

<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: One – El alfabeto</b>	

#### **NATIONAL STANDARDS:**

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **STATE STANDARDS:**

#### **UNIT OBJECTIVES:**

- SWBAT explain two theories why different languages are spoken. SWBAT identify the top 4 spoken languages.
- SWBAT spell English words using the Spanish letters.
- SWBAT use knowledge of letters sound to write unfamiliar Spanish words correctly.
- SWBAT define cognate. SWBAT match cognates with their Spanish equivalent. SWBAT define and recognize cognates.
- SWBAT correctly pronounce typical Spanish Names. SWBAT comprehend the traditional order of Spanish names. SWBAT write their own name in a traditional Spanish manner.

<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Songs</li> <li>• Dictation</li> <li>• Spell words out loud</li> <li>• Listening Comprehension Activities</li> <li>• Dialogs</li> <li>• Videos (Teachers Discovery)</li> <li>• Skits</li> <li>• Role Playing</li> <li>• Make menus</li> <li>• Worksheets</li> <li>• Overhead Transparencies</li> <li>• Communicative Activities</li> <li>• TPRS</li> <li>• Activities for Proficiency</li> <li>• Who am I?</li> <li>• Counting games</li> <li>• Family tree</li> <li>• Graphic Organizer</li> <li>• Quiz Bowl</li> <li>• Jeopardy</li> <li>• Pictionary</li> <li>• Matching Game</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher made materials</li> </ul>	<p><b>ASSESSMENTS :</b></p> <ul style="list-style-type: none"> <li>• Rubrics for role playing</li> <li>• Making videos and skits</li> <li>• Unit test</li> <li>• Matamosca</li> <li>• Simón dice...</li> <li>• Create your own board game (rubric)</li> <li>• Posters</li> <li>• Cover letter, resumes, and filling out job applications</li> <li>• Making a menu (rubric)</li> <li>• Travel Brochure (rubric)</li> <li>• Short speech describing people or themselves</li> <li>• Dialogues</li> <li>• Skits</li> <li>• Interviews</li> <li>• Direct questioning</li> <li>• Auditory quizzes and tests</li> <li>• Listening comprehension activities</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Student/teacher tutoring</li> <li>• Internet practice</li> <li>• Listening comprehension</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Act as a tutor</li> <li>• Expand vocabulary</li> <li>• Create original dialogues</li> <li>• Listening to telemundo (identify main ideas)</li> <li>• Listening to music (identify main ideas)</li> </ul>
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<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: Two – Saludos</b>	

#### **NATIONAL STANDARDS:**

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
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- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **STATE STANDARDS:**

#### **UNIT OBJECTIVES:**

- SWBAT correctly pronounce and define typical Spanish greetings and goodbyes.
- SWBAT identify three conditions of formality. SWBAT correctly choose tú or usted with various people.
- SWBAT indicate how they are feeling.
- SWBAT ask how are you in a variety of ways.
- SWBAT identify and define Spanish subject pronouns.
- SWBAT describe how non- verbal communication and the idea of personal space are different in the Hispanic world.
- SWBAT ask and answer the question Do you speak Spanish or any other language?
- SWBAT ask and answer the question Where are you from? and Where are you?
- SWBAT use authentic conversation words while communicating with the teacher and each other.

**ACTIVITIES:**

- Flash cards
- Songs
- Dictation
- Spell words out loud
  - Listening Comprehension Activities
- Dialogs
- Videos (Teachers Discovery)
- Skits
- Role Playing
- Make menus
- Worksheets
- Overhead Transparencies
- Communicative Activities
- TPRS
- Activities for Proficiency
- Who am I?
- Counting games
- Family tree
- Graphic Organizer

**RESOURCES:**

- Internet
- Teacher made materials

**ASSESSMENTS :**

- Rubrics for role playing
- Making videos and skits
- Unit test
- Matamosca
- Simón dice...
- Create your own board game (rubric)
- Posters
- Cover letter, resumes, and filling out job applications
- Making a menu (rubric)
- Travel Brochure (rubric)
- Short speech describing people or themselves
- Dialogues
- Skits
- Interviews
- Direct questioning
- Auditory quizzes and tests
- Listening comprehension activities

**REMEDIATION:**

- Flash cards
- Student/teacher tutoring
- Internet practice
- Listening comprehension

**ENRICHMENT:**

- Act as a tutor
- Expand vocabulary
- Create original dialogues
- Listening to telemundo (identify main ideas)
- Listening to music (identify main ideas)

<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: Three -- Los Números, La fecha de tu cumpleaños, Descripciones</b>	

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- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**STATE STANDARDS:**
**UNIT OBJECTIVES:**

- SWBAT identify numbers in Spanish.
- SWBAT identify colors in Spanish.
- SWBAT describe people and make comparisons.
- SWBAT identify days of the week and important holidays in Spanish.

<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Songs</li> <li>• Dictation</li> <li>• Spell words out loud</li> <li>• Listening Comprehension Activities</li> <li>• Dialogs</li> <li>• Videos (Teachers Discovery)</li> <li>• Skits</li> <li>• Role Playing</li> <li>• Make menus</li> <li>• Worksheets</li> <li>• Overhead Transparencies</li> <li>• Communicative Activities</li> <li>• TPRS</li> <li>• Activities for Proficiency</li> <li>• Who am I?</li> <li>• Counting games</li> <li>• Family tree</li> <li>• Graphic Organizer</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher made materials</li> </ul>	<p><b>ASSESSMENTS :</b></p> <ul style="list-style-type: none"> <li>• Rubrics for role playing</li> <li>• Making videos and skits</li> <li>• Unit test</li> <li>• Matamosca</li> <li>• Simón dice...</li> <li>• Create your own board game (rubric)</li> <li>• Posters</li> <li>• Cover letter, resumes, and filling out job applications</li> <li>• Making a menu (rubric)</li> <li>• Travel Brochure (rubric)</li> <li>• Short speech describing people or themselves</li> <li>• Dialogues</li> <li>• Skits</li> <li>• Interviews</li> <li>• Direct questioning</li> <li>• Auditory quizzes and tests</li> <li>• Listening comprehension activities</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Student/teacher tutoring</li> <li>• Internet practice</li> <li>• Listening comprehension</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Act as a tutor</li> <li>• Expand vocabulary</li> <li>• Create original dialogues</li> <li>• Listening to telemundo (identify main ideas)</li> <li>• Listening to music (identify main ideas)</li> </ul>
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<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: Four-Traveling</b>	

#### **NATIONAL STANDARDS:**

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- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **STATE STANDARDS:**

#### **UNIT OBJECTIVES:**

- SWBAT identify the various currencies used in Spanish speaking countries.
- SWBAT understand exchange rates.
- SWBAT develop their bargaining skills.
- SWBAT identify vocabulary for various types of transportation
- SWBAT ask for room availability and type of room. (whether breakfast is included and other amenities.)
- SWBAT ask for directions and give directions.
- SWBAT identify words associated with tourist attractions.
- SWBAT describe weather patterns in the various Spanish speaking countries.

<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Songs</li> <li>• Dictation</li> <li>• Spell words out loud</li> <li>• Listening Comprehension Activities</li> <li>• Dialogs</li> <li>• Videos (Teachers Discovery)</li> <li>• Skits</li> <li>• Role Playing</li> <li>• Make menus</li> <li>• Worksheets</li> <li>• Overhead Transparencies</li> <li>• Communicative Activities</li> <li>• TPRS</li> <li>• Activities for Proficiency</li> <li>• Who am I?</li> <li>• Counting games</li> <li>• Family tree</li> <li>• Graphic Organizer</li> <li>• Quiz Bowl</li> <li>• Jeopardy</li> <li>• Pictionary</li> <li>• Matching Game</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher made materials</li> </ul>	<p><b>ASSESSMENTS :</b></p> <ul style="list-style-type: none"> <li>• Rubrics for role playing</li> <li>• Making videos and skits</li> <li>• Unit test</li> <li>• Matamosca</li> <li>• Simón dice...</li> <li>• Create your own board game (rubric)</li> <li>• Posters</li> <li>• Cover letter, resumes, and filling out job applications</li> <li>• Making a menu (rubric)</li> <li>• Travel Brochure (rubric)</li> <li>• Short speech describing people or themselves</li> <li>• Dialogues</li> <li>• Skits</li> <li>• Interviews</li> <li>• Direct questioning</li> <li>• Auditory quizzes and tests</li> <li>• Listening comprehension activities</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Student/teacher tutoring</li> <li>• Internet practice</li> <li>• Listening comprehension</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Act as a tutor</li> <li>• Expand vocabulary</li> <li>• Create original dialogues</li> <li>• Listening to telemundo (identify main ideas)</li> <li>• Listening to music (identify main ideas)</li> </ul>
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<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: Five - Restaurante</b>	

#### **NATIONAL STANDARDS:**

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- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **STATE STANDARDS:**

#### **UNIT OBJECTIVES:**

- SWBAT identify specific cultural foods and drinks.
- SWBAT order food and take food orders.
- SWBAT identify vocabulary associated with eating out and table settings.

<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Songs</li> <li>• Dictation</li> <li>• Spell words out loud</li> <li>• Listening Comprehension Activities</li> <li>• Dialogs</li> <li>• Videos (Teachers Discovery)</li> <li>• Skits</li> <li>• Role Playing</li> <li>• Make menus</li> <li>• Worksheets</li> <li>• Overhead Transparencies</li> <li>• Communicative Activities</li> <li>• TPRS</li> <li>• Activities for Proficiency</li> <li>• Who am I?</li> <li>• Counting games</li> <li>• Family tree</li> <li>• Graphic Organizer</li> <li>• Quiz Bowl</li> <li>• Jeopardy</li> <li>• Pictionary</li> <li>• Matching Game</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher made materials</li> </ul>	<p><b>ASSESSMENTS :</b></p> <ul style="list-style-type: none"> <li>• Rubrics for role playing</li> <li>• Making videos and skits</li> <li>• Unit test</li> <li>• Matamosca</li> <li>• Simón dice...</li> <li>• Create your own board game (rubric)</li> <li>• Posters</li> <li>• Cover letter, resumes, and filling out job applications</li> <li>• Making a menu (rubric)</li> <li>• Travel Brochure (rubric)</li> <li>• Short speech describing people or themselves</li> <li>• Dialogues</li> <li>• Skits</li> <li>• Interviews</li> <li>• Direct questioning</li> <li>• Auditory quizzes and tests</li> <li>• Listening comprehension activities</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Student/teacher tutoring</li> <li>• Internet practice</li> <li>• Listening comprehension</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Act as a tutor</li> <li>• Expand vocabulary</li> <li>• Create original dialogues</li> <li>• Listening to telemundo (identify main ideas)</li> <li>• Listening to music (identify main ideas)</li> </ul>
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<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: Six- Shopping</b>	

#### **NATIONAL STANDARDS:**

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
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- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **STATE STANDARDS:**

#### **UNIT OBJECTIVES:**

- SWBAT identify and utilize vocabulary related to clothing and colors.
- SWBAT identify and utilize vocabulary related to the grocery store.
- SWBAT ask for price, interpret exchange rates, and utilize numbers.
- SWBAT identify specialty stores for shopping.

<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Songs</li> <li>• Dictation</li> <li>• Spell words out loud</li> <li>• Listening Comprehension Activities</li> <li>• Dialogs</li> <li>• Videos (Teachers Discovery)</li> <li>• Skits</li> <li>• Role Playing</li> <li>• Make menus</li> <li>• Worksheets</li> <li>• Overhead Transparencies</li> <li>• Communicative Activities</li> <li>• TPRS</li> <li>• Activities for Proficiency</li> <li>• Who am I?</li> <li>• Counting games</li> <li>• Family tree</li> <li>• Graphic Organizer</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher made materials</li> </ul>	<p><b>ASSESSMENTS :</b></p> <ul style="list-style-type: none"> <li>• Rubrics for role playing</li> <li>• Making videos and skits</li> <li>• Unit test</li> <li>• Matamosca</li> <li>• Simón dice...</li> <li>• Create your own board game (rubric)</li> <li>• Posters</li> <li>• Cover letter, resumes, and filling out job applications</li> <li>• Making a menu (rubric)</li> <li>• Travel Brochure (rubric)</li> <li>• Short speech describing people or themselves</li> <li>• Dialogues</li> <li>• Skits</li> <li>• Interviews</li> <li>• Direct questioning</li> <li>• Auditory quizzes and tests</li> <li>• Listening comprehension activities</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Student/teacher tutoring</li> <li>• Internet practice</li> <li>• Listening comprehension</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Act as a tutor</li> <li>• Expand vocabulary</li> <li>• Create original dialogues</li> <li>• Listening to telemundo (identify main ideas)</li> <li>• Listening to music (identify main ideas)</li> </ul>
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<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: Seven- Careers</b>	

#### **NATIONAL STANDARDS:**

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- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **STATE STANDARDS:**

#### **UNIT OBJECTIVES:**

- SWBAT utilize key Spanish vocabulary and phrases tailored to student career interest.
- SWBAT utilize key vocabulary phrases in order to fill out a job application and work on a cover letter.
- SWBAT express their interest in attaining a specific job.

<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Songs</li> <li>• Dictation</li> <li>• Spell words out loud</li> <li>• Listening Comprehension Activities</li> <li>• Dialogs</li> <li>• Videos (Teachers Discovery)</li> <li>• Skits</li> <li>• Role Playing</li> <li>• Make menus</li> <li>• Worksheets</li> <li>• Overhead Transparencies</li> <li>• Communicative Activities</li> <li>• TPRS</li> <li>• Activities for Proficiency</li> <li>• Who am I?</li> <li>• Counting games</li> <li>• Family tree</li> <li>• Graphic Organizer</li> <li>• Quiz Bowl</li> <li>• Jeopardy</li> <li>• Pictionary</li> <li>• Matching Game</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher made materials</li> </ul>	<p><b>ASSESSMENTS :</b></p> <ul style="list-style-type: none"> <li>• Rubrics for role playing</li> <li>• Making videos and skits</li> <li>• Unit test</li> <li>• Matamosca</li> <li>• Simón dice...</li> <li>• Create your own board game (rubric)</li> <li>• Posters</li> <li>• Cover letter, resumes, and filling out job applications</li> <li>• Making a menu (rubric)</li> <li>• Travel Brochure (rubric)</li> <li>• Short speech describing people or themselves</li> <li>• Dialogues</li> <li>• Skits</li> <li>• Interviews</li> <li>• Direct questioning</li> <li>• Auditory quizzes and tests</li> <li>• Listening comprehension activities</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Student/teacher tutoring</li> <li>• Internet practice</li> <li>• Listening comprehension</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Act as a tutor</li> <li>• Expand vocabulary</li> <li>• Create original dialogues</li> <li>• Listening to telemundo (identify main ideas)</li> <li>• Listening to music (identify main ideas)</li> </ul>
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<b>COURSE: Spanish Conversational Course</b>	<b>GRADE(S): 9 - 12</b>
<b>UNIT: Eight- Doctors/Hospital/Body Parts</b>	

**NATIONAL STANDARDS:**

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- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**STATE STANDARDS:**
**UNIT OBJECTIVES:**

- SWBAT identify parts of the body.
- SWBAT describe symptoms and pains.
- SWBAT request over the counter remedies and medical assistance.

<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Songs</li> <li>• Dictation</li> <li>• Spell words out loud</li> <li>• Listening Comprehension Activities</li> <li>• Dialogs</li> <li>• Videos (Teachers Discovery)</li> <li>• Skits</li> <li>• Role Playing</li> <li>• Make menus</li> <li>• Worksheets</li> <li>• Overhead Transparencies</li> <li>• Communicative Activities</li> <li>• TPRS</li> <li>• Activities for Proficiency</li> <li>• Who am I?</li> <li>• Counting games</li> <li>• Family tree</li> <li>• Graphic Organizer</li> <li>• Quiz Bowl</li> <li>• Jeopardy</li> <li>• Pictionary</li> <li>• Matching Game</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Teacher made materials</li> </ul>	<p><b>ASSESSMENTS :</b></p> <ul style="list-style-type: none"> <li>• Rubrics for role playing</li> <li>• Making videos and skits</li> <li>• Unit test</li> <li>• Matamosca</li> <li>• Simón dice...</li> <li>• Create your own board game (rubric)</li> <li>• Posters</li> <li>• Cover letter, resumes, and filling out job applications</li> <li>• Making a menu (rubric)</li> <li>• Travel Brochure (rubric)</li> <li>• Short speech describing people or themselves</li> <li>• Dialogues</li> <li>• Skits</li> <li>• Interviews</li> <li>• Direct questioning</li> <li>• Auditory quizzes and tests</li> <li>• Listening comprehension activities</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Student/teacher tutoring</li> <li>• Internet practice</li> <li>• Listening comprehension</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>• Act as a tutor</li> <li>• Expand vocabulary</li> <li>• Create original dialogues</li> <li>• Listening to telemundo (identify main ideas)</li> <li>• Listening to music (identify main ideas)</li> </ul>
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