

## Ring Lardner Spanish Curriculum Map

Weeks	Michigan World Languages Standards and Benchmarks / Common Core Literacy Standards	Essential Questions	Skills /Vocabulary	Assessment Formative/ summative	Resources
1 – 3	<p>1.1.N.SL.b</p> <p>1.2.N.L.a</p> <p>1.2.N.L.d</p> <p>2.1.N.H.e</p> <p>4.2.N.a</p> <p>5.2.N.a</p> <p>4.2.N.a</p> <p>4.1.N.a</p> <p><b>CC W 4</b></p> <p><b>CC W 10</b></p>	<p>What are the expectations for this course?</p> <p>Can I hear and follow commands in Spanish?</p> <p>Can I count to 30 in Spanish?</p> <p>Can I recite the alphabet in Spanish?</p> <p>How does the Spanish calendar system compare to the English calendar system?</p> <p>What cultural connections can be drawn from Spanish names?</p>	<ul style="list-style-type: none"> <li>• Basic commands</li> <li>• Adverb / Adjective details</li> <li>• Calendar terms / weather</li> <li>• Alphabet</li> <li>• Numbers 0 – 30</li> <li>• masculine / feminine</li> </ul>	<p>Formative: Type 1 &amp; 2 writing, visual comprehension checks, daily warm-up, partner and small group practice</p> <p>Summative: Lista 1 (commands, details, numbers 0 - 30) Selected Response Assessment</p> <p>Summative: Orally reciting Alphabet individually / Vowel identification</p>	<p><i>Singing the Basics:</i> “Days of the Week” “The Date Song” “The Taco Song”</p> <p><i>Sing, Dance, Laugh and Eat Tacos:</i> “Cuenta”</p> <p><i>Sing, Dance, Laugh and Eat Tacos 3:</i> “El Alfabeto”</p> <p>“Lista 1/ Calendario &amp; Alfabeto” Vocabulary Terms Handout</p> <p>Lista 1 online practice: <a href="http://quizlet.com/_5v320">http://quizlet.com/_5v320</a></p>
4 – 9	1.1.N.RW.f	Can I use the Spanish vowels to sound out words?	<ul style="list-style-type: none"> <li>• Greetings, Introductions,</li> </ul>	Formative: Type 1 & 2 writing, visual	<i>Singing the Basics:</i> “The Taco Song”

<p>1.2.M.L.a 1.2.N.R.b 1.1.N.SL.f 2.1.N.F.e (1<sup>st</sup> semester) 3.1.N.a 4.1.N.b 4.1.N.a 4.2.N.a  CC R 1 CC R 2 CC R 4 CC W 4 CC W 10</p>	<p>Can I hear and comprehend group vocabulary?  Can I read in Spanish, using group vocabulary to build context?  Can I compare and contrast between English and Spanish vocabulary and grammar?</p>	<p>and Goodbyes</p> <ul style="list-style-type: none"> <li>• Numbers 31 – 100</li> <li>• Adjectives &amp; Articles from readings</li> <li>• Groups 1 &amp; 2 vocabulary</li> <li>• Preview Family terms</li> <li>• 1<sup>st</sup> Semester cultural study: Día de Los Muertos</li> </ul>	<p>comprehension checks, daily warm-up, class story participation quizzes, “Listen and Write” story dictation</p> <p>Summative: Group 1 &amp; 2 Spanish to English translation quiz</p> <p>Summative: Type 3 Grammar definition and identification</p> <p>Summative: Group 1 &amp; 2 &amp; Grammar</p> <ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Reading Comprehension</li> <li>• Translation</li> <li>• Grammar Identification Selected Response Assessment</li> </ul> <p>Summative: Lista 2 (Calendar, Greetings, Adjective &amp; Articles, Numbers 31 - 100) Selected Response Assessment</p>	<p>“LONERS” “La Familia Tradicional” “Siete Días”</p> <p><i>Sing, Dance, Laugh and Eat Tacos: “¿Quién Tiene Miedo del Lobo Feroz?”</i> “El Lobo Feroz”</p> <p><i>The New ¡Cuéntame más! Reproducible Student Reader on CD: “Mini-lecturas 1A, 1B, 2A, 2B”</i></p> <p>“Mini-cuento 1” “Mini-cuento 2” (Teacher generated based on student input from class)</p> <p><i>The New ¡Cuéntame más! Illustrations on CD</i></p> <p>“Lista 2” Vocabulary Terms Handout</p> <p>Lista 2 online practice: <a href="http://quizlet.com/_5y9g5">http://quizlet.com/_5y9g5</a></p>
<p>10 – 16</p>	<p>1.1.N.RW.f</p>	<p>Can I hear and comprehend group vocabulary?</p>	<ul style="list-style-type: none"> <li>• Groups 3 &amp; 4</li> </ul>	<p>Formative: Type 1 &amp; 2 writing, visual</p> <p><i>Sing, Dance, Laugh and Eat Tacos:</i></p>

	<p>1.1.N.SL.f 1.2.M.L.a 1.2.N.R.b 1.3.M.S.b 1.3.M.W.b 2.1.N.F.e (2<sup>nd</sup> semester) 4.1.N.a 4.2.N.a</p> <p>CC R 1 CC R 2 CC R 4 CC W 3 CC W 4 CC W 5 CC W 10</p>	<p>Can I read in Spanish, using group vocabulary to build context?</p> <p>Can I identify family terms in Spanish?</p> <p>Can I identify the numbers by hundreds in Spanish?</p> <p>Can I name the colors in Spanish?</p>	<p>vocabulary</p> <ul style="list-style-type: none"> <li>• Family terms</li> <li>• Color</li> <li>• Prepositions from readings</li> <li>• The Questions words</li> <li>• Numbers by 100's</li> <li>• 2<sup>nd</sup> Semester cultural study: Cinco de Mayo</li> </ul>	<p>comprehension checks, daily warm-up, class story participation quizzes, “Listen and Write” story dictation, retelling “El Muchacho Pastor” to classmates &amp; parents.</p> <p>Summative: Type 3 Writing Original Story in Spanish</p> <p>Summative: Group 3 &amp; 4 Spanish to English translation quiz</p> <p>Summative: Group 1 – 4 Selected Response Assessment</p> <ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Reading Comprehension</li> </ul> <p>Summative: Lista 3 (Family, colors, question words, prepositions, numbers by 100's) Selected Response Assessment</p>	<p>“Mi Familia Grande” “Los Colores”</p> <p><i>The New ¡Cuéntame más! Reproducible Student Reader on CD: “Mini-lecturas 3A, 3B, 4A, 4B”</i></p> <p>“Mini-cuento 3” “Mini-cuento 4” (Teacher generated based on student input from class)</p> <p><i>The New ¡Cuéntame más! Illustrations on CD</i></p> <p>“Lista 3” Vocabulary Terms Handout</p> <p>Lista 3 online practice: <a href="http://quizlet.com/_5wh19">http://quizlet.com/_5wh19</a></p>
16	<p>1.1.N.SL.f 1.3.M.S.a</p>	<p>How can I create a skit that enables me to communicate with my classmates in Spanish?</p>	<ul style="list-style-type: none"> <li>• Communicating meaning to audience of classmates</li> </ul>	<p>Formative: Teacher / peer review during planning process</p>	<p>Spanish / English dictionaries</p> <p>Use of all past handouts /</p>

	1.3.M.W.b 4.1.N.a  4.2.N.a  CC W 3 CC W 4 CC W 5 CC W 10			Summative: Performance Task Assessment: presenting a skit in Spanish	readings Handout on daily instructions for presentation
17 – 18	1.1.N.SL.b  1.2.M.L.a  4.1.N.a  4.2.N.a  CC R 4 CC R 10 CC W 4 CC W 10	Can I discuss the weather in Spanish?  Can I name classroom obejcts in Spanish?  Can I describe emotions in Spanish?	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Emotions</li> <li>• Class objects</li> </ul>	Summative: Lista 4 (Weather, Emotions, Class objects) Selected Response Assessment	<i>Singing the Basics:</i> “The Weather Song”  <i>Sing, Dance, Laugh and  Eat Tacos 3:</i> “¿Qué tiempo hace hoy?”  Sesame Street video clip: “Hace calor”  “Lista 4” Vocabulary Terms Handout  Lista 4 online practice: <a href="http://quizlet.com">http://quizlet.com</a>

Michigan World Language Standards

1.1.N.RW.f

Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits

1.1.N.SL.b

Ask and answer basic questions about the weather, health/physical conditions, self, family and friends

1.1.N.SL.f

Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits.

1.2.N.L.a

Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests

1.2.N.L.d

Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.N.R.b

Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories

1.3.M.S.a

Present skits or short plays in the target language

1.3.M.S.b

Retell a story to an audience in the target language

1.3.M.W.b

Create original compositions or journal entries in the target language

2.1.N.F.e

Explain the practices and significance of an important:

- civil or religious holiday or celebration AND

- regional holiday or celebration AND

- personal or family holiday or celebration

within a community or culture in which the target language is spoken

2.1.N.H.e.

Identify and explain how the language and culture expanded throughout the world

3.1.N.a

Reinforce previously learned content knowledge through the target language

4.1.N.a

Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)

4.1.N.b

Identify basic differences and similarities in grammatical structures between one's own language and the target

4.2.N.a

Identify basic target culture practices and compare them to one's own

5.2.N.a

Willingly use the target language within the classroom setting

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Please note: **CC R** = Common Core **Reading** (Specifically: Reading Standards for Literacy in Science and Technical Subjects 6 – 12)

**CC R 1.** Cite specific textual evidence to support analysis of science and technical texts.

**CC R 2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or options

**CC R 4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 texts and topics.

**CC R 10.** By the end of grade 8, read and comprehend science / technical texts in the grades 6 – 8 text complexity band independently and proficiently.

Please note: **CC W** = Common Core **Writing** (Specifically: College and Career Readiness Anchor Standards for Writing)

**CC W 3.** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**CC W 4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**CC W 5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CC W 10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.