

WHAT IS SOMOS?



Somos el idioma

"We are the language". The Somos Curriculum was written based on the truth that language is inextricably linked to its speakers and their cultures. With language acquisition as its goal, this curriculum from The Comprehensible Classroom teaches language and culture simultaneously. Instead of teaching about the language, the Somos Curriculum strategically introduces students to new words and phrases and then uses to create communicative opportunities for students, such as conversation, reading, and listening. In this way, The Somos Curriculum has supported thousands of students in developing cultural understanding at a depth rarely achieved in beginning language courses. Somos features a wide range of individuals representing diverse backgrounds from many different Spanish-speaking cultures, and The Comprehensible Classroom partners with teachers and creators that are native to many of those cultures in order to ensure that their stories are presented with accuracy and respect.



Novice through Intermediate

Somos is written for Novice through Intermediate-range learners, and it is best suited for students in middle and high school.



Standards based

Somos units meet ACTFL standards for interpretive, interpersonal, presentational, and cultural proficiency. Assessment rubrics are aligned with ACTFL Performance Descriptors, based on ACTFL Proficiency Guidelines.



Acquisition focused

Five decades of research in the field of Second Language Acquisition have demonstrated that language is not built up from practice, but from consistent and constant exposure to input. Input is indispensable to language acquisition, and yet traditional textbooks consist primarily of lists, output tasks, and activities to practice discrete vocabulary and grammar items. An input-rich class is an equitable class, where ALL students can be successful, regardless of aptitude. If students acquired a first language, they can acquire a second language in the presence of extensive input.

Acquisition

Language is acquired through acts of communication, not explicitly learned through lecture and practice.

Personalization

Creates opportunities for all students to belong and to acquire language.

Culture

Content-based lessons build linguistic and cultural proficiency simultaneously.



What sets SOMOS apart

Somos is a Proficiency-oriented, Comprehension-based, Acquisition-driven Spanish curriculum



Lifetime purchase

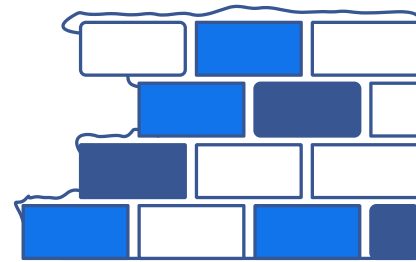
When a teacher purchases a Somos license or is assigned a purchased license by their district, the teacher has lifetime access to the curriculum—including all updates and expansion.

Digital access

The Somos Curriculum is accessed digitally and updated regularly. Print materials as needed for your students, or share them electronically in Learning Management Systems.

Somos Unit Structure

Units vary in length, but generally fill 7-10 days of 45-minute daily instruction or 5-7 blocks.



PHASE 1

Establish Meaning

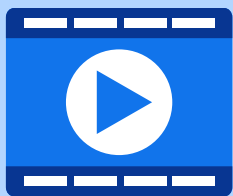
PHASE 2

Acquisition through
narrative

PHASE 3

Content-based
connection

STRATEGIES AND RESOURCES USED TO FOSTER LANGUAGE ACQUISITION:



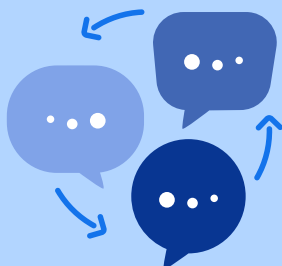
**AUTHENTIC
RESOURCES**



GAMES



SONGS



CONVERSATION



IMAGINATION



TEXTS

Somos 1 Novice

Somos 1 Unit 1*

Dice

dice, este/esta es, una persona, un chico, una chica, se llama

*Los pollitos dicen
children's song*

Somos 1 Unit 2

Corre

camina hacia, corre, ve

La carrera de San Silvestre, The Running of the Bulls

Somos 1 Unit 2.5

La cumbia

no puede, hay, va a

Cumbia & the cultural diversity of Latin America

Somos 1 Unit 3

El canal de Panamá

nunca, cierra, abre, la puerta, son las [ocho]

The Panama Canal, Panama

Somos 1 Unit 4

La universidad

toma, habla, quiere ser

Universities in Spanish-speaking countries

Somos 1 Unit 5

La corrida de toros

tiene, hermano, novio, está enojado, va a

Bullfighting: culture or torture?

Somos 1 Unit 6*

Siéntate

se sienta, levanta, le grita

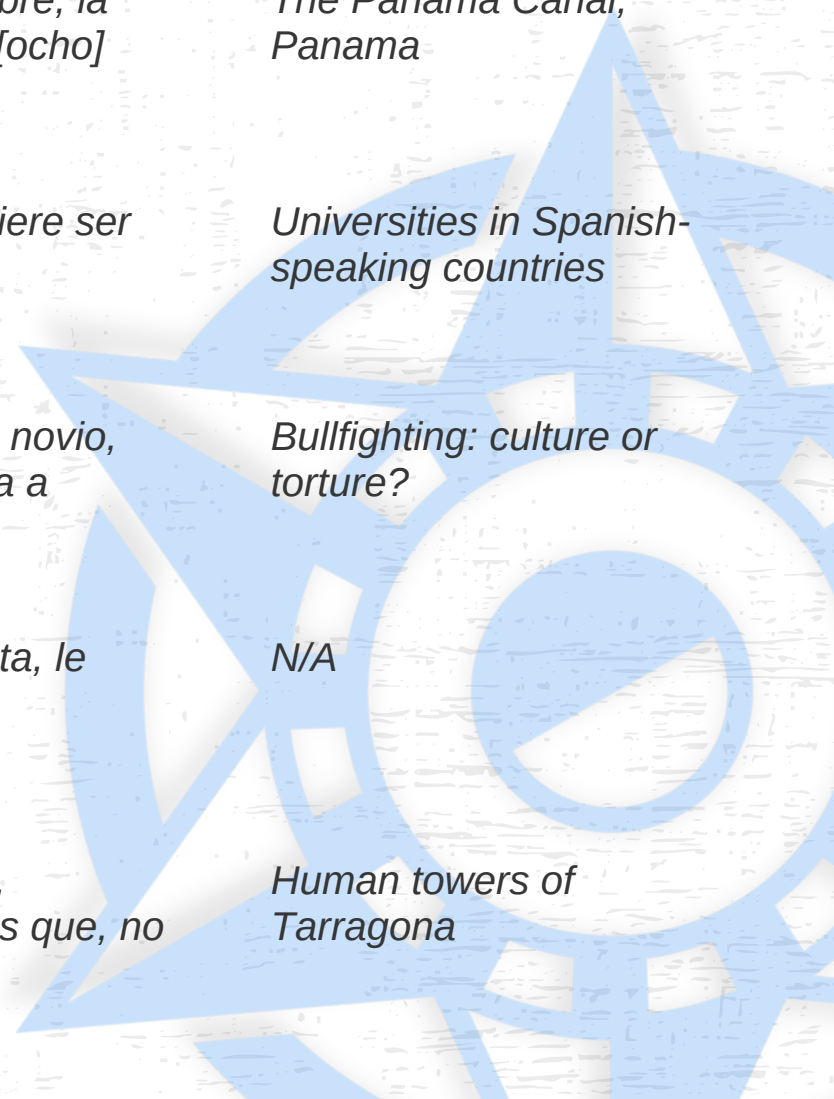
N/A

Somos 1 Unit 7

Los castells de Tarragona

siempre, ayuda, simpático, tienes que, no puede

Human towers of Tarragona



Somos 1 Unit 8

La comida latina

busca, encuentra, sabes

Traditional foods from Spanish speaking countries

Somos 1 Unit 9

Leyendas espeluznantes

tiene miedo de, mira, hacia

El Cucuy

Somos 1 Unit 10

Como agua para chocolate

tiene hambre, está triste, llora, come

Food & emotions; Like Water for Chocolate, Crocodile Tears

Somos 1 Unit 11

Los deportes

eres, juega, un deporte, quiere jugar

Sports in Spanish speaking countries & Hispanic athletes

Many teachers end Year 1 here

Somos 1 Unit 12

La adolescencia

agarra, no conoce, nadie, sale de

Dating customs & Quinceañeras

Somos 1 Unit 13

El acoso callejero

la mujer, el hombre, comienza a, piensa que, verdadero

Piropos, El chico del apartamento 512 & Selena

Somos 1 Unit 14

Los derechos de los niños

el niño, escucha, lo que hace, debe hacer

Los niños prisioneros de Bolivia, Los derechos de los niños

Somos 1 Unit 15

El gaucho argentino

vive, solo, trabaja en, necesita

Gauchos, Mate

Somos 1 Unit 16

El activismo

miente, dice la verdad, fui/fuiste/fue, le cree, se lleva, siguiente

Las abuelas de Plaza de Mayo & La Guerra Sucia

Somos 1 Unit 17

La inmigración

llega, país, regresa, ahí, lleva

*Migration and
Immigration to the US*

Somos 1 Unit 18

Las supersticiones

*le da, devuelve, le
parece, extraño*

*Superstitions from
various Spanish
speaking countries*

Somos 1 Unit 19

La educación

*viene, pueblo, toda la
gente, pone, encima de*

Biblioburro

Somos 1 Unit 20

El consumo responsable

*deja, lleva, camisa,
mismo, tienda*

Conservation

Somos 1 Unit 21*

Una aventura de camping

*se duerme, durante, la
noche, oye, algo*

**Teachers use these units in
Years 2, 3, and 4 based on the
topics that they would like to
cover in their courses.**

Somos 1 Unit 22

Los tres cerditos

*teme, construye, con cuidado,
toca, feroz, déjame, sopla,
termina*

*Extension: Natural
disasters*

Somos 1 Unit 23

El peregrinaje

quiere ir, se queda, sigue

*El Camino de Santiago,
Las promesas*

Somos 1 Unit 24

El ecoturismo

*disfrutaron, protegieron,
viajaron, se hicieron*

*Ecotourism and
Sustainability in Costa
Rica*

Somos 1 Unit 25

La generosidad

*cuesta, demasiado, compra,
vende*

*The Spanish Christmas
Lottery*

Somos 1 Unit 26

Los primeros

*se da cuenta de, fue el primero en
(hacer algo), está decidido a, está
decepcionado, logra su meta*

*The Solar System and
Latino Astronauts*

Somos 1 Unit 27

La siesta

*hay que, poco a poco, se
aburre*

Siestas

Somos 2 Intermediate

Somos 2 Unit 1

Foundations

fue, dijo, vio

*Basic past tense
narration*

Somos 2 Unit 2

La muchacha y la ardilla

*se acercó a, vio que
había, se lo llevó*

-AR regular preterite

Somos 2 Unit 3

Volvió temprano

*volvió, temprano,
conoció a, un joven, se
divirtieron*

-ER/-IR regular preterite

Somos 2 Unit 4

¿Soy gringo?

*sirvió, prefirió, sugirió, se
divirtió*

*preterite e-i stem change
verbs*

Somos 2 Unit 5

Ruidos en la noche

*cayó, suelo, leyeron,
peródico, oyó, ruido*

*preterite i-y stem change
verbs*

Somos 2 Unit 6

El secreto

*trajo, no pudo, supo la
verdad*

irregular preterite verbs

Somos 2 Unit 7

El acosador

era, iba, veía

imperfect irregular verbs

Somos 2 Unit 8

El hombre feliz

era, iba, veía

N/A

Somos 2 Unit 9

*La chancla &
breaking away from
chancla culture*

*aguantaba, se quejaba
de, no me contestes*

-AR regular imperfect

Somos 2 Unit 10

La pareja ideal

quería, tenía, olía a

-ER/-IR regular imperfect

Somos 2 Unit 11

*El que se enoja,
pierde*

Somos 2 Unit 12

El lago encantado

Somos 2 Unit 13

*Estar + participio
pasivo*

Somos 2 Unit 14

*El pretérito
perfecto*

The Somos 2 Intermediate Curriculum begins to transition students from structured units to text and topic-based units. Students read and discuss several legends and complete communicative tasks such as analyzing clues to solve an imagined crime.

Upon completion of the Somos 1 and 2 Curriculum, teachers build their courses around the shared reading of various novels and/or the Huellas Curriculum by Somewhere to Share.

Questions?

Contact info@comprehensibleclassroom.com

Unit Contents

Each Somos Unit is a digital download that includes the following components:

Lesson Plans (PDF)

Worksheets (PDF)

Answer Keys (PDF)

SOMOS 1 Unit 2

SOMOS 1 UNIT 2

Suggested lesson plans

DAY 1

MATERIALS NEEDED

- Unit 2 slideshow
- Establishing Meaning guide (1 copy, for the teacher)
- Individual whiteboards, dry erase markers, and erasers (1 per student)

Lesson overview:
Today, students will:

- translate a simple story
- interpret new vocabulary in context
- enjoy a song

Lesson objective:
I can understand new vocabulary words in context.

Campanada
2 minutes

The Campanada is the daily warm-up or "bell-ringer" activity. For more information about how to structure and assess this daily activity, please visit <https://bit.ly/3dickchette>

PROMPT: Slideshow Slide 2
Translate this story to English:

Este es un chico que se llama Filiberto. Filiberto es un estudiante inteligente. Filiberto le dice a Julia: «La clase de Español es fenomenal!» Julia le responde: «No, la clase de Español es terrible!»

Review the Campanada
2 minutes

Correct answer: This is a boy named Filiberto. Filiberto is a smart student. Filiberto says to Julia, "Spanish class is awesome!" Julia responds, "No, Spanish class is terrible!"

Establish Meaning
3 minutes

Establishing Meaning is the first step in the process for introducing vocabulary that is used in the Somos Curriculum. To read a detailed description of each step in the process, please visit <https://bit.ly/3dickchette>

Display SLIDESHOW Slide 4 with the Core Vocabulary words or write the words and their meanings on the board with black and blue markers:

- corre - s/he runs, they (singular) run
- camina hacia - (s/he) walks toward, they (singular) walk toward
- ve - (s/he) sees, they (singular) sees

If desired, have students add these words to a dictionary.

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Name: _____ Class: _____

Dos eventos populares

INSTRUCTIONS: Compare and contrast *El encierro de San Fermín* with *La carrera de San Silvestre*. Copy the facts from the table below into the appropriate section of the Venn diagram.

La carrera de San Silvestre

El encierro de San Fermín

Muchas personas corren en este evento.	Es en diciembre.	No es en América Latina.	Es en América Latina.
Muchos animales participan.	Es una carrera.	Los participantes corren varios kilómetros.	Los participantes corren 849 metros.
Es popular.	Es una competencia.	Es un evento.	Los observadores ven toros.
Miles (1000s) de personas participan.	Los participantes corren rápidamente.	Es en Pamplona.	Se originó en Brasil.

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Nombre y apellidos: _____ Fecha: _____

Los toreros

Un **torero** es una persona que participa en una **corrida de toros**. Durante una corrida de toros, un torero y un toro combaten. El objetivo es **matar** el toro.

Los toreros tienen fama. Ellos van a muchas **ciudades** diferentes para participar en las corridas de toros. Cuando van a esas ciudades, **son** celebrados. Muchas personas van a las corridas de toros para ver a sus toreros favoritos. Muchas personas que van a las corridas de toros tienen fotos de sus toreros favoritos porque quieren sus autógrafos.

Los toreros famosos tienen fama y también tienen fortuna. Los toreros más talentosos y más famosos tienen la oportunidad de recibir el equivalente a \$75 000 o más por matar un toro. Tienen casas grandes y tienen carros rápidos.

Los toreros también son muy controveriales. Muchas personas tienen opiniones **sobre** las corridas de toros. Muchas personas van a las corridas de toros. Esas personas van a las corridas porque, en su opinión, es un arte. También dicen que es una tradición cultural. Dicen que los toreros tienen un talento extraordinario y que son artistas.

Pero también hay muchas personas que dicen que las corridas de toros son terribles. Ellos nunca van a las corridas de toros para ver las corridas. Solo van a las corridas de toros para protestar. Están enojados con los toreros. Están enojados con las personas que van a las corridas. Tienen compasión por los toros y dicen que los toreros son crueles.

torero bullfighter **corrida de toros** bullfight **matar** to kill **ciudades** cities **sobre** about

INSTRUCTIONS: Respond to the following questions, based on the text, in English.

- What are three things that toreros have, according to the text, in English?
to get \$75K for killing a bull, big houses, fast cars, talent
- What are two reasons that people that go to bullfights give to explain why they go? because bullfighting is an art or cultural tradition or to protest
- Bullfighting's critics are angry! With which two groups of people are they angry? bullfighters and people that go to the bullfights
- Translate these two sentences into English:
"Tienen casas grandes y tienen carros rápidos." they have big houses and fast cars
"Muchas personas van a las corridas de toros para ver a sus toreros favoritos." many people go to bullfights to see their favorite bullfighters

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Unit Overview (Editable)

Slideshow (Editable)

SOMOS 1 UNIT 1 "DICE"	
Essential Questions	- How can I introduce myself or someone else in Spanish? - What information do I need to know about someone else when I first meet them?
Benchmarks	Interpretive I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Interpersonal I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Presentational I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. Cultural - In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. - I can interact at a survival level in some familiar everyday contexts.
AP Themes	- Personal and Public Identities - Gender and Sexuality; Language and Identity - Family and Communities - Age and Class
Proficiency Orientation	Four Modalities Which of the four modalities are used to communicate about something appropriate and accurately for a purpose. Listening Listening: Listening to the teacher tell a story, listening to Los Pollos Diez Reading Reading: Reading short biographies (real and fictitious), reading song lyrics, reading stories Writing Writing: Fill in the blanks (Novice Level), translation Speaking Speaking: One word responses during storyasking (yes/no), otherwise, singing Los Pollos Diez Language + Culture How is culture addressed in this unit? - Los pollos diez (traditional children's song) - Culturally appropriate introductions Real World Purpose How does this unit prepare students to communicate in the real world? - Introducing self and others - Repeat what someone else says - Expressing disagreement (Middle Level) - Understanding questions Student Outcomes How does this unit build on what students already know, and can do? - Sheltered vocabulary - New words are added into conversation only at an assessable rate - Addresses an early need to be able to introduce yourself to someone else - Output is not forced; learners are allowed a short period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)
Summative Assessments	None (students have no real functional language ability after four days in a language class). Please see notes about assessment at the end of the unit plans for more information.

¿Cuál de estos animales dice: «pío pío»?



los pollitos



las personas



los caballos



los cerdos

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Download a free unit

The Curriculum can be purchased through Teachers Pay Teachers or through The Comprehensive Classroom.



Somos Original or Somos Flex?

The Somos Curriculum is available in two formats.

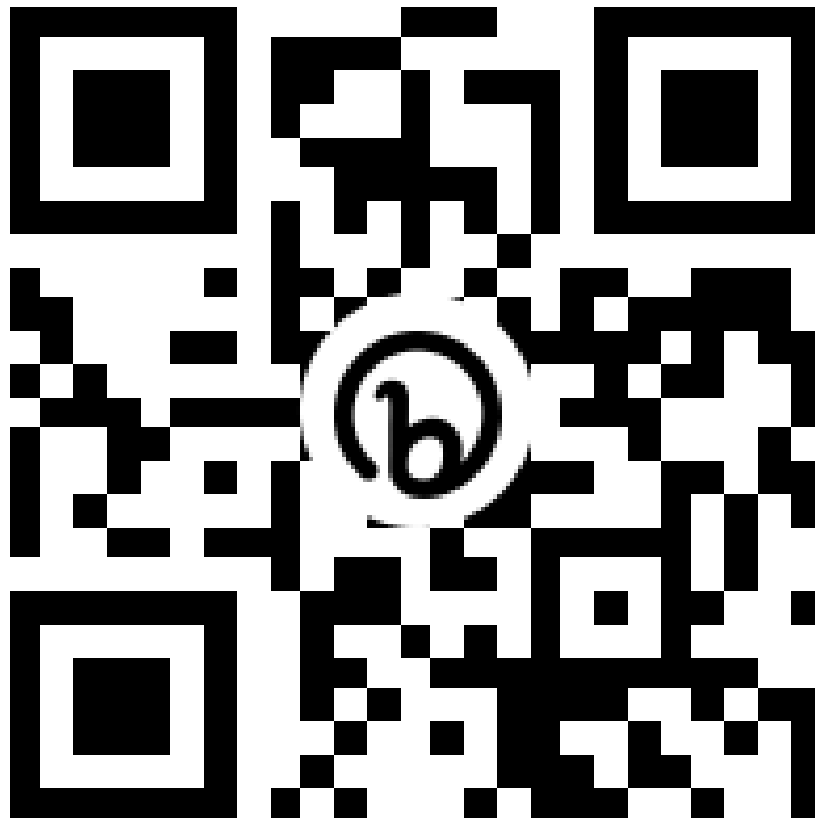
The original curriculum was designed for use in physical classroom settings, and it includes a wide range of activities that incorporate movement and authentic resources.

The Somos Flex curriculum offers a more routine unit structure and is better equipped to meet the diverse demands of hybrid and virtual courses..

	SOMOS ORIGINAL	SOMOS FLEX
AUTHENTIC RESOURCES		
PERSONALIZATION		
MOVEMENT		
STRUCTURED		
MORE STORIES		
VARIETY		
FULLY EDITABLE		
DEEPER CULTURE		

THE COMPREHENSIBLE CLASSROOM

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