Teacher: McCabe Course: Spanish 1

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

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.N.SL.b	*Families and homes in the	*Discuss one's personal	*Families/Pets	*Mini-Project:	*Chapter 2
Chapter	1.1.N.SL.e	Spanish-speaking world.	and others' family		Dream House	packets
2	1.1.N.SL.h		members and pets.	*Houses/Apartme		
La	1.1.N.RW.e	*Describe one's own home		nts	*Homework	*Asi Se Dice 1
familia y	1.2.N.L.b	and/or apartment and	*Describe one's own		(chapter pkts.)	Textbook
la casa	1.2.N.R.a	location of the rooms.	home and/or apartment	*Rooms &		
	1.3.N.W.a		and the location of	Furniture items	*Classroom	*Textbook
3-4	2.1.N.F.b	*The verb "tener"	certain rooms and		participation.	DVD
weeks	3.1.N.a		furniture.	*The verb "tener"		
	3.2.N.a	*Possessive Adjectives			*Chapter 2 Test	* Personal notes
	4.1.N.a		*Compare and Contrast	*Possessive	(written, reading	and warm-ups
	4.2.N.a	*Family, pets, house,	families, pets, and homes	adjectives	and a verbal	handouts.
	5.2.N.a	rooms, and furniture	in the Spanish-speaking		portion)	
		vocabulary.	world with those in			*Rubric and
			America.			example of
						mini-project

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
Chapter 3	1.1.N.SL.b 1.1.N.SL.e 1.1.N.SL.h 1.1.N.RW.e	*Classroom vocabulary  *School clothes and supplies	*Discuss what one and others do in and after school.	*Classroom vocabulary *School clothes	*Interview (partner activity and project)  **Homework	*Chapter 3 packets  *Asi Se Dice 1
En clase y después	1.2.N.L.b 1.2.N.R.a 1.3.N.W.a	*In-school & after-school activities	*Explain whether one likes or dislikes doing those certain activities.	and supplies *In-school &	(chapter pkts.) *Classroom	Textbook *Textbook
3-5 weeks	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	*Culture: Schools, activities in Spain & Latin America *Present tense of "-ar" verbs	*Identify school clothes and supplies.  *Discuss differences between schools & activities between Spain & Latin America and	after-school activities  *Present tense of "-ar" ending verbs  *Verbs: ir, dar,	*Chapter 3 Test (written, reading and a verbal portion)	* Personal notes and warm-ups handouts.  *Interview handout &
		*Verbs: ir, dar, estar  *The contractions of "al" and "del"	America	*Contractions of "al" and "del"		example

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.N.SL.b	*Foods & Beverages	*Describe and Identify	*Foods &	**Homework	*Chapter 4
	1.1.N.SL.e		foods.	Beverages	(chapter pkts.)	packets
Ch. 4	1.1.N.SL.h	*Eating a café or restaurant				
	1.1.N.RW.e		*Describe breakfast,	*Eating at a café	*Classroom	*Asi Se Dice 1
¿Qué	1.2.N.L.b	*Culture: eating habits &	lunch and dinner; what	or restaurant	participation.	Textbook
comemo	1.2.N.R.a	times of the Spanish-	one likes and/or dislikes			
s y	1.3.N.W.a	speaking world.	toe at for each.	*Present tense of	*Chapter 4 Test	*Textbook
dónde?	2.1.N.F.b			"-er" and "-ir"	(written, reading	DVD
	3.1.N.a	*Present tense of "-er" and	*How to find a table,	ending verbs	and a verbal	
3-4	3.2.N.a	"-ir" verbs	order, and pay the bill at		portion)	* Personal notes
weeks	4.1.N.a		a Hispanic café or	*Expressions		and warm-ups
	4.2.N.a	*Expressions with the	restaurant	with the	*Project: Small	handouts.
	5.2.N.a	infinitive: "Ir+a; Tener		infinitive: "ir +a;	group dialogue (at a	
		que; Acabar de"	*Identify and cultural	Tener que;	restaurant or café)	*Rubrics &
			differences of traditional	Acabar de"		examples of
			Hispanic dishes & eating		*Project: Create	projects
			habits/times and those of		one's own menu	
			America.			

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been	Resources What materials, texts, videos, internet, or software support instruction?
Ch. 5	1.1.N.SL.b 1.1.N.SL.e	*Sports (soccer, baseball, basketball, tennis, etc.)	*Students will be able to talk about sports; which	*Sports (various sports)	**Homework (chapter pkts.)	*Chapter 5 packets
Deporte	1.1.N.SL.h 1.1.N.RW.e	*Uniforms; colors	sports one likes or dislikes and why.	*Uniforms; colors	*Classroom	*Asi Se Dice 1
S	1.2.N.L.b 1.2.N.L.d	*Culture: popular sports &	*Inquire others about	*Adjective	participation.	Textbook
3-4 weeks	1.2.N.R.a 1.3.N.W.a 1.3.N.S.c	players in the present-day and past Spanish-speaking countries.	which sports do they prefer and ask why.	*Verbs: Interesar,	*Chapter 5 Test (written, reading and a verbal	*Textbook DVD
	2.1.N.F.b 3.1.N.a	*Present tense form of	*Describe uniforms with colors (and for which	aburrir, and gustar (with	portion)	* Personal notes and warm-ups
	3.2.N.a 4.1.N.a	stem-changing verbs	sport).	indirect object pronouns)	*Magazine Front Page Project	handouts.
	4.2.N.a 5.2.N.a	*Verbs: Interesar, aburrir and gustar (which utilize indirect object pronouns).	*Compare and Contrast popular sports of the Spanish-speaking world with those of America.	*Present-tense form of stem- changing verbs		*Rubric & example of project
		*Adjective agreement & placement [after the noun] (plural vs. singular & feminine vs. masculine)	*Explain popular present-day and past			
		Tennine vs. mascume)	popular sports and players in Spanish-speaking countries.			

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the	Resources What materials, texts, videos, internet, or software support
					content and skills have been learned?	instruction?
	1.1.N.SL.b	*Personality, conditions,	*Describe one's own	*Personality,	**Homework	*Chapter 6
Ch. 6	1.1.N.SL.e	and emotions.	and others' personalities,	conditions, and	(chapter pkts.)	packets
	1.1.N.SL.h		conditions and emotions.	emotions.		
El	1.1.N.RW.e	*A visit to the doctor's			*Classroom	*Asi Se Dice 1
bienesta	1.2.N.L.b	office	*Explain minor illnesses;	*Doctor's office	participation.	Textbook
r	1.2.N.L.d		what hurts on one's or			
	1.2.N.R.a	*Illnesses; describing	other's bodies, etc.	*Illnesses,	*Chapter 6 Test	*Textbook
3-4	1.3.N.W.a	symptoms; what hurts, etc.		describing	(written, reading	DVD
weeks	1.3.N.S.c		*Be able to make a	symptoms, what	and a verbal	
	2.1.N.F.b	*"ser" versus "estar"	doctor's appointment;	hurts, etc.	portion)	* Personal notes
	3.1.N.a		speak with a receptionist,			and warm-ups
	3.2.N.a	*Indirect object pronouns	the nurse(s), and	*ser & estar	*Skit ("Trip to the	handouts.
	4.1.N.a		doctor(s).		Doctor's Office)	
	4.2.N.a	*Culture: Pharmacies;		*Indirect object		*Rubric &
	5.2.N.a	Doctor's offices (making	*Know how to pick up a	pronouns		example of
		an appointment,	prescription (if needed)			project
		procedures, etc.); Literary	in a Spanish-speaking			
		genre; various places in the	country.			
		Spanish-speaking world				
			*Identify specific literary			
			genres and Hispanic			
			cities.			

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.N.SL.b	*Summer & Winter	*Discuss and talk about	*Summer &	**Homework	*Chapter 7
Ch. 7	1.1.N.SL.e	weather conditions and	summer & winter	Winter conditions	(chapter pkts.)	packets
	1.1.N.SL.h	activities	conditions and activities.	and activities		
De	1.1.N.RW.e				*Classroom	*Asi Se Dice 1
Vacacio	1.2.N.L.b	*Culture: Summer &	*Inquire others of what	*Preterite (past)	participation.	Textbook
nes	1.2.N.L.d	Winter vacationing resorts	types of activities that	tense of regular		
	1.2.N.R.a	in Spanish-speaking	they like/prefer to do in	"-ar" verbs	*Chapter 7 Test	*Textbook
3-4	1.3.N.W.a	countries [Argentina]	certain seasons.		(written, reading	DVD
weeks	1.3.N.S.c			*Preterite of "ir"	and a verbal	
	1.3.M.S.a	*Seasons (geography;	*Describe a vacation that	and "ser"	portion)	* Personal notes
	2.1.N.F.b	lower hemisphere)	one took either recently			and warm-ups
	3.1.N.a		or many years back using	*Direct Object	*Essay: Write	handouts.
	3.2.N.a	*Preterite (past) tense of	the preterite (past) tense.	Pronouns	about a vacation	
	4.1.N.a	regular "-ar" verbs			using the past tense	*Rubric &
	4.2.N.a		*Use of direct object		and chapter	example of
	5.2.N.a	*Preterite of "ir" and "ser"	pronouns and vocabulary within conversational		vocabulary.	Essay
		*Direct Object Pronouns	dialogues.			

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.N.SL.b	*Celebrations (birthdays,	*Be able to discuss and	*Celebrations	**Homework	*Chapter 8
Ch. 8	1.1.N.SL.e	weddings, births, etc.)	describe (using the past	(birthdays,	(chapter pkts.)	packets
	1.1.N.SL.h		tense) various	weddings, births,		
En tu	1.1.N.RW.e	*Events: concerts, movies,	celebrations.	etc.)	*Classroom	*Asi Se Dice 1
Tiempo	1.2.N.L.b	and museums [vocabulary]			participation.	Textbook
Libre	1.2.N.L.d		*Be able to tell what time	*Events: concerts,		
	1.2.N.R.a	*Culture: Various	an event if going to start;	movies, and	*Chapter 8 Test	*Textbook
4-6	1.3.N.W.a	museums in the Spanish-	where the event is	museums	(written, reading	DVD
weeks	1.3.N.S.c	speaking world.	located; the date of the	[vocabulary]	and a verbal	
	1.3.M.S.a		event; what is the main		portion)	* Personal notes
	2.1.N.F.b	*Culture: Famous	event, etc.	*Preterite (past)		and warm-ups
	3.1.N.a	Hispanic/Latin artists,		tense of "-er"	*Research project:	handouts.
	3.2.N.a	singers, art, and music.	*Be able to talk about if	and "ir" verbs.	Research and find	
	4.1.N.a		one liked or disliked an		out specific	*Rubric &
	4.2.N.a	*Preterite (past) tense of	event or certain place.	*Verbs: "oír" and	information about a	example of
	5.2.N.a	"-er" and "ir" verbs.		"leer" (present &	concert, movie,	Research
			*Discuss thoughts and	past tense)	museum in a	Project
		*Verbs: "oír" and "leer"	opinions about various		Spanish-speaking	
		(present & past tense)	Hispanic/Latin artists,	*Negative	country. Create a	
			singers, art, and music.	expressions	PowerPoint	
		*Negative expressions		(double negative	presentation of the	
		(double negative in the	*Use grammatical forms	in the Spanish	event and one's	
		Spanish language)	introduced in this and	language)	own personal	
			previous lessons (within		account of what	
			conversation)		occurred.	

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.N.SL.b	*Clothing and food items	*Be able to discuss	*Clothing & Food	**Homework	*Chapter 9
Ch. 9	1.1.N.SL.e		clothing & food items.	items	(chapter pkts.)	packets
	1.1.N.SL.h	*Shopping for food and				
¡Vamos	1.1.N.RW.e	clothes	*Be able to actually go to	*Shopping for	*Classroom	*Asi Se Dice 1
de	1.2.N.L.b		a Spanish-speaking	food & clothes	participation.	Textbook
Compra	1.2.N.L.d	*Culture: Shopping	shopping center and			
s!	1.2.N.R.a	centers, markets, and food	purchase an item.	*Culture	*Chapter 9 Test	*Textbook
	1.3.N.W.a	stands in Spain & Latin			(written, reading	DVD
3-5	1.3.N.S.c	America	*Understand exchange	*Numbers (years)	and a verbal	
weeks	1.3.M.S.a		rates; interact with		portion)	* Personal notes
	2.1.N.F.b	*Moorish influence in	vendors, cashiers, etc.	*Present tense of		and warm-ups
	3.1.N.a	Spanish architecture &		"saber" and	*Skit: Runway	handouts.
	3.2.N.a	history.	*Discuss if one likes or	"conocer"	Show	*D 1 ' C 01'
	4.1.N.a	43.6 · 1	dislikes certain music	*0		*Rubric for Skit
	4.2.N.a	*Musical groups in	from Hispanic musical	*Comparative &		
	5.2.N.a	Spanish-speaking world.	groups.	superlatives		
		*Numbers over 1,000	*Compare & Contrast:	*Demonstrative		
		(years)	stores and shopping in	adjectives &		
			the U.S. and in Spain	pronouns.		
		*Present tense of "saber"	and/or Latin America.			
		and "conocer"				
		*Comparative &				
		superlatives				
		*Demonstrative adjectives				
		& pronouns				

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
	1.1.N.SL.b	*Packing for a trip	*Students will be able to	*Packing for a	**Homework	*Chapter 10
Ch. 10	1.1.N.SL.e		discuss the process of	trip	(chapter pkts.)	packets
	1.1.N.SL.h	*Getting to the airport; at	getting ready for a trip			
En	1.1.N.RW.e	the airport; on board a	(what is needed, where	*Getting to the	*Classroom	*Asi Se Dice 1
Avión	1.2.N.L.b	plane	to, which airline,	airport; at the	participation.	Textbook
	1.2.N.L.d		protocols to be aware of).	airport; on board		
3-5	1.2.N.R.a	*Different modes of		a plane	*Chapter 10 Test	*Textbook
weeks	1.3.N.W.a	transportation	*Be able to speak and		(written, reading	DVD
	1.3.N.S.c		negotiate successfully	*Different modes	and a verbal	
	1.3.M.S.a	*Culture: Airports, travel,	with a ticket agent.	of transportation	portion)	* Personal notes
	1.3.A.S.c	protocol and policies in				and warm-ups
	2.1.N.F.b	Spanish-speaking	*Be able to know how to	*Verbs that have	*Quiz: respond to a	handouts.
	3.1.N.a	countries.	and actually buy a plane	the "g" in the	certain traveling	
	3.2.N.a		ticket (or any other form	"yo" form of the	scenario (in	*Rubric &
	4.1.N.a	*Verbs that have the "g" in	of transportation ticket).	present tense.	Spanish)	example of how
	4.2.N.a	the "yo" form of the		. –		to respond to a
	5.2.N.a	present tense.	*Describe a trip that one	*Present		certain scenario.
			took (past tense) and the	progressive		
		*Present progressive	actual process.			
			*Compare & Contrast:			
			Airports and travel in the			
			U.S. with Spain and			
			Latin America			

Timeline HSCE's/GLCE's and What topic(s) is What do students		Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?	Resources What materials, texts, videos, internet, or software support instruction?
Ch. 11  1.1.N.SL.b 1.1.N.SL.h 1.1.N.SL.h 1.1.N.SL.h 1.1.N.SL.h 1.1.N.SL.h 1.1.N.SL.h 1.1.N.SL.h 1.1.N.SL.h 1.1.N.SL.h 1.1.N.RW.e 1.1.N.RW.e 1.2.N.L.d 1.2.N.R.a 1.3.N.W.a 1.3.N.S.c weeks 1.3.M.S.a 1.3.M.W.b 1.3.A.S.c 2.1.N.F.b 3.1.N.a 3.2.N.a 4.2.N.a 4.2.N.a 5.2.N.a  *Parts of the b *Daily routine *Backpacking *Culture: bac camping in Sp America.  *Various place the Spanish –s world.  *Reflexive very de"  *Commands very de"	one's daily routine using the grammatical forms presented in this unit.  *Be able to talk about traveling and going backpacking & camping   what needs to be done, packed, etc.  *Compare & Contrast: How popular is backpacking and camping in Spain/Latin America versus America.	*Parts of the body  *Daily routine  *Backpacking & camping  *Reflexive verbs  *Commands with "favor de"	**Homework (chapter pkts.)  *Classroom participation.  *Chapter 11 Test (written, reading and a verbal portion)  *Essay: compare and contrast cultural popularity of backpacking and camping between America and the Spanish-speaking countries. →Essay in Spanish.	*Chapter 11 packets  *Asi Se Dice 1 Textbook  *Textbook DVD  * Personal notes and warm-ups handouts.  *Rubric for the essay.