about future events</li> <li>• Using <i>Linking sounds</i></li> <li>• Intensive focus on Checkpoint B speaking goals in preparation for checkpoint B Exam</li> </ul>
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<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p>	<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p>	<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p>	<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p>
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<p><i>Realidades 2</i> textbook (P4A-4B). Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>	<p><i>Realidades 2</i> textbook (Ch. 6A-6B) Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>	<p><i>Realidades 2</i> textbook (Ch. 7A-7B) Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>	<p><i>Realidades 2</i> textbook (8A-8B/9A). Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>
<ul style="list-style-type: none"> <li>● Read narratives , dialogues and stories about movies, television shows and sporting events</li> <li>● Readings related to Basque culture</li> <li>● Guided readings from text related to weather related disasters: Volcanos, Floods, Earthquakes</li> <li>● Readings related to Hispanic holidays; <i>El Día de la Raza, El Día de los Muertos, Las Fallas, Carnaval, El Seis de Enero</i></li> <li>● Read about Chilean disaster in Valdivia</li> <li>● Read about medical services around the world</li> </ul>	<ul style="list-style-type: none"> <li>● Read narratives , dialogues and stories about movies, television shows and sporting events</li> <li>● Read and interpret a television guide</li> <li>● Read and analyze a movie review</li> <li>● Read about Olympic and Pan American Games</li> <li>● Read sports articles and understand results</li> <li>● Read about famous Latino athletes and actors (Miguel Tejada, Francisco Rodriguez, Rafeal Nadar, Sergio Garcia, Selma Hayek)</li> </ul>	<ul style="list-style-type: none"> <li>● Read narratives , dialogues and stories about cooking, food preparation and family gatherings</li> <li>● Read about <i>paella, gazpacho, ceviche, plátanos, tostones, la arepa</i></li> <li>● Poetry readings : Neruda’s Oda al Tomate, Oda al Cebolla, Oda a las Papas Fritas</li> <li>● Reading “El Yunque”</li> <li>● Readings about South American, Mexican, Spanish cooking styles</li> <li>● Readings about natural parks in USA, Puerto Rico, Guatemala, Spain and El Salvador</li> </ul>	<ul style="list-style-type: none"> <li>● Read narratives , dialogues and stories about travel arrangements and accommodations</li> <li>● Read about public transportation</li> <li>● Interpret transit schedules</li> <li>● Read about exchange student opportunities</li> <li>● Read about tourism in: Dominican Republic, USA, Ecuador, Spain, Uruguay and Guatemala</li> <li>● Read about “bargaining” in local markets</li> <li>● Read about school systems in Spain and Latin America</li> <li>● Interpret career path questionnaires</li> <li>● Intensive focus on Checkpoint B reading strategies in preparation for checkpoint B Exam</li> </ul>

<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization,</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization,</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill: Task, Organization,</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 100 compositions that fulfill:</p>
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<p>Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (4B-5B)</p>	<p>Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (6A-6B)</p>	<p>Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (7A-7B)</p>	<p>Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 2</i> textbook (8A-9A)</p>
<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Prepare thank you cards for gifts received</li> <li>● Write news reports describing natural and man-made disasters</li> <li>● Write description of accident witnessed, relay information to emergency personnel</li> <li>● Describe what people are doing while awaiting medical care</li> <li>● Solicit medical history from an injured person</li> <li>● Write descriptions of bodily injuries and care needed</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write a detailed movie review</li> <li>● Write a news release about a sporting event</li> <li>● Write a review of a televised program</li> <li>● Describe a sporting event one participated in</li> <li>● Describe how others feel about television programs</li> <li>● Describe an occasion where one became angry or frustrated</li> <li>● Describe a newsworthy event that recently occurred in the community</li> <li>● Describe the plot of a movie one viewed</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write a recipe</li> <li>● Write detailed steps needed to prepare food</li> <li>● Using compound words</li> <li>● Give written advice related to cooking and food preparation</li> <li>● Create written descriptions of regionally typical foods</li> <li>● Write directives detailing what should and should NOT be done</li> <li>● Write a review for a restaurant</li> <li>● Write invitation to a family gathering</li> <li>● Write original poems based on Pablo Neruda's Odes</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write about appropriate tourist behaviors</li> <li>● Create description of traveler needs and supplies</li> <li>● Describe public Transportation</li> <li>● Write recommendations for travelers</li> <li>● Describe where one has traveled</li> <li>● Write a brochure detailing tourist and historical sights one could visit</li> <li>● Write a tourism announcement for your community</li> <li>● Intensive focus on Checkpoint B writing goals in preparation for checkpoint B Exam</li> </ul>

<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (4B-5B)</p>	<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (6A-6B)</p>	<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (7A-7B)</p>	<p><b>GRAMMAR:</b></p> <p>Use rules to make written and spoken language more meaningful and sophisticated.</p> <p>Grammar rules are from <i>Realidades 2</i> textbook (8A-9A)</p>
<ul style="list-style-type: none"> <li>● Preterite vs. Imperfect tenses</li> <li>● Reciprocal actions</li> <li>● Prefixes</li> <li>● False cognates</li> <li>● Antonyms</li> <li>● Accent marks to separate diphthongs</li> <li>● Other uses of Preterite and Imperfect</li> <li>● Preterite of: oír, leer, creer, destruir</li> <li>● Irregular preterites: venir, poner, decir, traer</li> <li>● Imperfect Progressive and preterite</li> </ul>	<ul style="list-style-type: none"> <li>● Preterite of –ir stem changing verbs (preferir, pedir, dormir)</li> <li>● Other reflexive verbs (aburrirse, caerse, divertirse, dormirse, enojarse, ponerse, volverse)</li> <li>● Verbs that use indirect object pronouns; verbs like GUSTAR</li> <li>● (aburrir, doler, encantar, fascinar, importar, interesar, molestar, parecer, quedar)</li> <li>● The Present Perfect tense regular participles</li> <li>● The Present Perfect irregular participles: decir, devolver, escribir, hacer, morir, poner, romper, ver, volver)</li> <li>● Suffixes –oso(a), –dor (a)</li> </ul>	<ul style="list-style-type: none"> <li>● Negative tú commands regular verbs</li> <li>● Negative tú commands car/gar/zar verbs</li> <li>● Negative tú commands: irregular verbs dar, estar, ir, ser</li> <li>● Impersonal “se” expressions</li> <li>● Se sirve(n), se hace(n), se prohíbe(n), se prepara(n), se come(n)</li> <li>● Usted and Ustedes commands regular and irregular verbs</li> <li>● Uses of “por”: por ejemplo, por lo general, por favor, por eso, por la mañana, por primera vez, por supuesto</li> </ul>	<ul style="list-style-type: none"> <li>● Initial exposure to present regular and irregular subjunctive tense</li> <li>● Present subjunctive with impersonal expressions: es importante, es necesario, es mejor, es bueno....</li> <li>● Suffix: -ero(a)</li> <li>● The future tense regular verbs</li> <li>● The future tense irregular verbs; hacer, poner, saber, tener, haber</li> <li>● Intensive focus on Checkpoint B grammar concepts in preparation for checkpoint B Exam</li> </ul>

<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 4B 5B <i>Realidades</i>.</p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 6A-6B <i>Realidades</i>.</p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 7A-7B <i>Realidades</i>.</p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 8A-9A <i>Realidades</i>.</p>
<ul style="list-style-type: none"> <li>● Understand cultural perfectives on natural disasters</li> <li>● Understand cultural perfectives on health</li> <li>● Effects of disasters on developing world</li> <li>● Hispanic Holidays</li> <li>● Role of social service organizations</li> <li>● Impacts of severe weather on Hispanic world</li> <li>● Jai-Lai, popularity of soccer and sporting events in Hispanic communities</li> <li>● International soccer stars</li> </ul>	<ul style="list-style-type: none"> <li>● Understand cultural perfectives on television programs</li> <li>● Understand cultural perfectives on movies</li> <li>● Roles of sports in Hispanic communities</li> <li>● Pan American Games</li> <li>● World Cup</li> <li>● Foreign movie and entertainment industries</li> <li>● Local offerings of Hispanic television stations</li> <li>● Caribbean baseball league</li> <li>● Latin American baseball stars</li> <li>● International movie stars</li> </ul>	<ul style="list-style-type: none"> <li>● Understand cultural perfectives on recipes and food preparation</li> <li>● Understand cultural perfectives on special foods and food vendors</li> <li>● Food and family in traditional Hispanic communities</li> <li>● Open air market places</li> <li>● The tradition of “bargaining”</li> <li>● Paella and Spanish traditional foods</li> <li>● Authentic Spanish recipes</li> <li>● Understanding meal times in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>● Understand cultural perfectives on natural traveling</li> <li>● Understand cultural perfectives on traveling in Spanish speaking countries</li> <li>● Historic center of Toledo</li> <li>● The Aztec Empire</li> <li>● Airports in different countries</li> <li>● Understanding roles of public transit in different countries</li> <li>● Ecuador and the Galapagos Islands</li> <li>● <i>Paradores</i> in Spain</li> <li>● The colonial city of Antigua</li> </ul>

## Learning Languages with the Common Core Standards

Spanish 4

Grade Level: 11<sup>th</sup>

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Para empezar). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Ch. 1). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Ch. 2). Themes are related to:</p>	<p><b>LISTENING:</b> Recognizing and comprehending vocabulary words and expressions on CD's from <i>Realidades 3</i> textbook (Ch. 3). Themes are related to:</p>
<ul style="list-style-type: none"> <li>● Daily routine</li> <li>● School activities</li> <li>● Weekend activities</li> <li>● Special events and celebrations</li> <li>● One's recount of events</li> </ul>	<ul style="list-style-type: none"> <li>● Camping activities</li> <li>● Features of the natural environment</li> <li>● Athletic events</li> <li>● Other kinds of competitions</li> <li>● Goals and prizes</li> </ul>	<ul style="list-style-type: none"> <li>● Different types of art</li> <li>● Art materials</li> <li>● Music, drama, dance</li> <li>● Art reviews</li> </ul>	<ul style="list-style-type: none"> <li>● Symptoms and remedies</li> <li>● Health, food, and nutrition</li> <li>● Physical fitness equipment</li> <li>● Exercises to stay fit</li> <li>● Giving advice</li> </ul>
<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>	<p><b>SPEAKING:</b> Transition from isolated words and/or short phrases to more sophisticated Checkpoint B responses in the target language. Topics are related to:</p>

<ul style="list-style-type: none"> <li>• Describing weekend activities</li> <li>• Describing family celebrations</li> <li>• Describing daily routine</li> <li>• Describing weekend activities</li> <li>• Talking about school</li> <li>• Describing pictures</li> <li>• Making stories based on pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about camping</li> <li>• Weather forecast</li> <li>• Describe a visit to a national park</li> <li>• Talk about school competitions</li> <li>• Express your emotions regarding the outcome of an event</li> <li>• Narrate events in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the arts</li> <li>• Give an opinion about a work of art</li> <li>• Relate the arts to your own experience</li> <li>• Describe how people express themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about symptoms and remedies</li> <li>• Give advice about health and nutrition</li> <li>• Express how you feel under certain circumstances</li> <li>• Tell others what to do</li> <li>• Understand cultural perspectives about health, physical fitness and nutrition</li> </ul>
<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Para Empezar). Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>	<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Ch. 1) Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>	<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Ch.2) Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>	<p><b>READING:</b> Build on existing reading comprehension skills. Increase vocabulary while recalling previously learned terminology. Build skills using cognates, context clues and inference to strengthen Checkpoint B skills.</p> <p><i>Realidades 3</i> textbook (Ch. 3). Reading passages from various ancillary resources (NYS Regent’s, Realia, current Hispanic news sources, etc).</p>
<ul style="list-style-type: none"> <li>• Read narratives , dialogues and stories about daily routine</li> <li>• Read selections about special days and celebrations</li> <li>• Read about activities in your community</li> <li>• Magazine articles</li> <li>• Short story from a supplementary textbook <i>Album: “Sala de espera”</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read narratives , dialogues and stories about camping and outdoor experiences</li> <li>• Read an article about national parks</li> <li>• Read narratives, dialogues and stories about sports and other competitions</li> <li>• Read and analyze a text on El Camino de Santiago</li> <li>• Short story “El Iztaccíuhatl y el Popocatépetl”</li> </ul>	<ul style="list-style-type: none"> <li>• Read about the arts and Hispanic artists</li> <li>• Read and analyze a theater review article</li> <li>• Read about a famous Spanish painter, Francisco Goya</li> <li>• Read a fragment of autobiography “Cuando era puertorriqueña”</li> <li>• Magazine articles</li> <li>• Short story from a supplementary textbook <i>Album: “El nacimiento de la col”</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read narratives , dialogues and stories about health, symptoms and nutrition</li> <li>• Read about ancient mayan games</li> <li>• Read about benefits of exercise</li> <li>• Magazine articles</li> <li>• Short story from a supplementary textbook <i>Album: “Leyenda”</i></li> </ul>

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<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 150 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (Para Empezar)</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 150 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (1)</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 200 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (2)</p>	<p><b>WRITING:</b> Producing written messages incorporating complete and complex sentences. Write 200 compositions that fulfill: Task, Organization, Vocabulary, Syntax and Word Count as per Checkpoint B standards. Topics are related to <i>Realidades 3</i> textbook (3)</p>
<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Describe your daily routine</li> <li>● Describe your weekend activities</li> <li>● Describe your family celebrations</li> <li>● Write a movie review</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Writing about outdoor activities</li> <li>● Write about a sporting event</li> <li>● Narrate events in the past</li> <li>● Write a movie review</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write a report on a Hispanic artist</li> <li>● Write an art review</li> <li>● Write a movie review</li> </ul>	<ul style="list-style-type: none"> <li>● Compose letters, notes, essays and short stories related to thematic vocabulary.</li> <li>● Write about an accident someone had</li> <li>● Write advice about health and nutrition</li> <li>● Write a movie review</li> </ul>
<p><b>GRAMMAR:</b> Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (Para Empezar)</p>	<p><b>GRAMMAR:</b> Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (1)</p>	<p><b>GRAMMAR:</b> Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (2)</p>	<p><b>GRAMMAR:</b> Use rules to make written and spoken language more meaningful and sophisticated. Grammar rules are from <i>Realidades 3</i> textbook (3)</p>

<ul style="list-style-type: none"> <li>● Present tense</li> <li>● Irregular verbs in present tense</li> <li>● Reflexive verbs</li> <li>● Stem-changing verbs</li> <li>● Verbs like “gustar”</li> <li>● Present Progressive</li> <li>● Ser vs Estar</li> </ul>	<ul style="list-style-type: none"> <li>● Preterit tense</li> <li>● Preterit with an orthographic change i—y</li> <li>● Preterit tense of irregular verbs</li> <li>● Preterit with changes e—i, o—u</li> <li>● Imperfect tense</li> <li>● Uses of imperfect</li> </ul>	<ul style="list-style-type: none"> <li>● Preterit vs. Imperfect</li> <li>● Verb estar + participle</li> <li>● Verbs with different meaning in preterit and imperfect</li> <li>● Review of Ser vs Estar</li> </ul>	<ul style="list-style-type: none"> <li>● Affirmative and negative tú-form commands</li> <li>● Affirmative and negative Ud. / Uds. form commands</li> <li>● Subjunctive</li> <li>● Irregular verbs in subjunctive</li> <li>● Stem-changing verbs in subjunctive</li> </ul>
<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit <i>Para Empezar</i></p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 1 <i>Realidades 3</i>.</p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 2 <i>Realidades 3</i>.</p>	<p><b>CULTURE:</b> In depth learning, analyzing and understanding products, practices and/or perspectives of the target culture. Understandings will focus on themes presented in Unit 3 <i>Realidades3</i>.</p>
<ul style="list-style-type: none"> <li>● Understand cultural perspectives on certain Hispanic celebrations</li> <li>● The Day of the Dead video</li> <li>● Video from Bablingua.com: “De Ciudad de México a Madrid”</li> <li>● Movie “El orfanato” with accompanying activities</li> </ul>	<ul style="list-style-type: none"> <li>● Video “¡Feliz Navidad!” from Bablingua.com</li> <li>● Movie: “Pan’s Labyrinth” with accompanying activities</li> <li>● Learning about El Camino de Santiago</li> <li>● Movie “The Walk”</li> </ul>	<ul style="list-style-type: none"> <li>● Understand cultural perspectives on the arts</li> <li>● Spanish art project – Famous Hispanic Painters</li> <li>● Movie: “Maria Full of Grace”</li> <li>● Video from Bablingua.com “El Museo del Prado”</li> </ul>	<ul style="list-style-type: none"> <li>● Understand cultural perspectives on a healthy lifestyle, physical fitness and nutrition</li> <li>● Traveling to Perú, Columbia, Spain</li> <li>● Cultural videos from Bablingua.com “Las Fallas”</li> <li>● Movie “Under the Same Moon”</li> </ul>



# Learning Languages with the Common Core Standards

Spanish 4 Advanced/ SUNY 200

Grade Level: 11<sup>th</sup>

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>LISTENING:</b> Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Video from Bablingua.com: "Qué está ocurriendo" with accompanying activities</li> <li>● DVD with Spanish commercials</li> </ul>	<p><b>LISTENING:</b> Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Videos from Bablingua.com: "Los pájaros" and "¿Qué hiciste el sábado?" with accompanying activities</li> <li>● DVD with Spanish commercials</li> </ul>	<p><b>LISTENING:</b> Recognizing and comprehending majority of ideas and vocabulary in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Videos from Bablingua.com: "Hablando con las manos" and "Mi mejor propina" with accompanying activities</li> <li>● DVD with Spanish commercials</li> </ul>	<p><b>LISTENING:</b> Recognizing and comprehending majority of ideas and vocabulary in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Videos from Bablingua.com: "Cocina fácil" and "La tortilla de España" with accompanying activities</li> <li>● DVD with Spanish commercials</li> </ul>
<p><b>SPEAKING:</b> Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Describing pictures</li> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates, job interviews)</li> <li>● 2 minute presentation on a specific topic with questions from students in class</li> </ul>	<p><b>SPEAKING:</b> Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Describing pictures</li> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates, job interviews)</li> <li>● 2 minute presentation on a specific topic with questions from students in class "Show and Tell"</li> </ul>	<p><b>SPEAKING:</b> Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Describing pictures</li> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates, job interviews)</li> <li>● 2 minute presentation on a specific topic with questions from students in class</li> <li>● Group conversations</li> </ul>	<p><b>SPEAKING:</b> Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Describing pictures</li> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates, job interviews)</li> <li>● 2 minute presentation on a specific topic with questions from students in class</li> </ul>

		<ul style="list-style-type: none"> <li>• CDs from <i>Abriendo Paso</i> with a directed dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Group conversations</li> <li>• CDs from <i>Abriendo Paso</i> with a directed dialogue</li> </ul>
<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 3)</p> <ul style="list-style-type: none"> <li>• Myself</li> <li>• My activities</li> <li>• People in My Life</li> <li>• Answering questions based on readings</li> </ul>	<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 1)</p> <ul style="list-style-type: none"> <li>• The best day of my life</li> <li>• The most embarrassing moment</li> <li>• The funniest moment</li> <li>• Questions based on readings</li> </ul>	<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 2)</p> <ul style="list-style-type: none"> <li>• The most proud moment</li> <li>• Questions based on readings</li> <li>• Project about an artist</li> </ul>	<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> <li>• My best vacation</li> <li>• Applying for scholarship</li> <li>• Questions based on readings</li> </ul>
<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> <li>• Short story selected from the textbook <i>Abriendo Paso Lectura: "Nosotros, no"</i></li> <li>• Texts from <i>Fronteras</i> textbook</li> <li>• Vocabulary from Unit 1 in <i>Fronteras</i> textbook</li> </ul>	<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> <li>• Short story selected from the textbook <i>Abriendo Paso Lectura: "El décimo"</i></li> <li>• Texts from <i>Fronteras</i> textbook</li> <li>• Vocabulary from Unit 2 in <i>Fronteras</i> textbook</li> </ul>	<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> <li>• Short story selected from the textbook <i>Abriendo Paso Lectura: "Jacinto Contreras recibe su paga extraordinaria"</i></li> <li>• Texts from <i>Fronteras</i> textbook</li> <li>• Vocabulary from Unit 3 in <i>Fronteras</i> textbook</li> </ul>	<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> <li>• Short story selected from the textbook <i>Abriendo Paso Lectura: "Jacinto Contreras recibe su paga extraordinaria"</i></li> <li>• Texts from <i>Fronteras</i> textbook</li> <li>• Vocabulary from Unit 3 in <i>Fronteras</i> textbook</li> </ul>
<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 3)</p> <ul style="list-style-type: none"> <li>• Present (regular &amp; irregular verbs)</li> <li>• Ser vs Estar</li> <li>• Present Progressive</li> </ul>	<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 1)</p> <ul style="list-style-type: none"> <li>• Preterit</li> <li>• Imperfect</li> <li>• Preterit vs. Imperfect</li> <li>• Present Perfect</li> <li>• Pluperfect</li> </ul>	<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 2)</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Demonstrative Adjectives</li> <li>• Demonstrative Pronouns</li> <li>• Possessive adjectives</li> <li>• Possessive pronouns</li> </ul>	<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> <li>• Imperative (commands)</li> <li>• Present Subjunctive</li> <li>• Uses of subjunctive</li> </ul>

		<ul style="list-style-type: none"> <li>• Comparative adjectives</li> </ul>	
<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>• The Day of the Dead video</li> <li>• Video from Bablingua.com: “De Ciudad de México a Madrid”</li> <li>• Movie “El orfanato” with accompanying activities</li> </ul>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>• Video “¡Feliz Navidad!” from Bablingua.com</li> <li>• Movie: “Pan’s Labyrinth” with accompanying activities</li> </ul>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>• Spanish art project – Famous Hispanic Painters</li> <li>• Movie: “Maria Full of Grace”</li> <li>• Video from Bablingua.com “El Museo del Prado”</li> </ul>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>• Traveling to Perú, Columbia, Spain</li> <li>• Cultural videos from Bablingua.com “Las Fallas”</li> <li>• Movie “Under the Same Moon”</li> </ul>

# Learning Languages with the Common Core Standards

Spanish 5 Advanced/ SUNY 201

Grade Level: 12<sup>th</sup>

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>LISTENING:</b> Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Videos from Bablingua.com with accompanying activities</li> <li>● Movie "La historia oficial"</li> <li>● edpuzzles</li> </ul>	<p><b>LISTENING:</b> Recognizing and comprehending main ideas in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Videos from Bablingua.com with accompanying activities</li> <li>● Movie "Volver"</li> <li>● edpuzzles</li> </ul>	<p><b>LISTENING:</b> Recognizing and comprehending majority of vocabulary and ideas in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Videos from Bablingua.com with accompanying activities</li> <li>● Movie "Los diarios de motocicleta"</li> <li>● edpuzzles</li> </ul>	<p><b>LISTENING:</b> Recognizing and comprehending majority of vocabulary and ideas in passages from:</p> <ul style="list-style-type: none"> <li>● CD's from <i>Abriendo Paso</i> textbook</li> <li>● Videos from Bablingua.com with accompanying activities</li> <li>● Movie "Mujeres al borde de ataque de nervios"</li> <li>● edpuzzles</li> </ul>
<p><b>SPEAKING:</b> Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Describing pictures</li> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates, job interviews)</li> <li>● Oral presentation "Mi hogar ideal" in front of class with questions from students</li> <li>● Group conversations</li> </ul>	<p><b>SPEAKING:</b> Communicating short sentences and presentations in the target language. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Describing pictures</li> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates)</li> <li>● 2 minute presentation on a specific topic with questions from students in class "Los deseos para una boda/el Año Nuevo"</li> <li>● Group conversations</li> </ul>	<p><b>SPEAKING:</b> Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Describing pictures</li> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates, giving advice)</li> <li>● 2 minute presentation on a specific topic with questions from students in class "El medio ambiente"</li> <li>● Group conversations</li> </ul>	<p><b>SPEAKING:</b> Communicating extended sentences and presentations in the target language. Increasing student-teacher and student-student verbal interaction. Topics are related to:</p> <ul style="list-style-type: none"> <li>● Answering teacher directed questions</li> <li>● Creating conversations in pairs (small debates, job interviews)</li> <li>● A presentation about a research on a Hispanic artist with questions from students in class</li> <li>● Group conversations</li> </ul>

<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> <li>● Original stories based on given vocabulary</li> <li>● PowerPoint and video presentations</li> <li>● Reaction papers to the movie</li> </ul>	<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 5)</p> <ul style="list-style-type: none"> <li>● Questions based on readings</li> <li>● Original stories based on pictures</li> <li>● Advice to Freshmen (using subjunctive)</li> <li>● Reaction papers to the movie</li> </ul>	<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Unit 6)</p> <ul style="list-style-type: none"> <li>● Questions based on readings</li> <li>● Project about a holiday in a Hispanic country</li> <li>● If I were a president</li> <li>● Reaction papers to the movie</li> </ul>	<p><b>WRITING:</b> Producing written passages and 200 word notes/ compositions. Topics are related to <i>Abriendo Paso Gramática</i> textbook (Paso 1, 2, 10)</p> <ul style="list-style-type: none"> <li>● My best memories of High School</li> <li>● Questions based on readings</li> <li>● Reaction papers to the movie</li> </ul>
<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> <li>● Short story selected from the textbook <i>Abriendo Paso Lectura: "Rosa"</i></li> <li>● Texts from <i>Fronteras</i> textbook</li> <li>● Vocabulary from Unit 5 in <i>Fronteras</i> textbook</li> <li>● Magazine articles</li> </ul>	<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying vocabulary and main ideas.</p> <ul style="list-style-type: none"> <li>● Short story selected from the textbook <i>Album: "Una carta a Dios"</i></li> <li>● Texts from <i>Fronteras</i> textbook</li> <li>● Vocabulary from Unit 6 in <i>Fronteras</i> textbook</li> <li>● Magazine articles</li> </ul>	<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying the majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> <li>● Short story selected from the textbook <i>Abriendo Paso Lectura: "Cajas de cartón"</i></li> <li>● Texts from <i>Fronteras</i> textbook</li> <li>● Vocabulary from Unit 7 in <i>Fronteras</i> textbook</li> <li>● Magazine articles</li> </ul>	<p><b>READING:</b> Extended passages and short stories in Spanish. Identifying majority of vocabulary and ideas.</p> <ul style="list-style-type: none"> <li>● Short story selected from the textbook <i>Abriendo Paso Lectura: "Cartas de amor traicionado"</i></li> <li>● Texts from <i>Fronteras</i> textbook</li> <li>● Vocabulary from Unit 8 in <i>Fronteras</i> textbook</li> <li>● Magazine articles</li> </ul>
<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 4)</p> <ul style="list-style-type: none"> <li>● Present Subjunctive (regular &amp; irregular verbs)</li> <li>● Uses of subjunctive</li> <li>● Present Perfect Subjunctive</li> </ul>	<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 5)</p> <ul style="list-style-type: none"> <li>● Future</li> <li>● Future Perfect</li> <li>● More uses of subjunctive</li> </ul>	<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Unit 6)</p> <ul style="list-style-type: none"> <li>● Imperfect Subjunctive</li> <li>● Pluperfect Subjunctive</li> <li>● Conditional</li> <li>● Conditional Perfect</li> <li>● If clauses</li> </ul>	<p><b>GRAMMAR:</b> Using rules to make written and spoken language meaningful. Grammar rules are from <i>Abriendo Paso Gramática</i> textbook (Paso 1, 2, 10)</p> <ul style="list-style-type: none"> <li>● Nouns</li> <li>● Articles</li> <li>● Subject Pronouns</li> <li>● Prepositional Pronouns</li> <li>● Por vs Para</li> </ul>

<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>● Songs by Hispanic artists</li> <li>● Video from Bablingua.com: “De Caracas a Barcelona”</li> <li>● Movie “Volver” with accompanying activities</li> </ul>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>● Video “Navidad y deporte” from Bablingua.com</li> <li>● Movie: “Entre nos” with accompanying activities</li> <li>● Songs by Hispanic artists</li> </ul>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>● Movie: “Motorcycle Diaries” with accompanying activities</li> <li>● Video from Bablingua.com “Carnaval, Carnaval”</li> <li>● Songs from Hispanic artists</li> </ul>	<p><b>CULTURE:</b> Learning, analyzing and understanding products, practices and/or perspectives of the target culture</p> <ul style="list-style-type: none"> <li>● Movie: “The Official Story” with accompanying activities</li> <li>● Videos from Bablingua.com “Los toros: ¿a favor o en contra?”, “Los toros: Los personajes”</li> <li>● Songs from Hispanic artists</li> </ul>