

DEPARTMENT: FOREIGN LANGUAGES	COURSE TITLE: SPANISH INTERMEDIATE I COURSE NUMBER: 488
GRADE(S): 9-12	PRE-REQUISITES (IF ANY): NOVICE II

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
<u>PASO A PASO 2</u> Chapters 1-3	12 weeks	<u>Linguistic</u> <ul style="list-style-type: none"> Review of Novice II <ul style="list-style-type: none"> verbs <i>estar, ir, tener</i> question words family vacation Adjectives/adjective agreement School subjects, schedule, supplies, equipment, and homework Direct object pronouns Comparative and superlative adjectives Daily routine Reflective verbs (regular and irregular) Extracurricular activities Clothing and store vocabulary Preterit of <i>ar, er, and ir</i> verbs Demonstrative adjectives and pronouns Clothing store vocabulary This/that-adjective agreement Review numbers (1-1,000) Currency <u>Cultural</u> <ul style="list-style-type: none"> Guatemala school system Currency, exchange rate, relation between name of currency and culture 	Students will: <ul style="list-style-type: none"> Describe class subjects, times, and supplies Ask and respond to questions to clarify information. Express opinions/preferences of classes Compare school in Guatemala and the United States Compare class subjects Explain in details daily routine and activities Comprehend audio/video texts Talk about past and present activities in depth Write descriptions about clothing Express ideas and opinions about clothing Initiate sustain and close a conversation about a shopping experience Create with language and communicate personal meaning by combining vocabulary and language elements 	<ul style="list-style-type: none"> Homework Quizzes Unit tests Oral interview tests Mid-year exam Language lab activities Class participation Group activities Student generated booklets, posters Directed writings Essays on topics of general interest Creative sketches Role plays Holistically scored recorded speaking samples in the language lab Regular compositions / writing 	<u>Communication</u> : 1.12 through 1.17 2.5 through 2.10 3.7 through 3.11 <u>Culture</u> : 4.8 through 4.13 <u>Comparisons</u> : 5.12 through 5.14 6.9 through 6.11 <u>Connections</u> : 7.2 <u>Communities</u> : 8.2
<i>PASO A PASO 2</i> Chapters 4-6	12 weeks	<u>Linguistic</u> <ul style="list-style-type: none"> Review chapters 1-3 Sports vocabulary Leisure-time activities Childhood vocabulary Toys, pets, and playground vocabulary Imperfect of <i>ar, er, and ir</i> verbs (<i>ir, ser</i>) Extended family members Reciprocal verbs <i>conocer, saber</i> 	Students will: <ul style="list-style-type: none"> Discuss and express leisure-time activities and sports Name and describe in detail extended family members. Analyze and discuss Mexican art and history Communicate personal meaning by combining language elements in discrete 	<ul style="list-style-type: none"> Same as above PLUS: <ul style="list-style-type: none"> Final exam PowerPoint (what you were like as a child) 	<u>Communication</u> : 1.13 through 1.17 2.6 through 2.10 3.8 through 3.11 <u>Culture</u> : 4.9 through 4.13 <u>Comparisons</u> : 5.13 through 5.14 6.10through 6.11 6.11

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
		<ul style="list-style-type: none"> • irregular preterit (<i>ir, ser, poder, hacer, tener, estar</i>) • Read biography on Jose Martí <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Mexican art and history (Diego Rivera and Frida Kahlo) • Sports • Jose Martí 	<p>sentences and strings of sentences.</p> <ul style="list-style-type: none"> • Initiate, sustain and close a conversation about leisure-time activities and sports. • Demonstrate an understanding of Jose Martí and his personal Cuban historical background • Students will present an overview of their childhood to the class 		<p><u>Connections:</u> 7.2</p> <p><u>Communities :</u> 8.2</p>