Checkpoint: A B C Year: 1 2

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| **Unit** | **Time- frame** | **Meaningful Unit Title / Inquiry Question / Theme and Anchor Topic** | **Can-Do Statements**  **(Targeted Language Functions)** | **Structures** | **Vocabulary** | **Summative Assessment Evidence** | | |
| **Interpretive Communication** | **Interpersonal Communication** | **Presentational Communication** |
| **1** | *7 weeks* | ***Cognates***  ***¿Quién habla español?***  ***Introducciones***  ***# 0-30***  **(VOCES part 1**  **Chap 1)** | 1.I can use cognates to create simple sentences.  2.I can greet and take leave and introduce myself and others.  3.I can communicate using the numbers 0-31  4.I can communicate what countries speak Spanish.  5.I can communicate the capitals.  6.I can communicate the colors of the flags.  7.I can communicate where the countries are located.  8.I can communicate my age | 1.Es / son  2.Me llamo  Soy de  Estoy  3.La fecha es el # de mes  El día es  4.El país habla español.  5. La capital de \_\_ es \_\_  6. La bandera de – es  7. El país está en  8. Yo tengo | ¿**Cómo** te llamas?  ¿**Cómo** estás?  ¿**Quién** eres?  ¿De **dónde** eres tú?  ¿**Cuál** es la fecha?  ¿**Quién** habla?  ¿**Qué** color es?  ¿**Dónde** está?  ¿**Cuántos** años tienes? | **Identify greetings and taking leave expressions in reading and listening passages.** | **In Spanish, introductory questions and answers with greetings and taking leave phrases** | **In Spanish, identify the countries, capitals, colors of the flags, and location of the countries using geographical language.** |
| **2** | *6 weeks* | ***La escuela***  ***Las clases***  ***Las actividades***  ***Las personas***  **(VOCES part 1**  **Chap 2)**  Printable Patterns at PatternUniverse.com  Cognates  #s  Introductions  Dates and days  Se llama | 1.I can communicate the classes I have/ I take  2.I can communicate the names of the teachers  3. I can communicate the various activities and objects associated with school.  4.I can describe the classes as easy, hard, interesting, boring  5. I can communicate the location of the classes  6. I can communicate the time | 1.Tengo / Tomo la clase de –  2.Mi profesor/ maestro se llama …  3. Me gusta/ Tengo/ Prefiero/ Necesito/ Quiero / Debo/ Voy a/ Hay  4. La clase de – es –  5. La clase de – está …  6. Es la / Son las  Es a la / Es a las | ¿**Cuántas** clases tienes?  ¿**Cuántos** estudiantes hay?  ¿**Qué** necesitas?  ¿**Cómo** se llama?  ¿**Cómo** es?  ¿**Por qué** te gusta?  ¿**Qué** prefieres?  ¿**Quién** es?  ¿**Dónde** está?  ¿(A) **Qué** hora es? | **Identify school related activities, coursework, supplies, schedules, personnel in reading and listening passages.** | **In Spanish, inquire about and respond to school related activities, coursework, schedules in reading and listening passages.** | **In Spanish, describe your school experience including classes and extracurricular activities and make some comparisons to international schools.** |
| **3** | *7 weeks* | ***¿Quién soy yo?***  ***Describing self and others***  **(VOCES part 1**  **Chap 3)**  Printable Patterns at PatternUniverse.com  School, classes, activities, sports, days, dates, descriptions, moods | 1.I can communicate my physical characteristics and personality  2. I can communicate my likes and dislikes and preferences  3.I can communicate my moods and emotions | 1.Soy / Tengo  2.Me gusta/ Prefiero/ Quiero  3. Estoy / Me siento | ¿**Cómo** eres?  ¿**Cuántos** años tienes?  ¿**Qué** te gusta?  ¿**Cómo** estás? | **Identify details and descriptions in reading and listening passages that will demonstrate ability to communicate about personal characteristics and interests.** | **Ask and answer about self and others. Inquire about and respond to descriptions and interests.** | **Introduce yourself, provide a short autobiography that communicates your preferences and interests.** |
| **4** | *7 weeks* | ***Mi familia***  **(VOCES part 1**  **Chap 4)**  Printable Patterns at PatternUniverse.com  Activities, descriptions, moods, dates, | 1.I can communicate the names, ages, characteristics/ relationships/ moods/ likes an dislikes of the people in my family  2.I can communicate professions of people I know  3. I can communicate activities and interests of others  4. I can communicate birthdates of others  5. I can use numbers 0-2025 | 1.Se llama/ es, tiene/ está/ le gusta/ prefiere/ le encanta  2. Es  3. Le gusta/ prefiere  4. Su cumpleaños es el # de –  6. Nació en el año | ¿Cómo se llama?  ¿Cómo es?  ¿Cómo está?  ¿Qué le gusta?  ¿Quién es?  ¿A qué se dedica?  ¿Cuándo es su cumpleaños?  ¿En qué año nació?  ¿Cuántos años tiene? | **Identify details and descriptions in reading and listening passages that will demonstrate ability to communicate about family members’ personal characteristics and interests.** | **Ask and answer about others’ families. Inquire about and respond to descriptions and interests.** | **Introduce your family members, provide a short biography that communicates their preferences and interests.**  **Communicate similarities in families.** |
| **5** | *7 weeks* | ***Ir de compras***  **(VOCES part 1**  **Chap 5/ 6)**  Printable Patterns at PatternUniverse.com  Colors, seasons, weather, activities, sports, descriptions, likes, preferences, family, school supplies | 1.I can communicate the clothes and colors associated with the seasons.  2.I can communicate the various stores and departments associated with shopping  3.I can communicate about my plans and preferences and likes with clothing, downtown stores, downtown activities, community locations.  4. I can communicate in a shopping situation.  5. I can communicate the time, season, and weather | 1.es/ son + adjective agreement  2. Necesito/  Voy a / Quiero/  Es  3.Me gusta más/ No me gusta nada / Prefiero / más que/ menos que/ más de/ menos de/ Voy a (al)  4.Por favor/ gracias/ Perdón/ Necesito/ Busco/ Quiero/ Tengo que comprar | ¿**Qué** te gusta/ prefieres/ quieres?  ¿**Adónde** vas?  ¿**Qué** necesitas?  ¿**Cuándo** vas?  ¿**Por qué** te gusta?  ¿**Qué** quieres hacer?  ¿**Quieres** ir conmigo?  ¿**Qué** tiempo hace?  ¿**Qué** hora es? | **Identify specific details dealing with shopping and customer service interactions including clothing and accessories, but additionally various community locations that are frequented by young people.** | **In Spanish, interact in a shopping situation that requires communicating needs, preferences, and discussing costs and payments.** | **Compare and contrast clothing for students in the USA and other Spanish speaking countries.** |
| **6** | *6 weeks* | ***Es la hora de comer***  **(VOCES part 1**  **Chap 7)**  Printable Patterns at PatternUniverse.com  Family, time, activities, preferences, community stores and shops | 1.I can communicate about the various meals and meal times.  2. I can communicate about the various food groups.  3. I can communicate about healthy/ unhealthy food choices.  4.I can communicate about international foods.  5.I can communicate about the importance of the markets to the community | 1.Desayuno/ Desayunamos a las  Almuerzo/ Almorzamos a las..  Ceno / Cenamos  La siesta es  2.Mi plato  3. Las comidas saludables/ la comida chatarra  / la comida sana/ la comida mala  4.En (país) comen …  5. En el mercado, venden, compro | ¿**Qué** comes?  ¿**Cuándo** comes?  ¿**Qué** necesitas / quieres/ prefieres / te gusta / comer?  ¿**Qué** puedo comprar?  ¿**Qué** debo tomar? | **Identify foods and drinks, meal times, healthy and unhealthy options.** | **In Spanish, inquire about and respond to questions about foods and drinks, likes and dislikes.** | **In Spanish, communicate about mealtimes and popular or traditional foods consumed in various countries and compare and contrast.** |

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| **Semester 1** | | | | | | | | |
| **1** | *7 weeks* | **Sports/ Physical Activity**  **Health and Wellness**  **(VOCES**  **Chap 9/10)**  Printable Patterns at PatternUniverse.com  Weather, seasons, foods, body parts, moods, emotions, conditions, physical characteristics  ***Sr Wooly stories:***  Adónde Vas  Me Duele  Cómo estás | 1.I can communicate about various activities and entertainment, expressing likes and preferences, and comparisons  2.I can communicate about mental and physical conditions and request or make suggestions for activities or resolutions to a problem or concern.  3.I can communicate about personality traits and physical descriptions and request or make suggestions for activities.  4. I can communicate about foods to help contribute to a healthy and active lifestyle. | 1.Gustar/ preferir/ más que, menos que  2. Deber/ necesitar/ tener que/ tener ganas de/ Ir a/ Poder/ Estar/ Sentirse  3.Ser  4.Desayunar/ Almorzar/ Cenar/ Meriendar/ comer/ beber/ tomar | ¿**Qué** te gusta?  ¿**Qué** prefieres?  ¿**Con quién** participas?  ¿**Cuándo** vas?  ¿**Por qué** te gusta?  ¿**Adónde** vas  ¿Tienes un problema?  ¿Necesitas algo? | **Students will be identifying activities, frequency, and details to support the benefits of certain activities in both reading and listening passages. Students also identify details about famous Hispanic athletes in both reading and listening activities.** | **In Spanish, students will discuss about favorite season, weather, activities, color, and food during that season.**  **In Spanish, students will ask and respond to where people are going and what they are going to do, with whom, and why.**  **In Spanish, students will discuss food and activity preferences.** | **Students will present on famous athletes, providing details about where they are from, their preferences and interests.**  **Students will present on their own personal interests with supporting details to provide additional information about those interests.** |
| **2** | *6 weeks* | **Personal care, Daily routine and Household and daily living**  **(VOCES part 1 and 2**  **Chap 11 & 1)**  Printable Patterns at PatternUniverse.com  Activities, moods, conditions, body parts, food, family  ***Sr Wooly stories:***  No Voy a Levantarme  Los Quehaceres | 1.Communicate about the areas of the house, the activities within those areas, the roles and responsibilities.  2.Communicate about personal care and well being.  3.Communicate about the roles and professions of the people in the home.  4.Communicate about familial celebrations | 1.Tener que/ Hay que/ Deber/ Estar/ Ser  2.Ir a / Preferir/ Querer/ Sentirse/ Estar/ Regular -ar/ -er/ -ir verbs  3. Ser  4. all of the above | ¿**Cómo** te preparas?  ¿**Dónde** está?  ¿**Qué** tienes que hacer?  ¿**Quién** tiene que hacer?  ¿**Cuándo**?  ¿**Qué** necesitas? | **Students will be identifying activities, frequency, and details to describe household activities in both reading and listening passages. Students also identify details about professions and household roles in both reading and listening activities.** | **Students will request and provide information about homes and household routines and responsibilities.**  **Students will discuss family and community celebrations.** | **Students will present information on community celebrations such as Día de los Muertos y La Quinceañera.**  **Students will present information and details on housing styles and preferences.** |
| **3** | *7 weeks* | **City, Community, Transportation**  **(VOCES part 2**  **Chap 2/3)**  Printable Patterns at PatternUniverse.com  Activities, foods and dining, house and home, family, professions | 1.Communicate about the various locations in a town or city that provide services and activities along with transportation choices.  2.Communicate about making plans with family and friends in and around the community setting.  3. Communicate about the importance of the open-air markets in the communities. | 1.Ser/ Estar  Regular verbs  2. Ir +a+ infinitive  Tener que  Tener ganas de/ Preferir/ Querer/ Gustar  3.Vender/ Comprar/ Regatear/ Pagar/  Pedir | ¿**Dónde** está?  ¿**Adónde** vas?  ¿**Cuándo** vamos?  ¿**Qué** vas a hacer?  ¿**Qué** prefieres?  ¿**Cuánto** cuesta? | **Students will be identifying activities, frequency, and details to describe community activities in both reading and listening passages. Students also identify details about professions and family run businesses reading and listening activities.** | **Students will interact to make plans with details of who, what, where, when, why, how.**  **Students will interact in a purchasing situation.**  **Students will interact in a situation to ask for directions or suggestions.** | **Students will present on their plans they are making with friends and family including details.**  **Students will be presenting on the important community benefits of an open air market.** |
| **Semester 2** | | | | | | | | |
| **4** | *7 weeks* | **Vacation and Travel, Geography and Nature**  **(VOCES part 2**  **Chap 5/6/7)**  Printable Patterns at PatternUniverse.com  City, community, transportation, climate, weather, seasons, activities foods, | 1.Communicate on a phone or in a formal situation to inquire about and discuss plans, reservations, preferences.  2. Communicate to make plans to travel based on activity preferences and personal interests.  3. Communicate on iconic travel destinations related to the Spanish speaking world including sites, foods, activities, weather, climate, and famous people.  4. Communicate simplistically on past events. | 1.¿Puedo hablar con..?/ ¿Tiene información en …? / ¿Acepta Ud.?  2.Prefiero/ Deseo/ Quiero / Voy a / Tengo ganas de  3. Visito/ Viajo a/ Voy a/ Veo/  4. Fui a  Regular preterite tense  Acabar de | ¿**Adónde** quieres ir?  ¿**Cuándo** quieres ir?  ¿**Qué** vas a comer/ probar/ beber / tomar?  ¿**Qué** vas a ver?  ¿**Qué** vas a hacer?  ¿**Qué** tiempo hace?  ¿**Cuál** estación es?  ¿**Cuál** es la temperatura? | **Students will be identifying activities, frequency, and details to describe activities in travel destinations in both reading and listening passages.**  **Students also identify iconic travel destinations within the Spanish speaking world in reading and listening activities.** | **Students will interact in an information seeking conversation to help make plans for an outing or an extended vacation.**  **Students will interact in conversations that will be centered around making plans for travel and excursions and express preferences while seeking details.** | **Students will create a presentation on a travel destination to express their intended or preferred activities.**  **Students will present on a completed virtual trip to express where they went, what they ate, drank, saw, and heard.** |
| **5** | *7 weeks* | **Technology and Emotional well being**  **(VOCES part 2**  **Chap 4 & 8)**  Printable Patterns at PatternUniverse.com  Moods and emotions, physical activity, foods, school | 1.Communicate using essential technology terms to interact regarding technology.  2. Communicate on the pros and cons of the usage of technology.  3.Communicate to compare and contrast the usage of technology in schools and in various age groups and parts of the world.  4. Communicate to express moods, feelings, and conditions associated with excessive technology usage and the importance of physical activity | 1.Haz(Haga/  hagan) clic  2. Pienso que  Creo que  3.más que/ menos que/ más de/ menos de/ mejor que/ peor que/ mayor que/ menor que  4.Me siento/ Estoy | ¿Puede ayudarme?  ¿Es demasiado?  ¿Tantas horas?  ¿**Cuántos** minutos?  ¿**Cuánto** tiempo pasa?  ¿**Qué** piensas?  ¿**Cuál** es tu opinión? | **Students will be identifying vocabulary and phrases used to discuss the use of technology, frequency, and details to describe pros and cons in both reading and listening passages.**  **Students also identify trends and habits connected to technology in Spanish speaking world in reading and listening activities.** | **Students will interact about the usage of technology and give and receive details about the frequency and preferences of others.**  **Students will interact to offer suggestions to others in regards to successful utilization of technology.** | **Students will present their opinions on the usage of technology in and out of the school.**  **Students will present comparisons of their usages and others’ in various locations in the world.** |
| **6** | *6 weeks* | **Future Careers and Environment**  **(VOCES part 2**  **Chap 9 & 10)**  Printable Patterns at PatternUniverse.com  Family, travel, city and community, education, climate, weather, chores | 1.Communicate about professions and education.  2.Communicate about the growing need for professions dedicated to saving the planet.  3.Communicate about the famous comic strip character Mafalda and her dedication to Earth. | 1.Querer ser/ Ir a estudiar/ Aprender  2.Las ciencias y el medioambiente  3.Mafalda y el medioambiente y la Tierra | ¿**Qué** quieres hacer/ ser?  ¿A **qué** te dedicas?  ¿**Qué** vas a estudiar?  ¿**Qué** puedes hacer?  ¿**Por qué** es imporante cuidar a la Tierra? | **Students will be identifying vocabulary and phrases used to communicate professions and discuss the need to protect our environment in both reading and listening passages.**  **Students also identify trends and habits connected to protection and education about the envioronment in Spanish speaking world in reading and listening activities.** | **Studnets will interact to discuss what they can do to help protect the Earth and why it is important.**  **Students will interact to discuss what they would like to do when they get older for employment and/ or higher education.** | **Students will present on their future plans and preferences for education and / or employment.**  **Students will present on ways they are able to contribute to the betterment of our environment.** |