

Spanish I / Spanish I Honors Calendar

<p style="text-align: center;">Quarter 1</p> <p>Unit 1 All About Me</p> <ul style="list-style-type: none"> - Para Empezar - ¿Qué te gusta hacer? - Y tú, ¿cómo eres? <p>Unit 2 School Days</p> <ul style="list-style-type: none"> - Tudía en la escuela - Tusala de clases 	<p>September - November</p>
<p style="text-align: center;">Quarter 2</p> <p>Unit 3 Food Glorious Food</p> <ul style="list-style-type: none"> - ¿Desayuno o almuerzo? - Para mantener la salud <p>Unit 4 My community and places</p> <ul style="list-style-type: none"> - ¿Adónde vas? - ¿Quieresirconmigo? - 	<p>November - January</p>
<p style="text-align: center;">Quarter 3</p> <p>Unit 5 Celebrations</p> <ul style="list-style-type: none"> - Una fiesta de cumpleaños - ¡Vamos a un restaurant! <p>Unit 6 Home Sweet Home</p> <ul style="list-style-type: none"> - En mi dormitorio - ¿Cómoestu casa? 	<p>February - April</p>
<p style="text-align: center;">Quarter 4</p> <p>Unit 7 Migratory Animals</p> <p>Unit 8 Going Green</p>	<p>April - June</p>

Spanish 1 – Spanish I Honors COURSE DESCRIPTION

Spanish I honor will introduce the students to the customs and culture of the Spanish-speaking world. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will create and perform dialogues, ask and answer questions, and complete a variety of projects which include oral presentations. The students will develop the ability to understand spoken situations and speak Spanish in real-life situations.

Spanish 1 Honors Para Empezar

Essential Question:

- When do we use different greetings?
- Why are greetings important in our society?
- Why is learning numbers important?
- What can you find in the classroom?
- What would I find in your backpack?
- What is the weather like today?
- What is today's date?
- Can you spell your name?

Enduring Understanding:

Speakers will present different ways to greet friends and adults in the morning, afternoon and evenings. They will also explain different ways to address others (formal and informal). They will practice introduction and greetings appropriate to time of day; asking and telling names. They will listen and respond to classroom commands and learn numbers skills which may apply to quantity, time and date. They will ask and tell time. They will identify, comprehend, and understand parts of the human body. They will be able to ask, understand and comprehend responses for school materials and school relative questions in the target language.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- Togreetsomeone
- To ask and tell how someone is
- To say good-bye
- To tell time
- To count up to 100
- To talk about the body
- To talk about the classroom
- To say the date
- To say the days of the week and month of the year
- To ask for quantity
- To ask for help in a classroom setting

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Greet people at different times of the day Introduce yourself to others Respond to classroom directions Begin using numbers 1-100 Tell time Identify parts of the body Talk about things in the classroom Ask questions about new words and phrases Use the Spanish alphabet to spell words Talk about things related to the calendar Describe weather conditions Identify the seasons Compare weather in the Northern and Southern Hemispheres</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM.B.3 7.1 NM.A.2 7.1NM.B.1 7.1NM.B.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will do an oral presentation where they have to greet, say their names, explain their origin, place and date of birth, talk about their favorite season: month and weather of that seasons, and goodbye.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish 1 Honors

1A ¿Quétegustahacer?

<p>Essential Question: What do you like to do during the school day, after school, at night, on the weekend, etc.? What activities do you enjoy doing with your friends, family, etc.? How can you ask others what they like to do? What do people in Spain enjoy doing in their free time?</p>		
<p>Enduring Understanding:</p> <p>Speakers will be able to demonstrate an understanding of leisure activities by expressing what activities they perform, what activities they like and what activities they dislike, as well as, asking others about their likes and dislikes regarding leisure activities.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutactivities</p> <p>Tosaywhatyouliketo do</p> <p>Tosaywhatyoudon'tliketo do</p> <p>Toaskotherswhattheyliketo do</p> <p>Otherusefulwords and expressionsrelatedtotheactivitiestheylike and don'tlike.</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Talk about activities you like and don't like to do</p> <p>Ask others what they like to do</p> <p>Understand cultural perspectives on favorite activities</p> <p>Talk about preferences in leisure activities</p> <p>Read and listen to information about leisure activities and likes; read a picture-based story</p> <p>Listen to and watch a video about leisure activities</p> <p>Listen to and understand information about infinitives</p> <p>Talk about new vocabulary through the recognition of cognates</p> <p>Compare: Spanish and English infinitives; construction of negatives between English and Spanish; expressing agreement or disagreement in English and Spanish.</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. B.1</p> <p>7.1 NM .B.3</p> <p>7.1 NM .B.4</p> <p>7.1 NM .C.4</p>

<p>Performance Task Summary (Project):</p> <p>Written response presentation using visuals (Teacher created rubric for presentation)</p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	
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Spanish 1 Honors

1B Y tú, ¿Cómo eres?

<p>Essential Question: How would someone describe you? What are your weaknesses? What are your strengths? What makes a good friend? What traits must a leader have?</p>		
<p>Enduring Understanding:</p> <p>Speakers will be able to describe their personality traits and qualities and those of others. Also, based on those personality traits students will be able to say what they and others like to do.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutwhatyou and others are like</p> <p>Toaskpeopleaboutthemselvesorothers</p> <p>Totalkaboutwhatsomeonelikesordoesn'tlike</p> <p>To describe someone</p> <p>Totellwhomyou are talkingabout</p> <p>Otherusefulrelatedexpressions</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Read, listen to, and explain information about the school day</p> <p>Discuss the school day</p> <p>Ask and tell about likes and dislikes</p> <p>Use subject pronouns</p> <p>Use verbs that end in -ar</p> <p>Read a brochure about a school in Costa Rica</p> <p>Talk about some of your classes</p> <p>Learn class subjects</p> <p>Learn the ordinal numbers</p> <p>Learn about the things you need for school</p> <p>Learn adjectives to describe classes</p> <p>Learn about school activities</p> <p>Listen to and watch a video about class subjects and school activities</p> <p>Listen to and watch a video about subject pronouns</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>

<p>Performance Task Summary (Project):</p> <p>Students will write one or more free verse poems in the target language.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	
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Spanish 1 Honors

2A Tú día en la escuela

Essential Question:

- What is your school day like?
- What is your favorite class?
- Who is your favorite teacher?
- What is the difference between school in the USA and school in Central America?
- What is your schedule like?
- What are your extra-curricular activities and what are those of others?
- What clubs are offered in school and in which one/ones do you participate?
- What do you do in your club?

Enduring Understanding:

Speakers will be able to describe their school schedule and their classes. They will also be able to talk about their school and after school activities and the material that are needed.

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- Smart board
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Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

Totalkaboutyourschoolday

To describe schoolactivities

Totalkabouttheorder of things

Totalkaboutthingsyouneedforschool

Describe yourclasses

Otherusefulexpressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Read, listen to, and explain information about the school day</p> <p>Discuss the school day</p> <p>Ask and tell about likes and dislikes</p> <p>Use subject pronouns</p> <p>Use verbs that end in -ar</p> <p>Read a brochure about a school in Costa Rica</p> <p>Talk about some of your classes</p> <p>Learn class subjects</p> <p>Learn the ordinal numbers</p> <p>Learn about the things you need for school</p> <p>Learn adjectives to describe classes</p> <p>Learn about school activities</p> <p>Talk about homework and classes</p> <p>Listen to and watch a video about El primer día de clases</p> <p>To listen to and watch a video about subject pronouns and present tense of –ar verbs</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.2</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will write their school schedule and explain the order of the classes and what materials are needed for each class target language.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	

Spanish 1 Honors

2B Tu sala de clases

Essential Question:

- What would an ideal classroom be like?
- What would classrooms have in the future?
- Where is the nurse's office?
- What is your favorite classroom on campus and why?

Enduring Understanding:

Speakers will be able to describe their classroom and where things and furniture are located.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- To talk about classroom items
- To talk about classroom furniture
- To talk about parts of a classroom
- To indicate location
- To indicate possession
- To identify (description, quantity)
- To identify definite and indefinite articles

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Read, listen to, and explain information about the classroom and where objects are located</p> <p>Communicate about a classroom</p> <p>Ask and tell how someone feels</p> <p>Talk about where someone or something is located</p> <p>Learn to use the verb ESTAR, the plurals of nouns and the plurals of articles</p> <p>Write a note describing your classroom</p> <p>Practice and learn new vocabulary about classroom items, furniture and parts.</p> <p>Practice and learn new vocabulary about prepositions of locations</p> <p>Indicate possession, to identify (description, quantity) and to identify gender and quantity of nouns</p> <p>Talk about parts of a classroom and to indicate location</p> <p>Use the verb ESTAR to ask how someone is</p> <p>Listen to and watch a video about Un ratón en la clase</p> <p>Listen to and watch a video about Gramática the verb ESTAR and the plurals of nouns and articles</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.2</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Write a letter to an imaginary pen pal from any Spanish speaking country describing your Spanish classroom.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	

Spanish 1 Honors

3A ¿Desayuno o almuerzo?

<p>Essential Question:</p> <p>What is your favorite food? Where are different fruits or food from? What do you like to have for breakfast? What do you eat for the holidays? What are popular snacks in different Spanish speaking countries? What do people in the USA eat at different seasons compared to what people eat in Chile?</p>		
<p>Enduring Understanding:</p> <p>Speakers will be able to talk about what they eat and drink for breakfast and lunch. Students will be able to describe what foods they like / dislikes. Students will be able to gain awareness about different eating habits in the Spanish speaking world, and compare and contrast these habits with those in the USA.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutbreakfast</p> <p>Totalkabout lunch</p> <p>Totalkaboutbeverages</p> <p>Totalkabouteating and drinking</p> <p>Toindicatehowoften</p> <p>Tosaythatyoulike/lovesomething</p> <p>Otherusefulexpressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about foods and beverages for breakfast and lunch Talk about likes and dislikes Express how often something is done Read, listen to, and explain information about foods and beverages for breakfast and lunch Ask and tell what people eat and drink for breakfast and lunch Use the present tense of –er and –ir verbs and me gusta(n), me encanta(n) Maintain a conversation about what you like, including your food preferences Demonstrate an understanding of cultural differences regarding snacks Talk about preferences concerning foods and beverages; eating habits during different meals; favorite activities Listen to and watch a video about breakfast foods Read and be able to respond to a magazine food quiz Present information about: foods and beverages; eating habits during meals; the origins of food items; a restaurant menu Explain breakfast habits in Spanish-speaking countries 	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.3</p> <p>7.1 NM. A.5</p> <p>7.1 NM. B.2</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.4</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will role-play a telephone conversation between a student in Uruguay and a student from the USA. They will exchange questions about likes and dislikes, favorite activities and what they like to eat for breakfast and lunch.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish 1 Honors

3B Para mantener la salud

Essential Question:

- What activities can you do to maintain your health?
- What are healthy eating habits?
- What do you do to keep fit?
- What is good advice to maintain one's health?
- What are not good eating habits and why?
- What do you like to have for dinner?
- Why is nutrition so important?

Enduring Understanding:

Speakers will be able to talk about how eating habits can affect their health. Students will be able to distinguish between good and bad eating habits and what a healthy life style is like.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- To talk about food and beverages
- To talk about being hungry and thirsty
- To discuss health
- To indicate a preference
- To indicate agreement or disagreement
- To ask a question or give an answer
- To express quantity
- To describe something
- Other useful expressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about foods and beverages for dinner Describe what people or things are like Discuss food, health, and exercise choices Understand cultural perspectives on diet and health Read, listen to, and explain information about food groups and foods on the Food Guide Pyramid Describe activities to maintain good health Describe people and food Talk about dinner foods Express food preferences Talk about healthy and unhealthy lifestyles Talk about food groups and healthy diet Use the plurals of adjectives and the verb ser Read about a sports diet and learn some facts about an athlete Make a poster about good health habits 	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.3</p> <p>7.1 NM. A.5</p> <p>7.1 NM. B.2</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.4</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a poster in Spanish with suggestions for better health using the food pyramid as a guide as well as information provided in their health classes.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish 1 Honors

4A ¿Adónde vas?

<p>Essential Question: What are the different stores in your community and what can you buy there? What are the different activities offered at the mall? What do you do with your family or friends on the weekends, holidays, etc.? Where do you go when you are not in school? Where do you go during the summer? Where do you go for vacation? Why do you go to the library?</p>		
<p>Enduring Understanding:</p> <p>Students will be able to talk about locations in their communities, and ask and tell where they go on specific days. Also, they will talk about activities people like to do, where they do it, how often people do them, and with whom.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutleisureactivities</p> <p>Totalkabout places</p> <p>Totellwhereyougo</p> <p>Totellwithwhomyougo</p> <p>Totalkaboutwhenthings are done</p> <p>Totalkaboutwheresomeoneisfrom</p> <p>Toindicatehowoften</p> <p>Otherusefulrelatedexpressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about locations in your community Discuss leisure activities Talk about where you go and with whom Learn how to ask questions Understand cultural perspectives on leisure activities Read, listen to and explain information about places to go to when you're not in school Communicate about leisure activities Tell where you go and with whom Use the verb IR and ask questions Read about after-school and weekend activities offered at a mall Role-play a new student's first day at school 	<p>Corresponding CCSS/NJCCCS</p>
<p>Performance Task Summary (Project):</p> <p>Student will play the role of a new student and a student who has been at the school for a while. They will find out where the new student is from, activities he or she likes to do and on what days of the week, and where he or she goes and with whom.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish 1 Honors

4B ¿Quieres ir conmigo?

<p>Essential Question:</p> <p>What is your favorite sport? Who do you practice sports with? How often do you practice sports? Where do you practice sport? What extra-curricular sports are offered at school? What extra-curricular sports would you like to be offered on campus? Which famous athlete would you like to meet? Which questions would you ask to this athlete?</p>		
<p>Enduring Understanding:</p> <p>Students will be able to say what sports people play, and answer questions about sports and their favorite athlete. Also, students will be able to extend, accept and decline invitations.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutleisureactivities</p> <p>To describe howsomeonefeels</p> <p>Totellwhat time somethinghappens</p> <p>Toextend, accept, or decline invitations</p> <p>Otherusefulrelatedexpressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about: sports and pastimes; emotions and states of being; when certain events and activities occur Extend, accept, or decline invitations Read and listen to information about sports and pastimes Listen to information about how people are feeling Listen and watch a video about sports and pastimes Read, listen to and understand information about activities outside of school Talk about activities outside of school Tell when an event happens Say what you are going to do Use ir + a + infinitive and the verb JUGAR Recognize specialized sports vocabulary Write an invitation to an event Explain cultural perspectives regarding extracurricular activities 		<p>Corresponding CCSS/NJCCCS</p>
<p>Performance Task Summary (Project):</p> <p>A special event is coming up on the calendar and the student wants to invite a friend to go. Students will write an invitation that includes: the name of the event, when, where, at what time the event is taking place, and who is going.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises 	

Spanish 1 Honors

5A Una fiesta de cumpleaños

Essential Question:

What is your family like?

How do you celebrate your birthday?

How old are you?

How do you decorate for your birthday? What items do you use?

Who do you invite to your birthday party?

What do you do in a birthday party?

What are the cultural similarities between “La Quinceañera” and “Sweet Sixteen”?

Who is your favorite relative? What is he/she like?

Enduring Understanding:

Students will be able to describe their families and talk about family celebrations and parties.

Materials & Resources:

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- board
- computers
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- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

Totalkaboutfamilymembers

Todiscuss and compare ages

Totalkaboutpeople

Tonameanimals

Todiscusswhatsoemonelikes

Todescribeactivities at parties

Todiscusscelebrations

Otherusefulrelatedexpressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Describe families Talk about celebrations and parties Ask and tell age Express possession Understand cultural perspectives on family and celebrations Talk about families and celebrations Talk about classes and school materials Talk about favorite activities and preferences Read and listen to information about family celebrations Read a picture-based story Present information about families and celebrations Write about how family members are related Compare the uses of TENER idioms and English equivalents Compare the use of possessive adjectives Explain the use of diminutives in Spanish 		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. B.4</p> <p>7.1 NM. B.5</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.2</p> <p>7.1 NM. C.3</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a family tree poster or collages. Students will label each family member identifying their relationship to the student. Orally they will tell the person's name, age and then list several characteristics that describe each member of their family tree.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises 	

Spanish 1 Honors

5B Vamos a un restaurant!

Essential Question:

- What is your favorite restaurant?
- What do you like to eat at your favorite restaurant?
- Who do you usually go to a restaurant with?
- What do your parents, friends, etc. usually order in a restaurant?
- What do people usually bring to a party or celebration?
- What are the different types of restaurants and what type of food do they serve?
- What are the differences between SER and ESTAR?

Enduring Understanding:

Students will be able to order food in a restaurant and describe table setting.

Materials & Resources:

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- Smart board
- www.Phschool.com
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Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- Totalkaboutpeople
- To describe people and things
- To describe how someone is feeling
- Totalkaboutfood
- To describe table settings
- Totalkabouteatingout
- To express needs
- Other useful related expressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about family celebrations Describe family members and friends Ask politely to have something brought to you Order meals in a restaurant Understand cultural perspectives on family celebrations Read, listen to, and explain information and describe family members Read, listen to, and explain information about restaurant vocabulary Describe people and foods Use the verb VENIR Know some uses of SER and ESTAR Talk about family members and others descriptively Talk about table settings, meal customs in Spanish speaking cultures Write analogies to compare people and things Present a skit between a server and customers Listen and watch video about restaurant service 	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.2</p> <p>7.1 NM. A.3</p> <p>7.1 NM. A.5</p> <p>7.1 NM. B.2</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.4</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a booklet / brochure about their favorite restaurant. In the booklet / brochure, students will write a review of the restaurant trying to persuade their classmates to go to the restaurant. Students will organize the information in a word web using the following categories: the name of the restaurant (in the middle circle), service, main course, desert, general description, and other food and drinks.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish 1 Honors

6A En mi dormitorio

<p>Essential Question:</p> <p>What is your bedroom like? What is an ideal teen bedroom? What would bedrooms have in the future? What color is your bedroom? Why is your bedroom different from other bedrooms? What does your bedroom say about your personality? Do you share your bedroom? If so, do you like sharing?</p>		
<p>Enduring Understanding:</p> <p>Students will be able to describe their bedroom items, electronic equipment, and colors, and indicate its location.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>To talk about things in a bedroom</p> <p>To talk about electronic equipment</p> <p>To talk about colors</p> <p>To describe something</p> <p>To indicate location</p> <p>To compare and contrast</p> <p>Other useful related expressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about electronic equipment Name items found in a bedroom Use colors do describe things Use comparatives and superlatives Use the verbs PODER and DORMIR Read, listen to, and explain information about bedroom items, electronic equipment and colors Read a letter and respond in an advice column Talk about how a person’s bedroom reflects his or her personality Present a description of a bedroom using illustrations Present information about: ways to describe things; entertainment preferences; items in the home Talk about: bedroom and home furnishing and arrangements; lifestyle and entertainment preferences; the distribution of home electronics; colors and color association 	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. A.5</p> <p>7.1 NM. A.3</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Students are going to do a study on how a bedroom can reflect the personality of its owner(s). Using a photograph or drawing of a bedroom, talk about what its contents and colors tell about the personality of the owner. The students must talk about the colors of the bedroom, the things in the bedroom, and things on the wall and what does the bedroom looks like. Then, give an opinion on how the person who lives in the bedroom is and what does he/she likes to do.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish 1 Honors

6B¿Cómo es tu casa?

Essential Question:

- What chores do you do?
- What are your least favorite chores?
- What is your house like?
- How many people live in your house? Which chores are they in charge of?
- What is your favorite place in your house?
- What is the difference between homes in the USA and homes in Venezuela?

Enduring Understanding:

Students will think about what features make their home or apartment different from or similar to others in their neighborhood. Also, they will present information about rooms in a house and household chores; presenting verbs that tell someone to do something.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- Totalkaboutwheresomeonelives
- Totalkabouthousesorapartment
- Tonamehousehold chores
- To describe household ítems
- Otherusefulrelatedexpressions

Objectives (Students will be able to apply the following skills/strategies:

- Identify rooms in a house
 - Tell someone where they live
 - Talk about the locations of rooms in a house
 - Talk about furniture found in homes
 - Talk about household chores
 - Give advice to another person
 - Use familiar tú commands and the present progressive tense
 - Read, listen to, and explain information about rooms in a house, household chores, and how to tell someone to do something
 - Present information about household chores
 - Present information about rooms in a house
 - Write a letter giving advise

**Corresponding
CCSS/NJCCCS**

- 7.1 NM. A.1
- 7.1 NM. A.4
- 7.1 NM. B.1
- 7.1 NM. B.4
- 7.1 NM. B.3

<p>Performance Task Summary (Project):</p> <p>Students will create a flyer in Spanish to promote the sale of their family's house or apartment. Create an attractive and inviting flyer that will make their home (or their dream house, if they prefer) appealing to a potential buyer. The flyer should include:</p> <ul style="list-style-type: none"> • In general, what the house or apartment is like? • How many rooms are there? Which are they? What are they like? What colors are they? • Is there something special in the house? For example: a summing pool... • Include the price and location of the house. 	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	<p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
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Spanish 1 Honors Migratory Animals

<p>Essential Question: How does the weather and habitat influence animals' behavior? How do you describe migration?</p>		
<p>Enduring Understanding:</p> <p>Some animals migrate.</p> <p>You describe migration using words related to migratory animals, weather, habitats, geographical locations, and compass points.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkabout hábitats</p> <p>Totalkaboutmigration and different mean of migration</p> <p>Totalkaboutgeographicallocations and comprasspoints</p> <p>Totalkbouttheseasons in whichmigrationsoccurds in thedifferentamosphere</p> <p>Otherusefulrelatedexpressions</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Use available sources to identify information that includes physical characteristics about migratory animals and their habitats.</p> <p>Ask and respond to simple questions about migratory animals and their habitats.</p> <p>Imitate appropriate intonation for asking questions in the target language about animals and their habitats.</p> <p>Use available sources to identify information about the areas around the world where animals live and the reasons they migrate at different time of the year.</p> <p>Asking and respond to questions about migratory animals and the reasons for their migration in the target language.</p> <p>Imitate appropriate intonation for asking questions in the target language dealing with reasons animals migrate.</p> <p>Retell grade level appropriate text orally and/ or in writing that includes reasons animals migrate.</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1.NH.A.1</p> <p>7.1 NH. B.1</p> <p>7.1 NH. C.1</p> <p>7.1 NH. C.4</p> <p>7.1.NH.C.5</p>

<p>Performance Task Summary (Project): Students will create an infomercial on a zoo / national park. Students are responsible for using visual aids during the infomercial such as poster, PowerPoint, or any appropriate media the will help the student aid them in the presentation. The students must include:</p> <ul style="list-style-type: none"> - Details about the zoo / national park. Best time to visit, special features, and schedule. - Identify animals in the zoo / national park, and information about migratory animals and reason why they migrate. - Your opinion about the zoo / national park. - Checklist of specific migratory animals they can see in the zoo / national park. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises 	
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Spanish 1 Honors Going Green

<p>Essential Question: Is recycling the same across cultures? How do you describe recyclables?</p>		
<p>Enduring Understanding:</p> <p>Recycling may vary across cultures.</p> <p>You describe recyclables using recyclable categories, shapes, materials, color, number, location, and symbols</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutdifferenttypes of reciclables ítems.</p> <p>Totalkaboutrecyclablematerials, color, number, symbols.</p> <p>Otherusefulrelatedexpressions</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Use available sources to identify words and phrases associated with recycled products of the Spanish speaking culture.</p> <p>Give and follow directions regarding recycled products.</p> <p>Ask and respond to questions about recycled products.</p> <p>Create a presentation that compares recycled products of the Spanish speaking culture with those of the local community.</p> <p>Use available sources to identify words and phrases associated with environmental products and practices of the Spanish speaking culture.</p> <p>Give and follow directions regarding environmental practices.</p> <p>Ask and respond to questions about environmental practices using the Spanish speaking language.</p> <p>Create a presentation that compares environmental products and practices of the Spanish speaking cultures with those of the local community/ school.</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1.NM.A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. B.3</p> <p>7.1 NM. C.1</p>

<p>Performance Task Summary (Project): Students will prepare a survey to assess how different people follow and react to the recycling process. They will be divided into groups and each group will target a different population: teachers, students, family and neighbors. They will ask if people recycle and if so, what items they recycle, how often recycling takes place, if they do it voluntarily or not, if they like recycling and why it is beneficial to recycle, and how they would like recycling to be in the future. Then, each group will tally the results. After that, students will share the results with the class.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises Graphic Organizers 	<p>7.1 NM. C.4</p>
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Unit Rationale Big Idea:

Trimester 1 Plan

Unit 1 – All About Me - Personal identity is developed through experiences that occur within your family, community, and culture.

Unit 2 – School Days - Personal identity is developed through experiences that occur within your school and culture.

Trimester 2 Plan

Unit 3 – Home Sweet Home - Many products and practices related to the home are shared across cultures ; others are culture specific.

Unit 4 – Food, Glorious Food - Healthy eating habits and fitness practices may vary across cultures. Many products and practices related to home and community are shared across cultures; others are culture specific.

Trimester 3 Plan

Unit 5 – Celebrations - Personal identity is developed through customs and celebrations that occur within your family, community, and culture.

Unit 6 – Migratory Animals - Learning about migration cultivates an awareness of the shared human experience.

Unit 7 – Going Green - Learning about the environment cultivates an awareness of the shared human experience.