

Curriculum Framework for Spanish I

School: Delaware Met

Curricular Tool: N/A

Course: Level H1/Novice Low-Novice Mid

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Mucho gusto Timeline : 3 weeks			
<p>1.1 Interpersonal Communication-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3 Presentational Communication- Students write or tell about products or practice of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc</p> <p>2.1 Cultural Practices and Perspectives-Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p>	<p>Concepts: Greetings Introductions Alphabet Numbers 0-30 Spanish-speaking countries & capitals Days of the week Weather Classroom expressions.</p> <p>Big Ideas: Across the globe, people have different concepts of greetings and salutations.</p>	<p>Essential Questions: How do students introduce themselves? How do people from other cultures introduce themselves?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Tell about a product or practice of their own culture and compare it to a similar product or practice of the targets culture. Appropriately greet one another Introduce themselves to each other and guests who visit the classroom. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
Unit Two: Tiempo con amigos Timeline: 6 weeks			
<p>1.1 Interpersonal Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3 Presentational Communication- Students write or tell about products or practice of their own</p>	<p>Concepts: Pasttimes Likes/dislikes (<i>gustar + infinitive</i>) Interrogative words Formal vs. informal you Personal pronouns and <i>ser</i> Noun/adjective agreement and placement</p>	<p>Essential Questions: What do students like to do and how does that compare with students from around the globe?</p> <p>Learning Targets: Identify pasttimes</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes</p>

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<p>culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc</p> <p>2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p> <p>3.1 Connections to Other Disciplines-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>3.2 Access to Information -Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.1 Language Comparisons-Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p>	<p>Big Ideas While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.</p>		<p>Oral Presentation Rubrics Self Assessment</p>
<p>Unit Three: En la escuela- La Vida Universitaria-Model Unit Timeline: 5 weeks</p>			
<p>1.1 Interpersonal Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p>	<p>Concepts: Time and schedules Classes and descriptors Student life Irregular verbs (<i>estar, tener, ir</i>) Present tense of regular –ar verbs</p>	<p>Essential Questions: How can students describe their school experience? How do schools compare from culture-to-culture?</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p>

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<p>1.2 Interpretive Communication - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p>1.3 Presentational Communication- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media</p> <p>2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p> <p>2.2 Cultural Products-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.2 Access to Information- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.2 Cultural Comparisons-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2 Enjoyment/Lifelong Learning-Students use</p>	<p>Big Ideas: Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • Identify classes and extra-curricular activities in the target language • Discuss classes and extra-curricular activities in the target language • Compare and contrast classes and extra-curricular activities in the United States and in the target language culture. • Interview a student in the target language about his/her current classes and activities as well as future classes and activities • Write an article in the target language about classes and extra-curricular activities • Persuade others in the target language to participate in a specific extra-curricular activity • Express feelings and emotions in Spanish. • Form questions in Spanish. 	<p>Suggested Summative Assessments</p> <p>Vocabulary quizzes Oral Presentation Rubrics Self Assessment Performance Task</p>

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various media from the language and culture for entertainment or personal pleasure			
Unit Four: La mesa de la familia Timeline: 6 weeks			
<p>1.1 Interpersonal Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3 Presentational Communication- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media</p> <p>2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p> <p>2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1 Connections to other Disciplines- Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>3.2 Access to Information- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal</p>	<p>Concepts: Family Dates Numbers 200-1,000,000 Possessive adjectives Food, restaurants, table etiquette -er/-ir verbs; <i>gustar</i>; stem-changing verbs</p> <p>Big Ideas: Families share a sense of unity and tradition that often centers around mealtimes, cuisine, and celebrations</p>	<p>Essential Questions: What is my definition of family? What do I eat that is “American”? What are some staple foods of target language countries?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Identify the main idea of short stories in the target language Research and identify career options where knowing a second language will be beneficial. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse Skit</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit</p>

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<p>interest or those with which they have limited previous experience.</p> <p>4.1 Language Comparisons- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p>5.1 Transfer to Communities-Students identify ways that knowing languages are crucial to many professions.</p>			
<p>Unit Five: Vamos de compras Timeline: 5 weeks</p>			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.2 Interpretive Communication Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p>1.3 Presentational Communication- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media</p> <p>2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple</p>	<p>Concepts: Clothing and shopping Vocabulary Getting around town Direct object pronouns People choose clothing that reflect their personal identity as well as their cultural heritage.</p> <p>Big Ideas: Culture and language are inseparable; they influence and reflect each other.</p> <p>Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.</p>	<p>Essential Questions: What clothing do teenagers wear? What cultural elements influence their choices?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Oral presentation • Identify main ideas presented in media in the target culture 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p>patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p> <p>3.1 Connections to other Disciplines -Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>4.1 Language Comparisons - Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p>5.1- Transfer to Communities Students identify ways that knowing languages are crucial to many professions.</p>			
<p>Unit Six: Bienvenido a nuestra casa (Model Unit-House and Home) Timeline: 5 weeks</p>			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.2 Interpretive Communication Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p>1.3 Presentational Communication - Students write or tell about products or practices of their</p>	<p>Concepts: Vocabulary related to rooms in the house, furniture, chore <i>ser vs. estar</i> <i>tu</i> affirmative commands Ordinal numbers</p> <p>Big Ideas: How people define a home differs according to culture, geography, and resources.</p> <p>Although houses share commonalities throughout the world, the notion of home is tied</p>	<p>Essential Questions: How does my definition of home compare to that of other students' from other cultures?</p> <p>How does the definition of chore differ depending on culture?</p> <p>What is a home?</p> <p>How and where do I live? How and where do people live in the countries where</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment Interpretive Tasks</p>

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<p>own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc</p> <p>2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.2 Access to Information - Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.2 Cultural Comparisons - Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2 Enjoyment/Lifelong Learning - Students use various media from the language and culture for entertainment or personal pleasure</p>	<p>to one's culture and personal vision</p>	<p>the target language is spoken?</p> <p>What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • describe the layout of a house • describe how and where they live • compare and contrast cultural practices and perspectives • read and decipher real estate listings in the target language • make and answer questions in the target language • decipher an authentic story in the target language • listen and comprehend authentic dialogues in the target language • design a home in the target language 	
<p>Unit Seven: Mantener un cuerpo sano Timeline: 5 weeks</p>			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to</p>	<p><u>Concepts:</u> Vocabulary related to health and emotion</p>	<p><u>Essential Questions:</u> How do I express myself and my feelings to others?</p>	<p><u>Suggested Formative Assessments</u> Interactive Word Wall Questioning</p>

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<p>commands and questions. Student also express basic likes and dislikes.</p> <p>1.3 Presentational Communication - Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc</p> <p>2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1 Connections to other Disciplines -Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>3.2 Access to Information - Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.2 Cultural Comparisons -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2 Enjoyment/Lifelong Learning -Students use various media from the language and culture for entertainment or personal pleasure</p>	<p>Parts of the body Illnesses and remedies <i>Estar</i> Sports <i>Jugar</i> <i>Ssaber vs. conocer</i> Preterit of –ar verbs</p> <p>Big Ideas: A person’s perception of health depends on cultural values related to physical definitions and emotional mores</p>	<p>How do I communicate my health or state of being to others?</p> <p>How does my definition of what it means to be healthy compare to that of someone from the target language culture?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Identify tangible products of the culture. • Transfer knowledge of geographic features to the characteristics of Spanish speaking countries. • Identify similarities and differences in products and practices that are shared by the two cultures. 	<p>Journaling Observation of oral discourse Skit</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit</p>