



BLUE VALLEY DISTRICT CURRICULUM
 World Language|Spanish 2.5
 Intermediate Low



QTR	ORGANIZING THEME/TOPIC	COMMUNICATION STANDARDS & SKILLS
1	<p>UNIT 1: DE VIAJE (AP: Contemporary Life >travel and leisure)</p> <p>Time Frame: 5-6 weeks August/September</p> <p>Vocabulary Focus: travel preparations and arrangements, at the airport, vacation activities, gifts and souvenirs,</p>	<p>1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)</p> <ul style="list-style-type: none"> Initiate, maintain and conclude 2-min conversations about a past trip. (1.1) <p>1.1 INTERPERSONAL WRITING. Correspond on a variety of familiar topics using simple and compound sentences in more than a single time frame. (IL)</p> <ul style="list-style-type: none"> Write informal notes or emails about a past trip with attention to register and writing conventions. (1.1) <p>1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)</p> <ul style="list-style-type: none"> Listen to understand main idea and some concrete information in passages related to travel. (1.2) <p>1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)</p> <ul style="list-style-type: none"> Read and identify details and make inferences in texts related to travel events. (1.2) <p>1.3 PRESENTATIONAL SPEAKING. Present on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)</p> <ul style="list-style-type: none"> Orally narrate about past trip events. (1.3)

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UNIT 2: MI NIÑEZ

(AP: Personal and Public identities >relationships)

Time Frame: 3-4 weeks end of Sept-October

Vocabulary Focus: toys, family members, childhood activities, tener idioms, expressions like gustar

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- Answer questions and describe my childhood and ask others about theirs in a 2-min conversation.(1.1)
- Initiate, maintain and conclude a 2-minute simulated conversation with each exchange lasting 10 seconds.(1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)

- Listen for the main idea and some details in passages about families and childhood experiences. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- Read, comprehend, state and support main idea, details and make inferences in text about past family and childhood experiences. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present information on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame.(IL)

- Orally present organized, connected information about my own or others' childhood experiences. (1.3)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.(IL)

- Write a variety of organized connected sentences about my childhood. (1.3)

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UNIT 3: LAS NOTICIAS

(AP: Contemporary life>social customs and values)

Time Frame: 4-5 weeks Nov-December

Vocabulary focus: news events, journalism, weather (re-entry)

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- Participate in a 2-minute simulated conversation about a news events, with each exchange lasting 10 seconds.(1.1)
- Ask and answer questions about current events. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose and some concrete details in authentic passages and conversations with unfamiliar vocabulary, sometimes supported by visuals. (IL)

- Listen and identify the main idea and supporting details in authentic news reports including global issues. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- Read and identify the main idea, supporting details and make inferences from authentic articles. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present information on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame.(IL)

- Orally retell and describe in detail a news event in the past, using a logical sequence and connected thoughts. (1.3)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame. (IL)

- Write a paragraph about a past news event. (1.3)

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UNIT 4: CUENTOS

(AP: Beauty & Aesthetics >language and literature)

Time Frame: 4 weeks January

Vocabulary focus: literary terms for talking about legends and stories

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- **Ask and answer questions** about events that occurred in a legend or story. (1.1)
- **Ask and answer questions** about the literary elements of a cultural Hispanic legend or story.(1.1)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- **Read and identify the main idea, supporting details and make inferences** in cultural legends and stories. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present information on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)

- Orally **retell events** that occurred in a cultural legend or story. (1.3)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame. (IL)

- **Write a narrative with logical and connected sentences** that includes a series of events that occurred in a cultural legend or story. (1.3)

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UNIT 5: MÚSICA Y DANZA

(AP: Beauty & Aesthetics >visual and performing arts)

Time Frame: 3 weeks February-March

Vocabulary focus: names and characteristics of music and dance styles, instruments

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- Express and support an opinion about various styles of Latin music and dance (1.1)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- Read and identify the main idea, supporting details and make inferences in passages about music and dance. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present information on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame.

- Orally present organized and connected information about dance, specific musicians, how-to, origin of instruments, and origin of dance. (1.3)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.

- Write organized paragraphs comparing the backgrounds and characteristics of different music and dance styles. (1.3)

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UNIT 6: LA SALUD

(AP: Science & Technology >health care and medicine)

Time Frame: 5 weeks March/ late April

Vocabulary focus: health, nutrition and fitness, illnesses, body parts, phrases to use in a doctor's office, expressions to give advice or suggestions

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- **Ask for and discuss ideas in a 2-min.conversation** about health and fitness and ways to stay healthy. (1.1)

1.1 INTERPERSONAL WRITING. Correspond on a variety of familiar topics using simple and compound sentences in more than a single time frame. (IL)

- **Give advice** about health and fitness. (1.2)

1.2 INTERPRETIVE LISTENING. Listen to comprehend main idea, purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)

- **Listen and identify the main idea and supporting details** in passages related to fitness and healthy lifestyle. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts.

- **Read and identify the main idea and supporting details** in passages about health and fitness. (1.2)
- **Read for information** in ads and informational brochures about fitness, health, personal care products and practices. (1.2)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.

- **Write an organized paragraph** about my own healthy habits and what I need to do to stay healthy. (1.3)

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UNIT 7: COMUNIDADES Y COMIDA

(AP: Families & Communities >customs and values)

Time Frame: 3 weeks May

Vocabulary focus: foods, regions, regional dishes

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- **Have a conversation** about regional foods that others might try and tell them why. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify main idea, purpose and some concrete details in authentic passages and conversations with unfamiliar vocabulary, sometimes supported by visuals. (IL)

- **Listen and identify details** about cooking or food preparation. 1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- **Read to understand main idea and supporting details** in authentic passages about foods. (1.2)
- **Read recipes for information** about Hispanic food dishes. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present information orally on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)

- **Present orally information** about typical regional foods and dishes and how they reflect the geography and culture of a given country. (1.3)