## Spanish 1 Curriculum Mapping 2019-2020 Christina Strid

Unit: Preliminary Lesson	Time: August-2	2019
	Standards Taught	
<ul> <li>concepts in formal and info</li> <li>Comprehend the main ideal in the target language. (Ur</li> <li>Use accurate pronunciation and intent in formal and inf</li> <li>Determine when the compr it, and use circumlocution to 1.4)</li> <li>Examine various interaction (Compare practices and per</li> <li>Analyze various customs, to (Products and perspectives)</li> <li>Use culturally authentic tex professional growth. (Comp</li> </ul>	age to provide information, exch rmal communications. (Engage i s and significant details in oral a nderstand language 1.2) and culturally appropriate gest formal situations. (Present inforr rehension of language surpasses o successfully communicate mes as and patterns of behavior typic rspectives 2.1) raditions, beliefs, and values of t 2.2) ts and media as a response for p	in conversation 1.1) nd written presentation ures to clarify meaning nation 1.3) the ability to produce sages. (Circumlocution ral of the target culture. he target culture. personal, academic, and
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.	To practice the various grammar skills students completed: • Warm up exercises • Speaking and listening practice • assignments • Assessments
Prior Knowledge Needed	Vocabulary/Communication	Assessments
Students needed to know have a foundation in their home language.	Greetings Alphabet countries Numbers 0 to 10 Days of the Week	Students will communicate informally and formally with conversation. Students will complete a written assessment.

	Weather expressions Classroom commands	
<b>Reflection:</b> This unit is an introduction to the Spanish language. It relies on listening and speaking as an introduction to the Spanish language.	City celebrate their cult	ng people living in New York ure? ack to their neighborhood
Relevance	In order to learn a language, st hearing and listening to the spo writing. This unit is an introduc	oken language and practice

Unit: 1 United States- Time wit	th Friends	Time: Septemb	per-October 2019
	Standards	•	
<ul> <li>Use oral and written lane explain concepts in forr conversation 1.1)</li> <li>Comprehend the main in the main</li></ul>	nguage to provide mal and informal (	e information, e communication	s. (Engage in
presentation in the targ	get language. (Ur	nderstand langu	lage 1.2)
• Use accurate pronuncia	ation and cultural	ly appropriate g	gestures to clarify
meaning and intent in f 1.3)	formal and inform	nal situations. (F	Present information
<ul> <li>Determine when the co produce it, and use circ (Circumlocution 1.4)</li> </ul>			-
• Examine various interac culture. (Compare prac	-	-	ypical of the target
<ul> <li>Analyze various custon (Products and perspect)</li> </ul>		iefs, and values	of the target culture.
<ul> <li>Analyze how linguistic e target languages. (3.1 k</li> <li>Use culturally authentic and professional growt</li> <li>Analyze the use of the t world. (Compare cultur</li> <li>Integrate information a culture into various asp</li> </ul>	Knowledge of othe c texts and media h. (Compare lang target language in tes 4.2) and perspectives g	er disciplines) as a response f uages 4.1) n the communit gained from the	for personal, academic, ry, state, nation, and target language and
Differentiation/Assessment:	Classroom Mar	agement and	What will the students be
	Environ	-	doing?
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	The classroom is nine tables. The move into differ practice speech skills. Overall th environment is s and has rules ar in place.	students rent groups to and listening e structured	To practice the various grammar skills students completed: • Warm up exercises • Speaking and listening practice
			<ul><li>assignments</li><li>Assessments</li></ul>
Prior Knowledge Needed	Vocabulary/Co	mmunication	•
<b>Prior Knowledge Needed</b> Students need to know vocabulary and skills from		mmunication	Assessments
Students need to know	Vocabulary/Co Chapter 1	age	Assessments     Assessments     Students will communicate

	Consideration of the second se	
	Ser and gustar	
	Chapter 2	
	Adjectives	
	Nouns	
	Describing people	
	Articles and adjective	
	agreement	
Reflection: This unit builds on	<b>Essential Questions: Chapter 1</b>	
this skills on the previous chapter and helps to increase the students confidence in	Florida?	during their free time in mers and athletes affected
learning Spanish.	popular culture in the U	
	<ul> <li>How would being Cubar artist's work?</li> </ul>	
	<ul> <li>What are the favorite a language school in Flori</li> </ul>	activities of teens in a dual- da?
	<ul> <li>What Latino cultural ele and Miami?</li> </ul>	ements exist in San Antonio
	<b>Essential Questions: Chapter 2</b>	
	<ul> <li>What do teenagers do a you live?</li> </ul>	nt the Paseo del Rio and where
	<ul> <li>How does local environi people ear?</li> </ul>	ment affect the food that
		e there to do in San Antonio, ive?
		es change when they are
	• •	activities and traditional foods
<b>Relevance:</b> Students need to b agreement in written and oral	e able to use subject pronoun ar expression.	nd verbs with correct

Unit: Unit 2- Let's Go to School	Time: October-November
Si	tandards Taught
• Use oral and written language to pro	ovide information, exchange ideas, and explain
concepts in formal and informal com	nmunications. (Engage in conversation 1.1)
• Comprehend the main ideas and sign	nificant details in oral and written presentation
in the target language. (Understand	l language 1.2)
• Use accurate pronunciation and cult	urally appropriate gestures to clarify meaning
and intent in formal and informal sit	uations. (Present information 1.3)
• Determine when the comprehension	of language surpasses the ability to produce
it, and use circumlocution to success	fully communicate messages. (Circumlocution
1.4)	

- Examine various interactions and patterns of behavior typical of the target culture. (Compare practices and perspectives 2.1)
- Analyze various customs, traditions, beliefs, and values of the target culture. (Products and perspectives 2.2)
- Use culturally authentic texts and media as a response for personal, academic, and professional growth. (Compare languages 4.1)
- Analyze the use of the target language in the community, state, nation, and world. (Compare cultures 4.2)

Differentiation/Assessment:	<b>Classroom Management and</b>	What will the students be
	Environment:	doing?
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.	To practice the various grammar skills students completed: • Warm up exercises • Speaking and listening practice • assignments • Assessments
Prior Knowledge Needed	Vocabulary/Communication	Assessments
Students needed to know have a foundation in their home language and previous Spanish language skills.	Chapter 1 -Numbers 11 to 100 School subjects and activities adverbs, ar verbs, tell time Chapter 2- classroom objects, feelings, places in school Verb estar, ir Express feelings and where you are going to go	Students will communicate informally and formally with conversation. Students will complete a written assessment.

<b>Reflection:</b> Students did well with active learning activities with the grammar and the topics	<ul> <li>Essential Questions:</li> <li>Chapter 1</li> <li>Does your city or town have a main square?</li> <li>How does the way students dress reflect a culture?</li> </ul>
engaged the students as they related to their lives.	<ul> <li>How does society affect public artwork?</li> <li>What is Chichen Itza and what can you find there?</li> <li>Chapter 2</li> </ul>
	<ul> <li>How is the Mexican school year different or similar to yours?</li> <li>What do ancient artifacts teach us about culture?</li> <li>What does a self-portrait reveal about an artist?</li> </ul>
	<ul> <li>How would you talk about your favorite class?</li> <li>How does art reflect a culture's view of the natural world?</li> </ul>
	<ul> <li>What are some Mexican and Dominican cultural elements?</li> </ul>
<b>Relevance</b> Students will use the grammar ideas in the target language.	and vocabulary skills to be able to express their thoughts and

Unit: Unit 3- Eating with the Fa	mily- Puerto	Time: Novemb	er- December
Rico			
_	Standard ge to provide in mal communica and significant derstand langua and culturally a ormal situations chension of lang successfully co s and patterns a spectives 2.1) aditions, beliefs 2.2) ents are used to ther disciplines cructures of the ion 3.2) is and media as are languages 4 t language in th	ations. (Engage i details in oral a age 1.2) ppropriate gestu (Present inform page surpasses mmunicate mes of behavior typic , and values of t convey meaning 3.1) target language a response for p 1.1)	n conversation 1.1) nd written presentation ures to clarify meaning nation 1.3) the ability to produce sages. (Circumlocution al of the target culture. he target culture. the target culture. in the home and target correlate to the home ersonal, academic, and
<b>Differentiation/Assessment:</b> Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	Enviro	e students erent groups to h and listening he structured	What will the students be doing? To practice the various grammar skills students completed: • Warm up exercises • Speaking and listening practice • assignments • Assessments
Prior Knowledge Needed	Vocabulary/C	ommunication	Assessments
Students needed to know have a foundation in their home language and previous Spanish language skills.	Chapter 1 Food and bever Question words Er and Ir verbs		Students will communicate informally and formally with conversation.

<ul> <li>The students enjoyed trying some different cultural foods during this unit. We also did a project using a family map (real or imaginary) that helped the students practice their vocabulary skills.</li> <li><i>How do historical influences affect the food that people eat?</i></li> <li><i>What are some of the food items that people from Puerto Rico buy on a regular basis?</i></li> <li><i>What are some aspects of Puerto Rican and Salvadoran culture?</i></li> <li><i>Chapter 2</i></li> <li><i>Does your family have any traditions or customs involving mealtimes?</i></li> <li><i>What do elections reveal about a culture?</i></li> <li><i>How does a quinceanera celebration compare to a Sweet Sixteen celebration?</i></li> <li><i>What are some cultural traditions in Puerto Rico and Peru?</i></li> </ul>	Reflection:	Chapter 2 Family members Months and numbers De with possession Possessive adjectives comparatives Essential Questions:	Students will complete a written assessment.
	The students enjoyed trying some different cultural foods during this unit. We also did a project using a family map (real or imaginary) that helped the students practice	<ul> <li>Chapter 1</li> <li>What would you like to weather?</li> <li>How do historical influe people eat?</li> <li>What are some of the for Puerto Rico buy on a region of the</li></ul>	ences affect the food that food items that people from gular basis? Tof Puerto Rican and any traditions or customs al about a culture? Ta celebration compare to a on?

Unit: Unit 4- Downtown - Spain		February
	Standards Taught	
<ul> <li>concepts in formal and info</li> <li>Comprehend the main ideal in the target language. (Ur</li> <li>Use accurate pronunciation and intent in formal and inf</li> <li>Determine when the compr it, and use circumlocution to 1.4)</li> <li>Examine various interaction (Compare practices and per</li> <li>Analyze various customs, to (Products and perspectives)</li> <li>Analyze how linguistic elem- languages. (Knowledge of of Analyze how grammatical so language. (Acquire informa)</li> <li>Use culturally authentic tex professional growth. (Comp</li> </ul>	age to provide information, exch rmal communications. (Engage i s and significant details in oral a derstand language 1.2) and culturally appropriate gest formal situations. (Present inforr ehension of language surpasses o successfully communicate mes and patterns of behavior typic respectives 2.1) raditions, beliefs, and values of t 2.2) then disciplines 3.1) tructures of the target language tion 3.2) ts and media as a response for p pare languages 4.1) et language in the community, su	in conversation 1.1) nd written presentation ures to clarify meaning nation 1.3) the ability to produce sages. (Circumlocution ral of the target culture. the target culture. g in the home and target correlate to the home personal, academic, and
	- ,	
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<b>Differentiation/Assessment:</b> Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	Classroom Management and	
Students who needed the extra help received guided notes, extra individual practice, modified questions	Classroom Management and Environment: The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures	doing? To practice the various grammar skills students completed: • Warm up exercises • Speaking and listening practice • assignments

	Tener expression, stem
	changing and direct object
	pronouns
	Chapter 2
	Town and restaurant
	Stem changing verbs o-ue and
	e-i
	Order from a menu and describe
	a town
Reflection:	Essential Questions:
Students enjoyed learning	Chapter 1
about shopping and	• Where do you like to shop for clothes?
recreational activities. The	• How might dreams influence and artist's work?
students enjoyed comparing	• How does geography affect a country's climate?
their activities with the	• How would you describe winter in your area?
activities in other countries.	<ul> <li>What are some elements of Chilean or Spanish</li> </ul>
	culture?
	Chapter 2
	• What do you like to do on weekends?
	• How do local markets reflect the culture of an area?
	• Why might an artist create a version of another
	artist's masterpiece?
	• What are some of the weekend activities that people
	enjoy in Spain and Chile?
	• What messages can an artist communicate through a painting?
	<ul> <li>What are some aspects of culture in Spani,</li> </ul>
	• What are some aspects of culture in spain, Guatemala, and Chile?

Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.

<b>Unit:</b> Unit 5- Welcome to our H	louse!   Time: Februa	ry - March
<ul> <li>concepts in formal and info</li> <li>Comprehend the main ideal in the target language. (Ur</li> <li>Use accurate pronunciation and intent in formal and inf</li> <li>Determine when the compr it, and use circumlocution to 1.4)</li> <li>Examine various interaction (Compare practices and per</li> <li>Analyze various customs, to (Products and perspectives)</li> <li>Analyze how linguistic element languages. (Knowledge of openent)</li> <li>Analyze how grammatical so language. (Acquire informatica)</li> </ul>	and culturally appropriate ges formal situations. (Present infor rehension of language surpasses o successfully communicate me ns and patterns of behavior typi rspectives 2.1) raditions, beliefs, and values of 2.2) tents are used to convey meaning other disciplines 3.1) structures of the target languag	in conversation 1.1) and written presentation tures to clarify meaning mation 1.3) is the ability to produce ssages. (Circumlocution cal of the target culture. the target culture. g in the home and target e correlate to the home
<ul> <li>professional growth. (Comp</li> <li>Analyze the use of the target (Compare cultures 4.2)</li> <li>(Spanish in the community)</li> </ul>	et language in the community, s	state, nation, and world.
• Analyze the use of the targe (Compare cultures 4.2)	et language in the community, s	What will the students be
<ul> <li>Analyze the use of the targe (Compare cultures 4.2)</li> <li>(Spanish in the community)</li> </ul>	et language in the community, s 5.1) Classroom Management and	
<ul> <li>Analyze the use of the targe (Compare cultures 4.2)</li> <li>(Spanish in the community)</li> <li>Differentiation/Assessment:</li> <li>Students who needed the extra help received guided notes, extra individual practice, modified questions</li> </ul>	et language in the community, s 5.1) Classroom Management and Environment: The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures	What will the students be doing?To practice the various grammar skills students completed:• Warm up exercises• Speaking and listening practice• assignments

	Parties and chores Irregular verbs Affirmative commands Acabar de and infinitive Saying what you do and what you will do	
<b>Reflection:</b> This chapter included a housing and community project which engaged the students and led to increased language acquisition.	unique? • Where would you prefer • How do Ecuador and Arg geographical sites? Chapter 2 • Where and with whom a birthday? • How do people show pri • Why are traditional craf • How would you compary tamborito dances?	ect the way of life in a cation in the world make it to live? gentina have unique do you like to celebrate your de for their community? ts important to a culture? e the sanjuanito and the es express themselves through
<b>Relevance</b> Students will use the grammar ideas in the target language.	and vocabulary skills to be able t	to express their thoughts and

<b>Unit:</b> Unit 6- Staying healthy- E Republic	Dominican Time: Mar	- •	
Standards Taught			
<ul> <li>Comprehend the main ideal in the target language. (Un Use accurate pronunciation and intent in formal and inf</li> <li>Determine when the comprit, and use circumlocution to 1.4)</li> <li>Examine various interaction (Compare practices and per</li> <li>Analyze various customs, to (Products and perspectives)</li> <li>Analyze how linguistic elemi languages. (Knowledge of oi Analyze how grammatical si anguage. (Acquire informa)</li> <li>3.3 Analyze how the target culture.</li> <li>Use culturally authentic texi professional growth. (Compi Analyze the use of the target (Compare cultures 4.2)</li> <li>Integrate information and p</li> </ul>	rmal communications. (Engo s and significant details in or oderstand language 1.2) and culturally appropriate g ormal situations. (Present in ehension of language surpas o successfully communicate s and patterns of behavior t spectives 2.1) raditions, beliefs, and values 2.2) ents are used to convey mea ther disciplines 3.1) tructures of the target langu ther disciplines 3.1) tructure has influenced the d ts and media as a response f pare languages 4.1) et language in the communit perspectives gained from the of learning (Spanish in the c	age in conversation 1.1) al and written presentation gestures to clarify meaning formation 1.3) sees the ability to produce messages. (Circumlocution ypical of the target culture. of the target culture. ning in the home and target age correlate to the home evelopment of the home for personal, academic, and y, state, nation, and world. target language and ommunity 5.1)	
Differentiation/Assessment:	Classroom Management a Environment:	nd What will the students be doing?	
Students who needed the	The classroom is set up usi		
extra help received guided	nine tables. The students	grammar skills students	
notes, extra individual	move into different groups	-	
practice, modified questions	practice speech and listenii	5	
and shortened tests.	skills. Overall the environment is structured	Speaking and	
	and has rules and procedui	listening practice	
	in place	es assignments	

in place.

• Assessments

Prior Knowledge Needed	Vocabulary/Communication	Assessments
Students needed to know have a foundation in their home language and previous Spanish language skills.	Chapter 1 Sports and sports equipment Verbs jugar, saber and conocer Chapter 2 Parts of the body Preterite ar verbs Car, gar, zar verbs Using doler	Students will communicate informally and formally with conversation. Students will complete a written assessment.
<b>Reflection:</b> Due to adjusting to online learning, we had to adjust to the pace to best meet the needs of the students.	<ul> <li>Essential Questions:</li> <li>Chapter 1 <ul> <li>Do you like to play or watch sports with your frien</li> <li>How do professional athletes support their home countries?</li> <li>How can artists reflect the people of their country through their artwork?</li> <li>What are some of the activities that you can enjoy the Palacio de los Deportes?</li> <li>What sport is popular in the Dominican Republic of Venezuela?</li> </ul> </li> <li>Chapter 2 <ul> <li>What outdoor activities do you like to do to stay healthy?</li> <li>How do music and dance reflect the culture of a country?</li> <li>Who are two world-class athletes representing the Dominican Republic and Venezuela?</li> <li>How can gestures and proverbs facilitate communication?</li> <li>What are some elements of the Dominican culture</li> </ul> </li> </ul>	

Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.

<b>Unit:</b> Unit 7 A Terrific Week!	Time: May	
	Standards Taught	
<ul> <li>concepts in formal and information</li> <li>Comprehend the main ideas in the target language. (United the target language. (United target language)</li> <li>Use accurate pronunciation and intent in formal and information</li> <li>Determine when the compresent of the target language circumlocution to 1.4)</li> <li>Examine various interactions (Compare practices and performant of the target various customs, the (Products and perspectives)</li> <li>Analyze how linguistic elemination of the target of target of the target of target of target of target of the target of target of the target of targe</li></ul>	and culturally appropriate gest formal situations. (Present inform ehension of language surpasses to successfully communicate mess as and patterns of behavior typic respectives 2.1) raditions, beliefs, and values of to 2.2) thents are used to convey meaning ther disciplines 3.1) tructures of the target language tion 3.2) ts and media as a response for p pare languages 4.1) et language in the community, s	in conversation 1.1) nd written presentation ures to clarify meaning nation 1.3) the ability to produce sages. (Circumlocution ral of the target culture. the target culture. g in the home and target correlate to the home personal, academic, and
Differentiation/Assessment: Students who needed the	Classroom Management and Environment: The classroom is set up using	What will the students be doing? To practice the various
extra help received guided notes, extra individual practice, modified questions and shortened tests.	nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.	grammar skills students completed: • Warm up exercises • Speaking and listening practice • assignments • Assessments
Prior Knowledge Needed	Vocabulary/Communication	Assessments
Students needed to know have a foundation in their home language and previous Spanish language skills.	Chapter 1 Preterite or er and ir verbs Talk about technology and special events, say what you did	Students will communicate informally and formally with conversation. Students will complete a

written assessment.

Reflection:	Essential Questions:	
Due to a shorter school year,	Chapter 1	
we abbreviated this chapter.	• Does your region have a special beverage or food?	
	How do slang words develop?	
	• What happens when a virus infects your computer?	
	• What are some aspects of Argentine culture?	
Relevance	·	

## Relevance

Students will use the grammar and vocabulary skills to be able to express their thoughts and ideas in the target language.