



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
High School Spanish 1

Purpose of Planning	Introduction: Para empezar Q1 W 1-3	Unit One: Mis amigos y yo Q1 W 4-6	Unit Two: La escuela Q1 W 7-9
<p>Unit Topic and Overview:</p>	<p>Para empezar Vocabulary: Activities and expressions for saying greetings, introductions, leave takings, numbers, time, weather, seasons, body parts, classroom items, and asking for help. Grammar: Introduction to the verbs: Tener, Ser, Estar, Querer, Gustar, Necesitar, Poder, formula for telling time.</p>	<p>Unit 1A- ¿Qué te gusta hacer? Vocabulary: Activities and expressions for saying what you like and don't like. Grammar: Infinitives, making negative statements. Unit 1B- Y tú, ¿cómo eres? Vocabulary: Adjectives and vocabulary to ask about and describe someone's personality. Grammar: Adjectives, definite and indefinite articles, word order.</p>	<p>Unit 2A- Tu día en la escuela Vocabulary: Classroom items and furniture, parts of the classroom; prepositions of location. Grammar: Subject pronouns, the present tense of AR verbs. Unit 2B- Tu sala de clases Vocabulary: Classroom items and furniture, parts of the classroom; prepositions of location. Grammar: The verb estar, the plurals of nouns and articles.</p>
<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Basic understanding and usage of the English language or native language.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons • Answer basic personal questions in Spanish 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons • Answer basic personal questions in Spanish



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: How can I express myself on basic topics using greetings, goodbyes and introductions in Spanish?</p>	<p>Students should be able to answer in Spanish: How can you ask others what they like to do? How would someone describe you?</p>	<p>Students should be able to answer in Spanish: What is your school day like? What would an ideal classroom be like?</p>
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>
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<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 1 Writing Project: Spanish speaking countries Día de los muertos: Papel picado In class projects: ¿Quién eres? and Me gusta poster.</p> <ul style="list-style-type: none"> • Marketing • Tourism • Geography • World History • Technology • Humanities • Economics 	<p>Quarter 1 Writing Project: Spanish speaking countries Día de los muertos: Papel picado In class projects: ¿Quién eres? and Me gusta poster</p> <ul style="list-style-type: none"> • Marketing • Tourism • Geography • World History • Technology • Humanities • Economics 	<p>Quarter 1 Writing Project: Spanish speaking countries Día de los muertos: Papel picado In class projects: ¿Quién eres? and Me gusta poster.</p> <ul style="list-style-type: none"> • Marketing • Tourism • Geography • World History • Technology • Humanities • Economics
<p>Honors Course Differentiation(s):</p>	<p>Readings: Pobre Ana - Chapter 1</p> <p style="text-align: center;">Questionnaire Chapter 1 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Pobre Ana - Chapter 2</p> <p style="text-align: center;">Questionnaire Chapter 2 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Pobre Ana - Chapter 3</p> <p style="text-align: center;">Questionnaire Chapter 3 Writing activity about characters Worksheet: Vocabulary, grammar</p>



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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.NM.1.1 WL.K12.NM.1.3 WL.K12.NM.1.4 WL.K12.NM.1.6 WL.K12.NM 2.1 WL.K12.NM 3.3 WL.K12.NM 3.5 WL.K12.NM 3.7 WL.K12.NM 4.3 WL.K12.NM 5.5 WL.K12.NM 6.3 WL.K12.NM 8.3 WL.K12.NM 9.2 WL.K12.NH1.2 WL.K12.NH1.6 WL.K12.NH 2.2 WL.K12.NH 2.3 WL.K12.NH 3.1 WL.K12.NH 3.5 WL.K12.NH 4.2 WL.K12.NH 4.4 WL.K12.NH 5.6 WL.K12.NH 6.3 WL.K12.NH 7.2 WL.K12.NH 8.3 WL.K12.NH 9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: Languages: WL.K12.NM.1.1 WL.K12.NM.1.3 WL.K12.NM.1.4 WL.K12.NM.1.6 WL.K12.NM 2.1 WL.K12.NM 3.3 WL.K12.NM 3.5 WL.K12.NM 3.7 WL.K12.NM 4.3 WL.K12.NM 5.5 WL.K12.NM 6.3 WL.K12.NM 8.3 WL.K12.NM 9.2 WL.K12.NH1.2 WL.K12.NH1.6 WL.K12.NH 2.2 WL.K12.NH 2.3 WL.K12.NH 3.1 WL.K12.NH 3.5 WL.K12.NH 4.2 WL.K12.NH 4.4 WL.K12.NH 5.6 WL.K12.NH 6.3 WL.K12.NH 7.2 WL.K12.NH 8.3 WL.K12.NH 9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.NM.1.1 WL.K12.NM.1.3 WL.K12.NM.1.4 WL.K12.NM.1.6 WL.K12.NM 2.1 WL.K12.NM 3.3 WL.K12.NM 3.5 WL.K12.NM 3.7 WL.K12.NM 4.3 WL.K12.NM 5.5 WL.K12.NM 6.3 WL.K12.NM 8.3 WL.K12.NM 9.2 WL.K12.NH1.2 WL.K12.NH1.6 WL.K12.NH 2.2 WL.K12.NH 2.3 WL.K12.NH 3.1 WL.K12.NH 3.5 WL.K12.NH 4.2 WL.K12.NH 4.4 WL.K12.NH 5.6 WL.K12.NH 6.3 WL.K12.NH 7.2 WL.K12.NH 8.3 WL.K12.NH 9.2</p>
	<p>School 5700 Saddlebrook Way</p>	<p>Wesley Chapel, FL 33543</p>	<p>813 907-4500</p>



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>
<p>Purpose of Planning</p>	<p>Unit Three: La comida Q2 W 10-13</p>	<p>Unit Four: Los pasatiempos Q2 W 14-18</p>	<p>Unit Five: Fiesta en familia Q3 W 19-22</p>
<p>Unit Topic and Overview:</p>	<p>Unit 3A- ¿Desayuno o almuerzo? Vocabulary: Foods, beverages, adverbs of frequency, expressions to show surprise. Grammar: Present tense of er and ir verbs, the verbs gustar and encantar. Unit 3B- Para mantener la salud Vocabulary: Food; beverages; expressions to discuss health, preferences, agreement, disagreement, and quantity; adjectives to describe food. Grammar: The plural of adjectives and the verb ser.</p>	<p>Unit 4A- ¿A dónde vas? Vocabulary: Leisure activities; places; expressions to tell where and with whom you go; expressions to talk about when things are done. Grammar: The verb ir, interrogative words such as “where.” Unit 4B- ¿Quieres ir conmigo? Vocabulary: Leisure activities; feelings; expressions for extending, accepting and declining invitations; expressions to tell when something happens. Grammar: The future expressed with the construction: Ir+a+Infinitive; the verb jugar.</p>	<p>Unit 5A- Una fiesta de cumpleaños Vocabulary: Family and parties. Grammar: The verb tener; possessive adjectives. Unit 5B- ¡Vamos a un restaurant! Vocabulary: Describing people and ordering a meal. Grammar: The verbs: venir, ser and estar.</p>



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<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons <p>Answer basic personal questions in Spanish</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons <p>Answer basic personal questions in Spanish</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons <p>Answer basic personal questions in Spanish</p>
<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: What is your favorite food? What activities can you do to maintain your health?</p>	<p>Students should be able to answer in Spanish: What are the different stores in your community and what can you buy there? What is your favorite sport?</p>	<p>Students should be able to answer in Spanish: How do you celebrate your birthday? What do you like to eat at your favorite restaurant?</p>
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>



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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>



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<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests Midterm Exam <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 2 Writing Project: Famous Hispanic Food: recipe and ingredients in Spanish and cooking in class.</p> <ul style="list-style-type: none"> • Tourism • Geography • World History • Technology • Humanities 	<p>Quarter 2 Writing Project: Famous Hispanic Food: recipe and ingredients in Spanish and cooking in class.</p> <ul style="list-style-type: none"> • Tourism • Geography • World History • Technology • Humanities 	<p>Quarter 3 Project: Making a piñata Family tree My Dream House</p> <ul style="list-style-type: none"> • Technology • Humanities
<p>Honors Course Differentiation(s):</p>	<p>Readings: Pobre Ana - Chapter 4</p> <p style="text-align: center;">Questionnaire Chapter 4 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Pobre Ana - Chapter 5</p> <p style="text-align: center;">Questionnaire Chapter 5 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Pobre Ana - Chapter 6</p> <p style="text-align: center;">Questionnaire Chapter 6 Writing activity about characters Worksheet: Vocabulary, grammar</p>



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>
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Purpose of Planning	Unit Six: La casa Q3 W 23-27	Unit Seven: De compras Q4 W 28-31	Unit Eight: Experiencias Q4 32-36
Unit Topic and Overview:	<p>Unit 6A- En mi dormitorio Vocabulary: Bedroom items; electronic equipment; colors; adjectives to describe things. Grammar: Comparisons and superlatives; stem-changing verbs: poder and dormir.</p> <p>Unit 6B- ¿Cómo es tu casa? Vocabulary: Rooms in a house and household chores. Grammar: Affirmative tú commands; the present progressive tense.</p>	<p>Unit 7A- ¿Cuánto cuesta? Vocabulary: Clothing; shopping; numbers 200-100 Grammar: Stem-changing verbs: pensar, querer and preferir; demonstrative adjectives.</p> <p>Unit 7B- ¡Qué regalo! Vocabulary: Places to shop; gifts; accessories; buying and selling. Grammar: Preterite of –ar, -car, and -gar verbs; direct object pronouns lo, la, los, las.</p>	<p>Unit 8A- De vacaciones Vocabulary: Vacation places; activities; modes of transportation. Grammar: Preterite of er and ir verbs; preterite of the verb ir, the personal a.</p> <p>Unit 8B- Ayudando en la comunidad Vocabulary: Recycling and volunteer work; places in a Community. Grammar: The verb decir, indirect object pronouns; preterite of hacer and dar.</p>
<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons <p>Answer basic personal questions in Spanish</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons <p>Answer basic personal questions in Spanish</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Comprehend basic classroom instructions in Spanish • Initiate conversation by pointing or using single words in Spanish • Depend heavily on context for comprehension • Identify vocabulary words from previous lessons and know the translation to English • Use vocabulary words in writing and speaking from previous lessons <p>Answer basic personal questions in Spanish</p>

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: What is your bedroom like? What chores do you do?</p>	<p>Students should be able to answer in Spanish: How do find out how much things cost? What can I buy and where can I buy things?</p>	<p>Students should be able to answer in Spanish: How can travel in a different place? What activities can I do to help in the community?</p>
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 1 for Florida 2016 Edition. Supplemental Books: Workbook Realidades 1 21 Minicuentos by Tom Alsop</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com</p>

<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>
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<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • Final Exam • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects:</p> <p>*State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 3 Project: Making a piñata Family tree My Dream House</p> <ul style="list-style-type: none"> • Technology • Humanities 	<p>Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book</p> <ul style="list-style-type: none"> • Technology • Marketing 	<p>Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book</p> <ul style="list-style-type: none"> • Technology • Marketing
<p>Honors Course Differentiation(s):</p>	<p>Readings: Pobre Ana - Chapter 7</p> <p style="text-align: center;">Questionnaire Chapter 7 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Pobre Ana - Chapter 8</p> <p style="text-align: center;">Questionnaire Chapter 8 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Pobre Ana - Chapter 9</p> <p style="text-align: center;">Questionnaire Chapter 9 Writing activity about characters Worksheet: Vocabulary, grammar</p>

<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.NM.1.1 WL.K12.NM.1.3 WL.K12.NM.1.4 WL.K12.NM.1.6 WL.K12.NM 2.1 WL.K12.NM 3.3 WL.K12.NM 3.5 WL.K12.NM 3.7 WL.K12.NM 4.3 WL.K12.NM 5.5 WL.K12.NM 6.3 WL.K12.NM 8.3 WL.K12.NM 9.2</p> <p>WL.K12.NH1.2 WL.K12.NH1.6 WL.K12.NH 2.2 WL.K12.NH 2.3 WL.K12.NH 3.1 WL.K12.NH 3.5 WL.K12.NH 4.2 WL.K12.NH 4.4 WL.K12.NH 5.6 WL.K12.NH 6.3 WL.K12.NH 7.2 WL.K12.NH 8.3 WL.K12.NH 9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: Languages: WL.K12.NM.1.1 WL.K12.NM.1.3 WL.K12.NM.1.4 WL.K12.NM.1.6 WL.K12.NM 2.1 WL.K12.NM 3.3 WL.K12.NM 3.5 WL.K12.NM 3.7 WL.K12.NM 4.3 WL.K12.NM 5.5 WL.K12.NM 6.3 WL.K12.NM 8.3 WL.K12.NM 9.2</p> <p>WL.K12.NH1.2 WL.K12.NH1.6 WL.K12.NH 2.2 WL.K12.NH 2.3 WL.K12.NH 3.1 WL.K12.NH 3.5 WL.K12.NH 4.2 WL.K12.NH 4.4 WL.K12.NH 5.6 WL.K12.NH 6.3 WL.K12.NH 7.2 WL.K12.NH 8.3 WL.K12.NH 9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Novice Level) Speaking and Listening Standards: 1, 2, 4, 5 (Novice Level) Florida Next Generation World Languages: WL.K12.NM.1.1 WL.K12.NM.1.3 WL.K12.NM.1.4 WL.K12.NM.1.6 WL.K12.NM 2.1 WL.K12.NM 3.3 WL.K12.NM 3.5 WL.K12.NM 3.7 WL.K12.NM 4.3 WL.K12.NM 5.5 WL.K12.NM 6.3 WL.K12.NM 8.3 WL.K12.NM 9.2</p> <p>WL.K12.NH1.2 WL.K12.NH1.6 WL.K12.NH 2.2 WL.K12.NH 2.3 WL.K12.NH 3.1 WL.K12.NH 3.5 WL.K12.NH 4.2 WL.K12.NH 4.4 WL.K12.NH 5.6 WL.K12.NH 6.3 WL.K12.NH 7.2 WL.K12.NH 8.3 WL.K12.NH 9.2</p>
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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)</p>
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