

**Trinity Area School District
Template for Curriculum Mapping, Spanish I**

Course: Spanish I Grade: 8-12 Designer(s): Spanish Dept.	Overview of Course: This is a yearlong course that allows the students the opportunity to develop reading, writing, speaking, and listening skills in Spanish while experiencing a multicultural viewpoint of the world. Students will learn and demonstrate basic knowledge of different sounds, words, cultures, customs, attitudes, and beliefs.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Communication	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	To effectively communicate, you need to develop reading, writing, speaking and listening skills in the target language.	How can I communicate in the target language?
Cultures	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	People in other countries behave and act differently.	How can I relate and understand cultures of other countries?

<p>Connections</p>	<p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>Language and culture intertwine.</p>	<p>How do language and culture relate?</p>
<p>Comparisons</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Similarities and differences exist between the native and target languages as well as cultures.</p>	<p>How can I demonstrate the complexity of languages and cultures?</p>
<p>Communities</p>	<p>5.1 Student use the language both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Using the language outside of school is interesting and fun.</p>	<p>How can I use the target language outside of school setting?</p>

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
August, September, October (mid)	Para Empezar	<p>Communication</p> <p>Cultures</p> <p>Connections</p> <p>Comparisons</p> <p>School</p> <p>Classroom</p> <p>Weather</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>All languages use their own alphabet, sounds, and/or way of writing.</p> <p>Different cultures have different etiquette when greeting and saying farewell.</p> <p>Each culture has a different counting system.</p> <p>Each culture has a unique way of telling time.</p> <p>Each culture has a different way of organizing the calendar.</p>	<p>How do I recite the alphabet in the target language?</p> <p>How do I say hello and goodbye in the target language?</p> <p>How do I ask and respond to the question “How are you?” in the target language?</p> <p>How do I count to 100 in the target language?</p> <p>How do I tell time in the target language?</p> <p>How do I say the days, months, and season in the target language?</p>		

				<p>Each culture is affected by its geographical location.</p> <p>Each culture has a different way of saying various nouns.</p> <p>There are many different cultural celebrations in the world.</p>	<p>Where do native speakers of the target language live?</p> <p>How does geographical location influence the way they live?</p> <p>How do I identify objects in the classroom, body parts, and/or, family members using the target language?</p> <p>How do target cultures celebrate various occasions?</p>		
<p>(mid) October – (mid) November</p>	<p>1A ¿Qué te gusta hacer?</p>	<p>Communication Culture Connections Comparisons Communities</p> <p>Likes/dislikes Infinitives</p> <p>*Día de los Muertos celebration*</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the</p>	<p>Spanish speaking people use verbs like gustar to talk about likes and dislikes.</p> <p>Spanish speaking people have a different view of death.</p>	<p>How do I use verbs like gustar to talk about likes and dislikes?</p> <p>How do Spanish speaking people view death?</p>		

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(mid) November – (mid) December	1B ¿Cómo eres?	<p>Communications Cultures Connections Comparisons Communities</p> <p>Adjectives Definite/indefinite articles Word order Gender/number agreement</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the</p>	<p>All nouns have gender and number and all adjectives must agree.</p> <p>Word order in Spanish is sometimes different than in English.</p>	<p>How do I make adjectives agree?</p> <p>How is word order different?</p>	

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(mid) December – (mid) January	2A Tu día en la escuela	<p>Communications Cultures Connections Comparisons Communities</p> <p>Classroom items Prepositions of location Subject pronouns Ar verbs</p> <p>*Navidad celebration*</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the</p>	<p>One type of verbs is AR.</p> <p>Prepositions tell where things are located.</p> <p>Hispanic people have a very extensive Christmas celebration.</p>	<p>How do I use AR verbs?</p> <p>How do I describe my classroom?</p> <p>How do Spanish speakers celebrate <i>Navidad</i>?</p>	

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(mid) January – (mid) February	2B Tu sala de clases	<p>Communications Cultures Connections Comparisons Communities</p> <p>Classroom ítems Prepositions of location ESTAR Plurals of nouns and articles</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an</p>	<p>Prepositions tell where things are located.</p> <p>Estar is irregular but a very common verb.</p> <p>Nouns must agree in gender and number.</p>	<p>How do I describe my classroom?</p> <p>How do I use estar?</p> <p>How do I make nouns agree?</p>		

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(mid) February – (mid) March)	3A ¿Desayuno o almuerzo?	<p>Communications Cultures Connections Comparisons Communities</p> <p>Food&beverages Adverbs of frequency ER & IR verbs Likes/dislikes</p> <p>*Carnaval celebration*</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>Hispanic people’s view of lunch and dinner are different than the American view.</p> <p>ER and IR verbs are the two other types of verbs in Spanish.</p> <p>Spanish speaking people use verbs like gustar to talk about likes and dislikes.</p> <p>The celebration of Carnaval is intertwined with the Catholic faith.</p>	<p>How do Hispanic’s view lunch and dinner?</p> <p>How do I use ER and IR verbs?</p> <p>How do I talk about likes and dislikes?</p> <p>How do Hispanics celebrate Carnaval?</p>		

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(mid) March – (mid) April	3B Para mantener la salud	<p>Communications Cultures Connections Comparisons Communities</p> <p>Food & beverages Health Expressing preferences Adjectives Plurals SER vs ESTAR</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>Hispanic lifestyles are healthier than the average American lifestyle.</p> <p>There are a set of verbs in Spanish used to express preferences.</p> <p>Spanish has two verbs that mean to be.</p>	<p>How do Hispanics view their lifestyle compared to Americans?</p> <p>How do I express my point of view?</p> <p>How do I use ser vs estar in Spanish?</p>		

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(mid) April – (mid) May	4A ¿Adónde vas?	<p>Communications Cultures Connections Comparisons Communities</p> <p>Leisure activities Places The verb IR Interrogative words</p> <p>*Cinco de mayo- celebration*</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>The Hispanic attitude of their daily routine is different than the American attitude.</p> <p>IR is an irregular but a common Spanish verb.</p> <p>There are an abundance of interrogative words in Spanish.</p> <p>Cinco de mayo is not Mexican Independence Day.</p>	<p>How do I talk about what I do in my free time?</p> <p>How do I use IR?</p> <p>How do I ask an interrogative question in Spanish?</p> <p>What is the cultural significance of Cinco de mayo?</p>	

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(mid) May – June	4B ¿Quieres ir conmigo?	<p>Communications Cultures Connections Comparisons Communities</p> <p>Feelings Ir + a + infinitive stem-changing verbs</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>There are many ways to describe how someone feels.</p> <p>Ir + a + infinitive is the basic future tense.</p> <p>Stem-changing verbs are a specific type of verb in Spanish.</p>	<p>How do I talk about feelings?</p> <p>How do I talk about the future?</p> <p>How do I use stem-changing verbs?</p>		

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