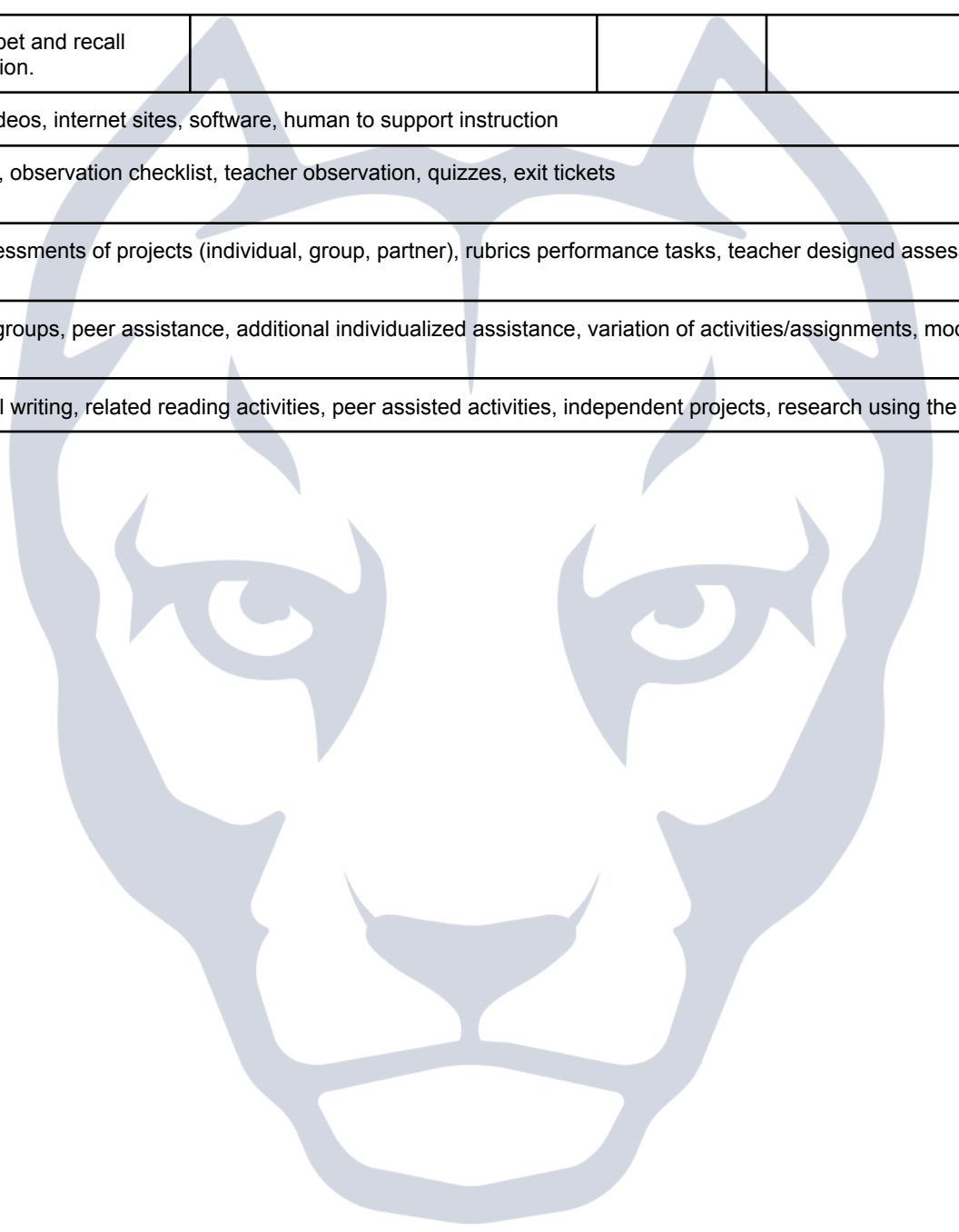


IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 1 - Introduction to Spanish					
Concepts	Benefits to Learning the Spanish Language Foundations of Spanish Language Spanish Alphabet					
Big Ideas	As one of the major languages spoken throughout the world, learning Spanish is an important aspect of a global education.					
Essential Understandings	Why do people learn Spanish? Where in the world is Spanish spoken and what are the cultural identities of those areas? What are the letters of the Spanish alphabet and their corresponding sounds?					
Competencies	Benefits of learning Spanish Written and verbal cognates Location and characteristics of Spanish speaking countries Spanish alphabet and letter pronunciation					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	<p>Students will be able to...</p> <p>Identify and list the benefits of learning the Spanish language. Identify strategies for learning Spanish.</p> <p>Identify cognates both written and spoken.</p> <p>Identify and locate Spanish speaking countries and capitals.</p> <p>Research products and perspectives of a Spanish speaking country.</p> <p>Identify the sound of each letter in</p>	<p>Guided notes</p> <p>Critical vocabulary</p> <p>Small group: jigsaw - reading</p> <p>Checks for understanding</p> <p>Journal entries</p> <p>Graphic organizers</p> <p>Oral presentations</p> <p>Open-ended responses</p> <p>Essay</p> <p>Project presentation</p>	<p>WL-CS-1.12.6</p> <p>.B</p> <p>WL-CS-1.12.1</p> <p>.E</p> <p>WL-CS-1.12.5</p> <p>.C</p> <p>WL-CS-1.12.3</p> <p>.C</p> <p>WL-CS-1.12.1</p> <p>.A</p>			<p>Language</p> <p>Spanish</p> <p>Culture</p> <p>Cognate</p>

	the Spanish alphabet and recall rules of pronunciation.					
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					



IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 2 - Basic Spanish Vocabulary
Concepts	Foundations of Spanish language Days of the Week Months of the Year Basic Conversation
Big Ideas	Foundational Spanish vocabulary allows for basic conversation between students and staff.
Essential Understandings	What are the days of the week? What are the months of the year? What are the seasons of the year? What skills are necessary to have a basic conversation in Spanish?
Competencies	Basic conversation components Counting from 0-100 Identifying the days of the week, months of the year and seasons Comparison of activities in the U.S. and Spanish speaking countries

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	<p>Students will be able to...</p> <p>Carry on a basic conversation in Spanish regarding origin, personal information, dates, time, weather, body parts, and in classroom needs.</p> <p>Count from 0-100.</p> <p>Identify the gender and number of nouns as well as definite and indefinite articles and how these are properly used with adjectives.</p> <p>Identify days of the week, months, of the year, and seasons.</p>	<p>Guided notes</p> <p>Critical vocabulary</p> <p>Small group: jigsaw - reading</p> <p>Checks for understanding</p> <p>Journal entries</p> <p>Graphic organizers</p> <p>Oral presentations</p> <p>Open-ended responses</p> <p>Essay</p> <p>Project presentation</p>	<p>WL-CS-1.12.1 A</p> <p>WL-CS-1.12.1 B</p> <p>WL-CS-1.12.2 .C</p> <p>WL-CS-1.12.2 .B</p> <p>WL-CS-1.12.3 .A</p> <p>WL-CS-1.12.1 .C</p>			<p>Lunes</p> <p>Martes</p> <p>Miércoles</p> <p>Jueves</p> <p>Viernes</p> <p>Sábado</p> <p>Domingo</p> <p>Enero</p> <p>Febrero</p> <p>Marzo</p> <p>Abril</p> <p>Mayo</p> <p>Junio</p> <p>Julio</p> <p>Agosto</p> <p>Septiembre</p>

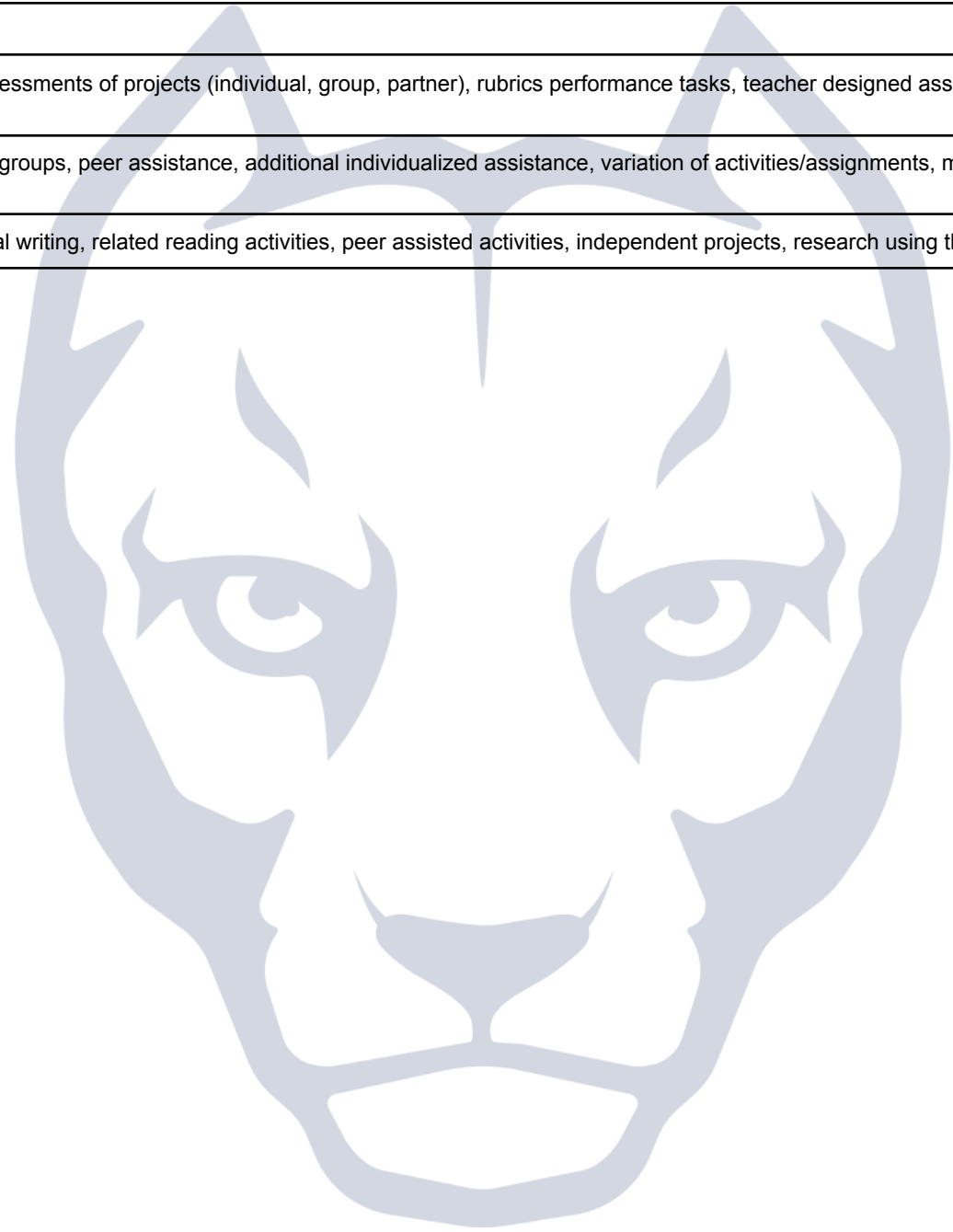
	Compare activities that students enjoy in Spanish speaking countries and the U.S. Discuss activities that are liked and disliked.					Octubre Noviembre Diciembre
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.					
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.					

IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 3 - Infinitive Verbs, Sentence Structure					
Concepts	Infinitive Verbs Subject Pronouns Sentence Structure					
Big Ideas	Foundational Spanish vocabulary allows for basic conversation between students and staff.					
Essential Understandings	What are the -ar, -er, -ir verbs needed for conversation? When and how are subject pronouns used? How do English and Spanish sentence structure compare?					
Competencies	Identification of infinitive verbs Use of ser verb to communicate Identification of subject pronouns Comparison of English and Spanish sentence structure					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	<p>Students will be able to...</p> <p>Recall and identify infinitive verbs.</p> <p>Use the verb ser in all forms to tell what others are like, what things are, to describe things and people, and to state relationships.</p> <p>Use and identify when to use subject pronouns.</p> <p>Compare English sentence structure to Spanish sentence structure.</p>	<p>Guided notes</p> <p>Critical vocabulary</p> <p>Small group: jigsaw - reading</p> <p>Checks for understanding</p> <p>Journal entries</p> <p>Graphic organizers</p> <p>Oral presentations</p> <p>Open-ended responses</p> <p>Essay</p> <p>Project presentation</p>	<p>WL-CS-1.12.1 D</p> <p>WL-CS-1.12.2 .C</p> <p>WL-CS-1.12.2 .B</p> <p>WL-CS-1.12.1 .F</p>			<p>-ar, -er, -ir verbs</p> <p>Subject</p> <p>Pronouns</p> <p>Ser verbs</p>
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative	Class participation, observation checklist, teacher observation, quizzes, exit tickets					

Assessments	
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 4 - -AR Verbs					
Concepts	-AR Verbs Infinitive Verbs Conjugated Verbs					
Big Ideas	Foundational Spanish vocabulary allows for basic conversation between students and staff.					
Essential Understandings	What are the differences between infinitive and conjugated verbs? How are -ar verbs used in conversation?					
Competencies	Sentence construction with -ar verbs Infinitive and conjugated verbs Class schedule discussion					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	Students will be able to... Constructs sentences using -ar verbs. Distinguish between infinitives and conjugated verbs. Discuss class schedules.	Guided notes Critical vocabulary Small group: jigsaw - reading Checks for understanding Journal entries Graphic organizers Oral presentations Open-ended responses Essay Project presentation	WL-CS-1.12.2 .B WL-CS-1.12.1 .D WL-CS-1.12.1 .F			-ar verbs Infinitive verbs Conjugated verbs
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
Summative	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					

Assessments	
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.

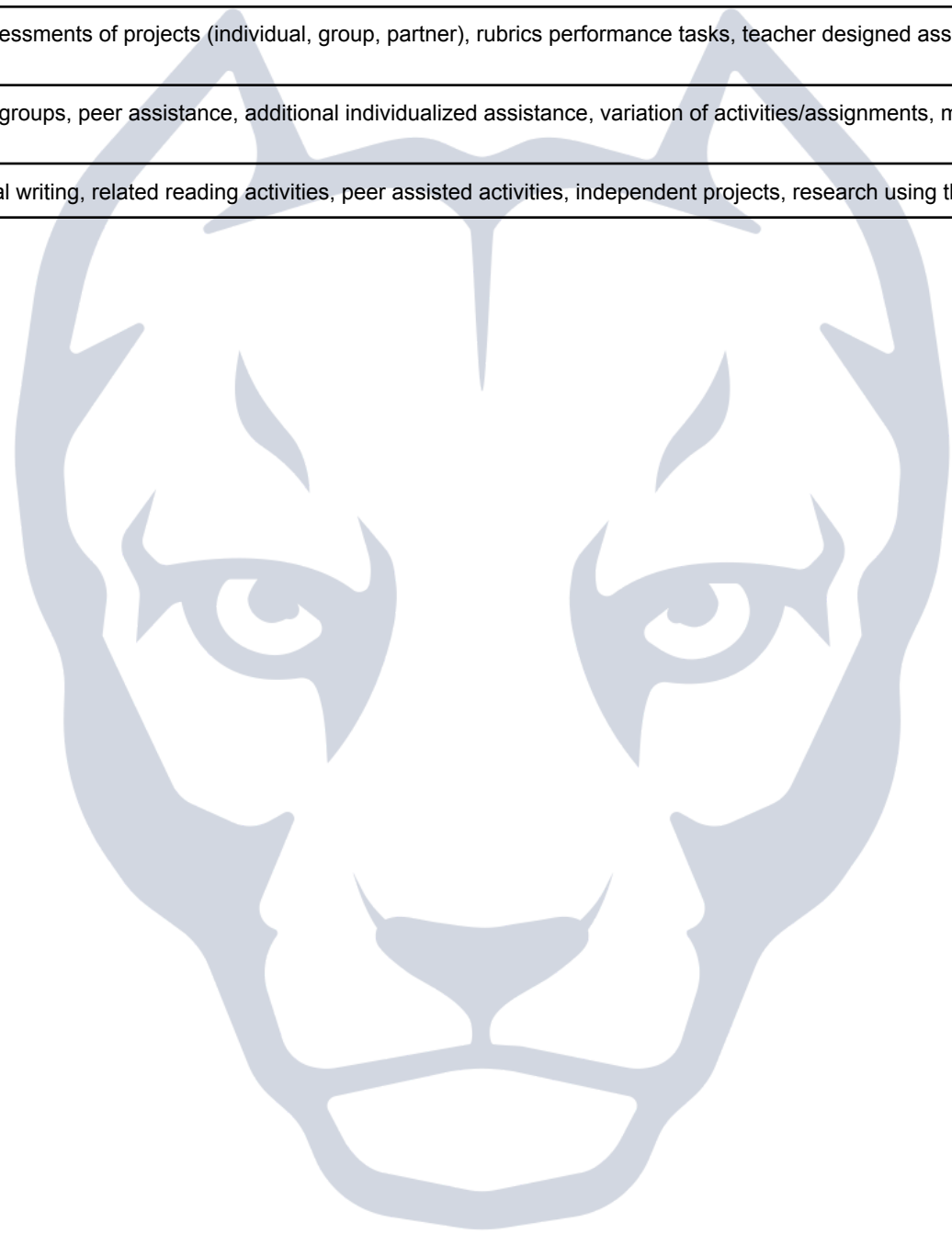


IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 5 - Ser and Estar					
Concepts	Ser Estar					
Big Ideas	Use of estar allows for communication of feelings, locations and actions					
Essential Understandings	What is the difference between ser and estar? How is estar used to communicate feelings and locations? How are prepositions used to tell the location of items?					
Competencies	Distinguish difference between ser and estar Use of estar to describe feelings, locations and actions Use of prepositions to describe location					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	Students will be able to... Distinguish and analyze the difference between ser and estar. Use the verb estar in all forms to express feeling, state locations and temporary actions. State where things are located using prepositions.	Guided notes Critical vocabulary Small group: jigsaw - reading Checks for understanding Journal entries Graphic organizers Oral presentations Open-ended responses Essay Project presentation	WL-CS-1.12.2 .B WL-CS-1.12.2 .C			Ser Estar Prepositions
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets					

Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



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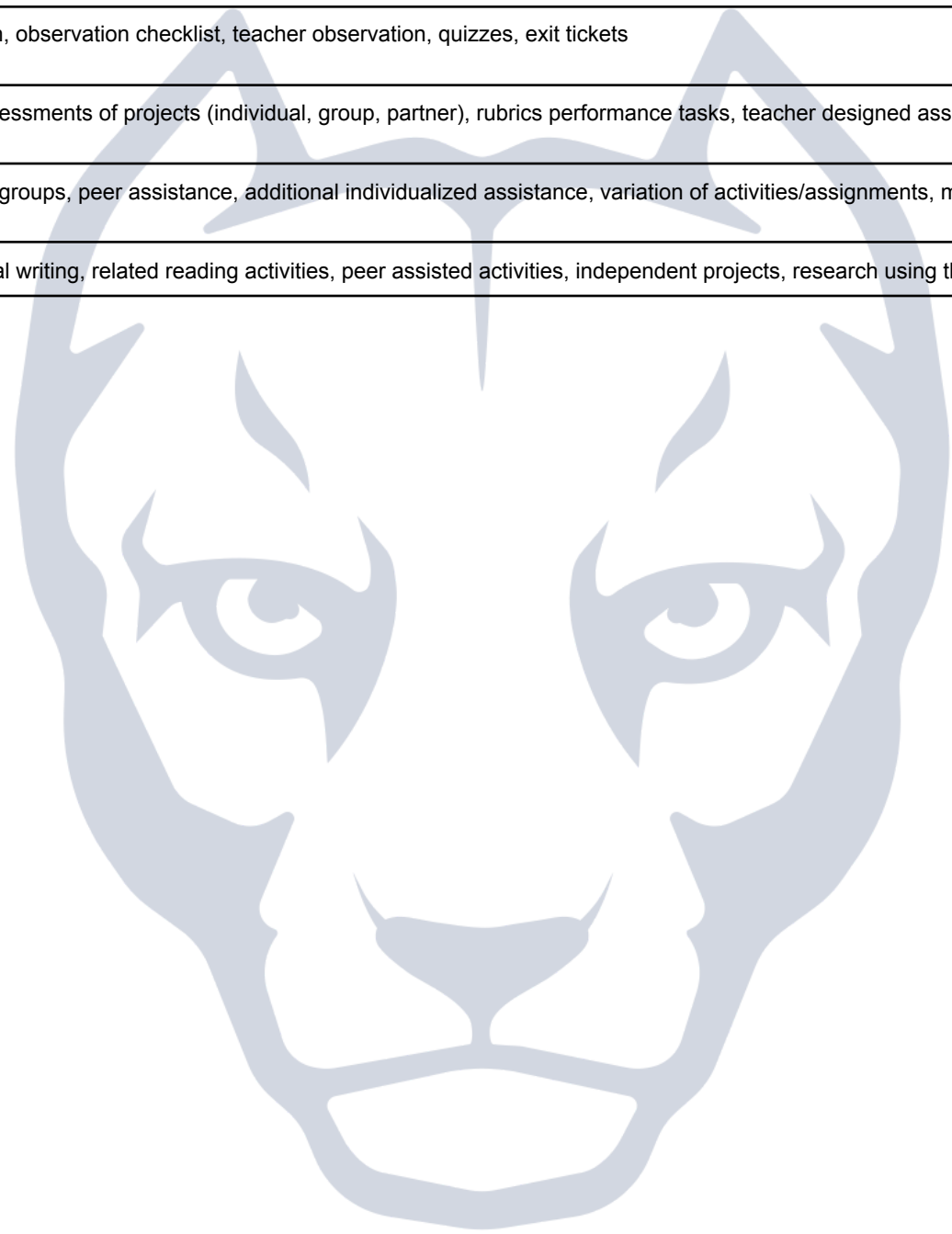
Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 6 - Interrogative Words and -IR Verbs
Concepts	-IR Verbs Interrogative Sentences
Big Ideas	Use of interrogative words allows for students to ask a variety of questions to other individuals.
Essential Understandings	What are the -ir verb endings? How are the -ir verb endings used? How are interrogative words used to ask questions?
Competencies	Discussion of hobbies and activities Use of -ir verbs in all forms Use of interrogative words to form questions

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	<p>Students will be able to... Discuss hobbies and pastime activities.</p> <p>Ask about and state where someone is going.</p> <p>Use the verb ir in all forms.</p> <p>Use interrogative words to ask a variety of questions.</p>	<p>Guided notes Critical vocabulary Small group: jigsaw - reading Checks for understanding Journal entries Graphic organizers Oral presentations Open-ended responses Essay Project presentation</p>	<p>WL-CS-1.12.2 .C WL-CS-1.12.1 .D</p>			-ir Verbs Who, What, Why, When sentences

Resources	Materials, texts, videos, internet sites, software, human to support instruction
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Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
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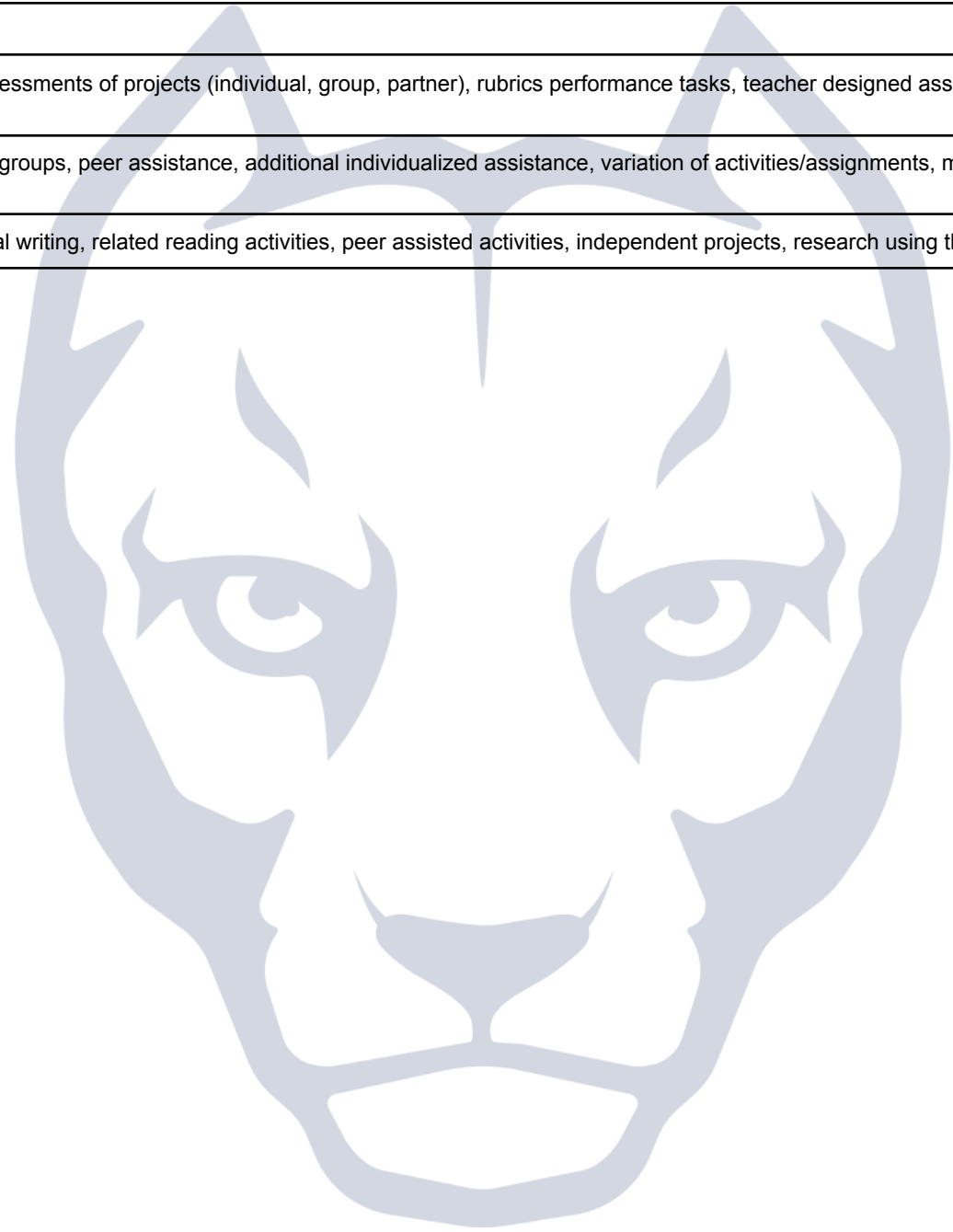


IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 7 - -ER Verbs and -IR Verbs					
Concepts	-ER Verbs -IR Verbs Eating and Lifestyle Vocabulary					
Big Ideas	Use of -er and -ir verbs allows students to communicate about eating and lifestyle choices					
Essential Understandings	How is vocabulary used to order food in Spanish? How are -er and -ir verbs used to communicate about eating and lifestyle choices?					
Competencies	Food orders in Spanish Expression of eating and lifestyle choices Use of -er, -ir verbs					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	Students will be able to... Order food in Spanish. Express opinions regarding food and other topics such as healthy eating and lifestyle habits. Construct sentences using ER/IR verbs.	Guided notes Critical vocabulary Small group: jigsaw - reading Checks for understanding Journal entries Graphic organizers Oral presentations Open-ended responses Essay Project presentation	WL-CS-1.12.1 .B WL-CS-1.12.2 .C WL-CS-1.12.1 .D			-er verbs -ir verbs Food verbs
Resources	Materials, texts, videos, internet sites, software, human to support instruction					
Formative	Class participation, observation checklist, teacher observation, quizzes, exit tickets					

Assessments	
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
Strategies for ELL and IEP Support	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
Acceleration Strategies	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.

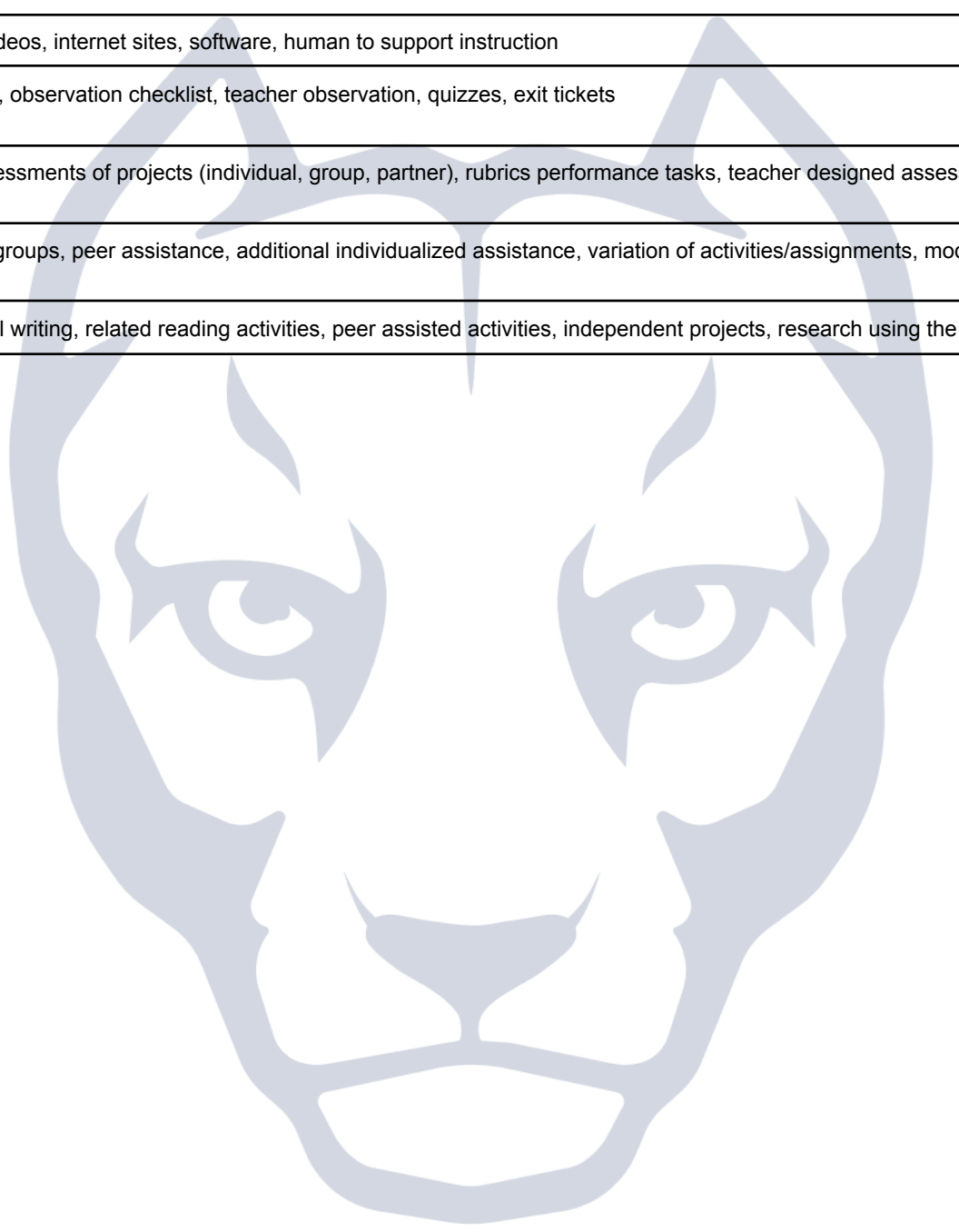


IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 8 - Tener and -IR Verbs					
Concepts	-IR Verbs Tener Tener Que					
Big Ideas	Use of tener and tener que to communicate action items and possession.					
Essential Understandings	How is tener que used to communicate what needs to be done? How is vocabulary used to communicate persal state of being?					
Competencies	Extracurricular activities State of personal being Action items with ir + a + infinitive Action items with tener que					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	<p>Students will be able to...</p> <p>Describe extracurricular activities.</p> <p>Describe their personal state of being and that of others.</p> <p>State what one is going to do using ir + a + infinitive.</p> <p>Use the verb tener in all forms.</p> <p>State what one has to do using tener que.</p>	<p>Guided notes</p> <p>Critical vocabulary</p> <p>Small group: jigsaw - reading</p> <p>Checks for understanding</p> <p>Journal entries</p> <p>Graphic organizers</p> <p>Oral presentations</p> <p>Open-ended responses</p> <p>Essay</p> <p>Project presentation</p>	<p>WL-CS-1.12.1 .B</p> <p>WL-CS-1.12.2 .C</p> <p>WL-CS-1.12.1 .D</p>			<p>-Ir verbs</p> <p>Tener</p> <p>Tener Que</p>

Resources	Materials, texts, videos, internet sites, software, human to support instruction
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments
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IAA Curriculum

Content Area	World Languages	Grade	9
Course Name	Spanish 9		

Unit	Unit 9 - Stem-Changing Verbs					
Concepts	Stem-Changing Verbs Family Relationships Party Planning					
Big Ideas	Use of stem-changing verbs in conjunction with previously learned verbs allows students to carry on full-length conversations					
Essential Understandings	What verbs are stem-changing and how are they used? How are family relationships described? How are various holidays in Spanish speaking countries celebrated?					
Competencies	Extracurricular activities State of personal being Action items with ir + a + infinitive Action items with tener que					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(15-20 days)	<p>Students will be able to...</p> <p>Identify and utilize basic stem-changing verbs.</p> <p>State times in which events take place.</p> <p>Describe family relationships.</p> <p>Make plans for having a party or family gathering.</p> <p>Identify various holidays and holiday customs such as Dia de los Muertos,</p>	<p>Guided notes</p> <p>Critical vocabulary</p> <p>Small group: jigsaw - reading</p> <p>Checks for understanding</p> <p>Journal entries</p> <p>Graphic organizers</p> <p>Oral presentations</p> <p>Open-ended responses</p> <p>Essay</p> <p>Project presentation</p>	<p>WL-CS-1.12.1 D</p> <p>WL-CS-1.12.2 .C</p> <p>WL-CS-1.12.3 .A</p>			<p>Stem-changing verbs</p> <p>Dia de los Muertos</p> <p>La Navidad</p> <p>El cinco de Mayo</p>

	La Navidad, El cinco de Mayo.				
Resources	Materials, texts, videos, internet sites, software, human to support instruction				
Formative Assessments	Class participation, observation checklist, teacher observation, quizzes, exit tickets				
Summative Assessments	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments				
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