

Hesperia Community Schools

Teacher: McCabe

Course: Spanish 1

<b>Timeline</b>	<b>HSCE's/GLCE's and CCSS</b>	<b>Content</b> What topic(s) is being covered? What do students need to know?	<b>Essential Skills</b> What do students have to be able to do to connect the content to the skills?	<b>Content Vocabulary</b>	<b>Assessments:</b> What evidence (products and/or performances) is collected to establish that the content and skills have been learned?	<b>Resources</b> What materials, texts, videos, internet, or software support instruction?
Chapter 1 ¿Cómo somos? 3-4 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.R.a 1.3.N.W.a 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Physical descriptions and personality traits  *Nationalities  *School subjects  *Nouns, adjectives, and articles  *Verb: ser  *Tu and usted forms  *Culture (schools in Spanish-speaking countries)	*Students will be able to describe theirs and others' physical descriptions.  *Students will be able to describe theirs and others' personality traits and nationalities.  *Identify and explain schools in Spanish speaking countries.  *Discuss which classes one is taking and their opinions of those classes.	*Nouns, adjectives, and articles  *the verb, "Ser"  *Tu and usted forms of verbs.  *Physical characteristics and personality traits.  *School subjects  *Nationalities	*Mini-project; describing physical and personal characteristics of oneself, family members and a best friend.  *Homework (chapter pkts.)  *Classroom participation.  *Chapter 1 Test (written, reading and a verbal portion)	*Chapter 1 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric and example of mini-project

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Chapter 2 La familia y la casa 3-4 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.R.a 1.3.N.W.a 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Families and homes in the Spanish-speaking world.  *Describe one's own home and/or apartment and location of the rooms.  *The verb "tener"  *Possessive Adjectives  *Family, pets, house, rooms, and furniture vocabulary.	*Discuss one's personal and others' family members and pets.  *Describe one's own home and/or apartment and the location of certain rooms and furniture.  *Compare and Contrast families, pets, and homes in the Spanish-speaking world with those in America.	*Families/Pets  *Houses/Apartments  *Rooms & Furniture items  *The verb "tener"  *Possessive adjectives	*Mini-Project: Dream House  *Homework (chapter pkts.)  *Classroom participation.  *Chapter 2 Test (written, reading and a verbal portion)	*Chapter 2 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric and example of mini-project

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Chapter 3 En clase y después 3-5 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.R.a 1.3.N.W.a 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.1.N.b 4.2.N.a 5.2.N.a	*Classroom vocabulary  *School clothes and supplies  *In-school & after-school activities  *Culture: Schools, activities in Spain & Latin America  *Present tense of “-ar” verbs  *Verbs: ir, dar, estar  *The contractions of “al” and “del”	*Discuss what one and others do in and after school.  *Explain whether one likes or dislikes doing those certain activities.  *Identify school clothes and supplies.  *Discuss differences between schools & activities between Spain & Latin America and America	*Classroom vocabulary  *School clothes and supplies  *In-school & after-school activities  *Present tense of “-ar” ending verbs  *Verbs: ir, dar, estar  *Contractions of “al” and “del”	*Interview (partner activity and project)  **Homework (chapter pkts.)  *Classroom participation.  *Chapter 3 Test (written, reading and a verbal portion)	*Chapter 3 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Interview handout & example

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Ch. 4  ¿Qué comemos y dónde?  3-4 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.R.a 1.3.N.W.a 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Foods & Beverages  *Eating a café or restaurant  *Culture: eating habits & times of the Spanish-speaking world.  *Present tense of “-er” and “-ir” verbs  *Expressions with the infinitive: “Ir+a; Tener que; Acabar de”	*Describe and Identify foods.  *Describe breakfast, lunch and dinner; what one likes and/or dislikes to eat for each.  *How to find a table, order, and pay the bill at a Hispanic café or restaurant  *Identify and cultural differences of traditional Hispanic dishes & eating habits/times and those of America.	*Foods & Beverages  *Eating at a café or restaurant  *Present tense of “-er” and “-ir” ending verbs  *Expressions with the infinitive: “ir +a; Tener que; Acabar de”	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 4 Test (written, reading and a verbal portion)  *Project: Small group dialogue (at a restaurant or café)  *Project: Create one’s own menu	*Chapter 4 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubrics & examples of projects

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Ch. 5 Deportes 3-4 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.L.d 1.2.N.R.a 1.3.N.W.a 1.3.N.S.c 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Sports (soccer, baseball, basketball, tennis, etc.)  *Uniforms; colors  *Culture: popular sports & players in the present-day and past Spanish-speaking countries.  *Present tense form of stem-changing verbs  *Verbs: Interesar, aburrir and gustar (which utilize indirect object pronouns).  *Adjective agreement & placement [after the noun] (plural vs. singular & feminine vs. masculine)	*Students will be able to talk about sports; which sports one likes or dislikes and why.  *Inquire others about which sports do they prefer and ask why.  *Describe uniforms with colors (and for which sport).  *Compare and Contrast popular sports of the Spanish-speaking world with those of America.  *Explain popular present-day and past popular sports and players in Spanish-speaking countries.	*Sports (various sports)  *Uniforms; colors  *Adjective agreement  *Verbs: Interesar, aburrir, and gustar (with indirect object pronouns)  *Present-tense form of stem-changing verbs	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 5 Test (written, reading and a verbal portion)  *Magazine Front Page Project	*Chapter 5 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric & example of project

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Ch. 6 El bienestar 3-4 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.L.d 1.2.N.R.a 1.3.N.W.a 1.3.N.S.c 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Personality, conditions, and emotions.  *A visit to the doctor's office  *Illnesses; describing symptoms; what hurts, etc.  *"ser" versus "estar"  *Indirect object pronouns  *Culture: Pharmacies; Doctor's offices (making an appointment, procedures, etc.); Literary genre; various places in the Spanish-speaking world	*Describe one's own and others' personalities, conditions and emotions.  *Explain minor illnesses; what hurts on one's or other's bodies, etc.  *Be able to make a doctor's appointment; speak with a receptionist, the nurse(s), and doctor(s).  *Know how to pick up a prescription (if needed) in a Spanish-speaking country.  *Identify specific literary genres and Hispanic cities.	*Personality, conditions, and emotions.  *Doctor's office  *Illnesses, describing symptoms, what hurts, etc.  *ser & estar  *Indirect object pronouns	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 6 Test (written, reading and a verbal portion)  *Skit ("Trip to the Doctor's Office)	*Chapter 6 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric & example of project

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Ch. 7 De Vacaciones 3-4 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.L.d 1.2.N.R.a 1.3.N.W.a 1.3.N.S.c 1.3.M.S.a 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Summer & Winter weather conditions and activities  *Culture: Summer & Winter vacationing resorts in Spanish-speaking countries [Argentina]  *Seasons (geography; lower hemisphere)  *Preterite (past) tense of regular "-ar" verbs  *Preterite of "ir" and "ser"  *Direct Object Pronouns	*Discuss and talk about summer & winter conditions and activities.  *Inquire others of what types of activities that they like/prefer to do in certain seasons.  *Describe a vacation that one took either recently or many years back using the preterite (past) tense.  *Use of direct object pronouns and vocabulary within conversational dialogues.	*Summer & Winter conditions and activities  *Preterite (past) tense of regular "-ar" verbs  *Preterite of "ir" and "ser"  *Direct Object Pronouns	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 7 Test (written, reading and a verbal portion)  *Essay: Write about a vacation using the past tense and chapter vocabulary.	*Chapter 7 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric & example of Essay

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Ch. 8  En tu Tiempo Libre  4-6 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.L.d 1.2.N.R.a 1.3.N.W.a 1.3.N.S.c 1.3.M.S.a 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Celebrations (birthdays, weddings, births, etc.)  *Events: concerts, movies, and museums [vocabulary]  *Culture: Various museums in the Spanish-speaking world.  *Culture: Famous Hispanic/Latin artists, singers, art, and music.  *Preterite (past) tense of “-er” and “ir” verbs.  *Verbs: “oír” and “leer” (present & past tense)  *Negative expressions (double negative in the Spanish language)	*Be able to discuss and describe (using the past tense) various celebrations.  *Be able to tell what time an event is going to start; where the event is located; the date of the event; what is the main event, etc.  *Be able to talk about if one liked or disliked an event or certain place.  *Discuss thoughts and opinions about various Hispanic/Latin artists, singers, art, and music.  *Use grammatical forms introduced in this and previous lessons (within conversation)	*Celebrations (birthdays, weddings, births, etc.)  *Events: concerts, movies, and museums [vocabulary]  *Preterite (past) tense of “-er” and “ir” verbs.  *Verbs: “oír” and “leer” (present & past tense)  *Negative expressions (double negative in the Spanish language)	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 8 Test (written, reading and a verbal portion)  *Research project: Research and find out specific information about a concert, movie, museum in a Spanish-speaking country. Create a PowerPoint presentation of the event and one’s own personal account of what occurred.	*Chapter 8 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric & example of Research Project



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Ch. 9 ¡Vamos de Compras! 3-5 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.L.d 1.2.N.R.a 1.3.N.W.a 1.3.N.S.c 1.3.M.S.a 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Clothing and food items  *Shopping for food and clothes  *Culture: Shopping centers, markets, and food stands in Spain & Latin America  *Moorish influence in Spanish architecture & history.  *Musical groups in Spanish-speaking world.  *Numbers over 1,000 (years)  *Present tense of “saber” and “conocer”  *Comparative & superlatives  *Demonstrative adjectives & pronouns	*Be able to discuss clothing & food items.  *Be able to actually go to a Spanish-speaking shopping center and purchase an item.  *Understand exchange rates; interact with vendors, cashiers, etc.  *Discuss if one likes or dislikes certain music from Hispanic musical groups.  *Compare & Contrast: stores and shopping in the U.S. and in Spain and/or Latin America.	*Clothing & Food items  *Shopping for food & clothes  *Culture  *Numbers (years)  *Present tense of “saber” and “conocer”  *Comparative & superlatives  *Demonstrative adjectives & pronouns.	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 9 Test (written, reading and a verbal portion)  *Skit: Runway Show	*Chapter 9 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric for Skit

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Ch. 10 En Avión 3-5 weeks	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e 1.2.N.L.b 1.2.N.L.d 1.2.N.R.a 1.3.N.W.a 1.3.N.S.c 1.3.M.S.a 1.3.A.S.c 2.1.N.F.b 3.1.N.a 3.2.N.a 4.1.N.a 4.2.N.a 5.2.N.a	*Packing for a trip  *Getting to the airport; at the airport; on board a plane  *Different modes of transportation  *Culture: Airports, travel, protocol and policies in Spanish-speaking countries.  *Verbs that have the “g” in the “yo” form of the present tense.  *Present progressive	*Students will be able to discuss the process of getting ready for a trip (what is needed, where to, which airline, protocols to be aware of).  *Be able to speak and negotiate successfully with a ticket agent.  *Be able to know how to and actually buy a plane ticket (or any other form of transportation ticket).  *Describe a trip that one took (past tense) and the actual process.  *Compare & Contrast: Airports and travel in the U.S. with Spain and Latin America	*Packing for a trip  *Getting to the airport; at the airport; on board a plane  *Different modes of transportation  *Verbs that have the “g” in the “yo” form of the present tense.  *Present progressive	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 10 Test (written, reading and a verbal portion)  *Quiz: respond to a certain traveling scenario (in Spanish)	*Chapter 10 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric & example of how to respond to a certain scenario.

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<p>Ch. 11</p> <p>¡Una rutina diferente!</p> <p>4-5 weeks</p>	<p>1.1.N.SL.b</p> <p>1.1.N.SL.e</p> <p>1.1.N.SL.h</p> <p>1.1.N.RW.e</p> <p>1.2.N.L.b</p> <p>1.2.N.L.d</p> <p>1.2.N.R.a</p> <p>1.3.N.W.a</p> <p>1.3.N.S.c</p> <p>1.3.M.S.a</p> <p>1.3.M.W.b</p> <p>1.3.A.S.c</p> <p>2.1.N.F.b</p> <p>3.1.N.a</p> <p>3.2.N.a</p> <p>4.1.N.a</p> <p>4.2.N.a</p> <p>5.2.N.a</p>	<p>*Parts of the body</p> <p>*Daily routine</p> <p>*Backpacking &amp; camping</p> <p>*Culture: backpacking &amp; camping in Spain &amp; Latin America.</p> <p>*Various places/cities in the Spanish –speaking world.</p> <p>*Reflexive verbs</p> <p>*Commands with “favor de”</p>	<p>*Be able to talk about one’s daily routine using the grammatical forms presented in this unit.</p> <p>*Be able to talk about traveling and going backpacking &amp; camping → what needs to be done, packed, etc.</p> <p>*Compare &amp; Contrast: How popular is backpacking and camping in Spain/Latin America versus America.</p> <p>*Discuss popular places to go backpacking and camping in America and Spain/Latin America.</p> <p>*Discuss where one would personally want to go and explain why.</p>	<p>*Parts of the body</p> <p>*Daily routine</p> <p>*Backpacking &amp; camping</p> <p>*Reflexive verbs</p> <p>*Commands with “favor de”</p>	<p>**Homework (chapter pkts.)</p> <p>*Classroom participation.</p> <p>*Chapter 11 Test (written, reading and a verbal portion)</p> <p>*Essay: compare and contrast cultural popularity of backpacking and camping between America and the Spanish-speaking countries. →Essay in Spanish.</p>	<p>*Chapter 11 packets</p> <p>*Asi Se Dice 1 Textbook</p> <p>*Textbook DVD</p> <p>* Personal notes and warm-ups handouts.</p> <p>*Rubric for the essay.</p>