

# Español 1/2

## Fall Semester 2022

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

## Spanish 1

Unit	Goals/Outcomes	Key grammar/ Vocab	Culture	Assessments
<b>Unit:</b> <b>Los básicos</b>  <b>Standards:</b> 1-11  <b>Weeks 1-5</b> 8/22-9/23	I can greet people appropriately and introduce myself  I can use and communicate basic classroom phrases  I can answer basic questions regarding age, emotions, weather and the date  I can use and comprehend numbers 0-100  I can recall simple words and phrases	-Greetings -Courtesy expressions -Feelings (estoy...) -seasons/weather -Numbers 0-100 -Tengo ___ años -Classroom phrases  - Present tense conjugations  Vocab: Hay Se llama Tiene Quiere Va	Where is Spanish spoken? - identify all 21 countries and recognize that Spanish is spoken globally  -Informal/formal tones/conjugation  Song: Ríe,Llora - Celia Cruz  -brain break Izquierda Derecha	<b>Formative:</b> - Daily interpretive reading/ listening warm ups - TPR daily checks - exit tickets - in class worksheets  <b>Summative:</b> - weekly tarea - end of unit <a href="#">presentational writing/speaking assessment</a>

		<p>Vive Mira Ayuda Le da Le gusta Tiene miedo Está Es</p> <p>Question words</p> <p>Directional vocab (Izquierda, derecha)</p>	<p>Independence day for guatemala, costa rica (etc) 9/15</p> <p>Mexican independence day 9/16</p>	<p>- end of unit interpretive <a href="#">reading and listening assessment</a></p>
<p><b>Unit:</b> <b>Quién soy?</b></p> <p><b>Standards:</b> 1-11</p> <p><b>Weeks 5-9</b> 9/26-10/7</p>	<p>I can describe myself and those around me.</p> <p>I can describe physical traits and characteristics of myself and others</p> <p>I can express what I like to do and what I do not like.</p> <p>I can express what is important to me</p> <p>I can describe relationships of people within a family.</p> <p>I can distinguish between the use of Ser and Estar conjugations</p>	<p>- Ser vs Estar - emotions - characteristics - Gender adjective agreement - express likes and dislikes - Present tense conjugations - describing relationships</p> <p>Vocab: -Adjectives - alt@, comic@,</p>	<p>National identity between these countries are unique and the language binds them.</p> <p>Song: Amor prohibido</p> <p>Selena "Queen of Tejano"</p>	<p><u>Formative:</u> - Daily interpretive reading/ listening warm ups - TPR daily checks - exit tickets - in class worksheets</p>

		<p>etc          -Review: le gusta          -Add:          Necesita          Habla          Ser (soy, es)          Estar (estoy, está)          Juega          Canta          Baila          Me encanta etc          -family vocab          ex: hermanos, tios          etc  <b>Pop up grammar</b>          - possessions          - plural noun          agreement</p>	<p>Spanish          Speaking          countries</p>	<p><b>Summative:</b>          - weekly tarea          - end of unit  <a href="#">presentational          writing/speaking          assessment</a>            - end of unit  <a href="#">interpretive          reading and          listening          assessment</a></p>
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# Spanish 2

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Unit	Learning outcomes	Key grammar/Vocab	Culture	Assessments
<p><b>Unit:</b>  <b>Mexican art collabe</b></p> <p><b>Standards:</b>            1-11</p> <p><b>Weeks:</b>            10/17-11/4</p>	<ul style="list-style-type: none"> <li>- I can convey my opinion on art pieces</li> <li>- I can compare and contrast another country's holiday with an American holiday</li> <li>- I can describe the cultural importance of Día de los muertos</li> </ul>	<p>Keep practicing past tenses</p> <p>Present perfect tense</p> <p>Vocab:            Día de los muertos vocab            -calavera,maravilla , pan dulce etc</p> <p>Art vocab            - pintar, esculpir, dibujar, etc</p> <p>Cree que            Honran sus familiares            Va al cementerio</p>	<p>Día de los muertos</p> <p>Mexican art history            - Frida Kahlo</p> <p>Comparison of EEUU holidays</p> <p>Song:            Mi novio es un zombi</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>- Daily interpretive reading/ listening warm ups</li> <li>- TPR daily checks</li> <li>- exit tickets</li> <li>- in class worksheets</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>- weekly tarea</li> <li>- end of unit <a href="#">presentational writing/speaking assessment</a></li> <li>- end of unit <a href="#">interpretive</a></li> </ul>

		Respetar Los que han muerto		<a href="#">reading and listening assessment</a>
<p><b>Unit:</b> Rutinas diarias</p> <p><b>Standards:</b> 1-11</p> <p><b>Weeks:</b> 11/14- 12/2</p>	<p>-I can tell time</p> <p>-I can describe simple household tasks and routines</p> <p>-I can describe my daily routine</p> <p>-I can conjugate Present tense verbs</p> <p>- I can conjugate reflexive verbs</p>	<p>- Qué hora es</p> <p>- Present tense conjugations</p> <p>-intro to reflexive verbs</p> <p>-daily routines</p> <p>Vocab: Empieza Termina Se despierta Dureme Limpia Cepilla Llevar Viste camina Cocina Come Bebe/ toma</p>	<p>(Country project) -Compare and contrast cultural differences between countries</p> <p>Song:</p> <p>Brain breaks -Con el ritmo</p> <p>Text- Bart quiere un gato</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Daily interpretive reading/ listening warm ups</li> <li>- TPR daily checks</li> <li>- exit tickets</li> <li>- in class worksheets</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>- weekly tarea</li> <li>- end of unit <a href="#">presentational writing/speaking assessment</a></li> <li>- end of unit <a href="#">interpretive reading and listening assessment</a></li> </ul>

		<p>Lava Corte Hace hago Etc</p> <p>Reflexive: Bañarse Ducharse Despertarse Cepillarse</p> <p>Pop up grammar - possessions - plural noun agreement</p>		
<p><b>Unit:</b> <b>Sociedad/ La escuela</b></p> <p>Standards: 1-11</p> <p>Weeks 12/2 - 12/23 (end of Q2)</p>	<ul style="list-style-type: none"> <li>- I can give directions to specific places</li> <li>- I can describe the location on a place in relation to other places in a city</li> <li>- I can read and understand a schedule in Spanish</li> <li>- I can speak about and write about my school schedule</li> </ul>	<ul style="list-style-type: none"> <li>- Ordinal numbers</li> <li>- Schedules (school/ bus routes etc)</li> <li>Está vs es</li> <li>Keep practicing</li> <li>- present tense conjugations</li> </ul>	<p>Common layout of Spanish speaking cities/towns.</p> <p>-Compare and Contrast cultural difference between our communities</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>- Daily interpretive reading/ listening warm ups</li> <li>- TPR daily checks</li> <li>- exit tickets</li> <li>- in class worksheets</li> </ul>

	<p>- I can express interest in activities</p>	<p>Intro to past tense</p> <p>Vocab: Places vocabulario ex: la piscina La panaderia El supermercado Etc</p> <p>Directional vocab: Norte Sur Este Oeste</p> <p>Common activity vocab: Montar Bici Acampar Tocar (instrumento) Pintar Ir de compras Va a la ... Etc</p>		<p><u>Summative:</u></p> <ul style="list-style-type: none"><li>- weekly tarea</li><li>- end of unit <a href="#">presentational writing/speaking assessment</a></li><li>- end of unit <a href="#">interpretive reading and listening assessment</a></li></ul>
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