SPANISH 1	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
<u>Unit 1</u>	1 Week	<u>Skills</u>	<u>Texts / Materials-</u>	<u>Formative</u>	In this unit, students	<u>Communication</u>
		 Students express 	<u>Teacher</u>	Students will be asked	<u>will</u>	<u>Presentational:</u>
What are the		their own thoughts,	Realidades 1 Textbook	to share information	Work cooperatively	Learners present
benefits of		provide descriptions,	Worksheets/Activities	they have researched	toward goals and hold	information, concepts,
learning		and communicate	Teachers Pay Teachers	while in class about the	each other	and ideas to inform,
Spanish,		about familiar topics	PD / Resources	various countries.	accountable in	explain, persuade, and
specifically?		using isolated words	La Libre Language		supportive ways.	narrate on a variety of
		and short sentences.	Learning with Devon	<u>Summative</u>	Generate ideas about	topics using appropriate
Who / which		Students	Martina Bex	 Students, working in 	people or concepts	media and adapting to
countries speak		comprehend general	Mis Clases Locas with	partners,	that peers may like to	various audiences of
Spanish?		concepts and	Amy Wienhold	collaboratively work	learn about and share	listeners, readers, or
		messages that are	World Language Cafe	on a slide deck to	these ideas with your	viewers.
		explicitly taught to	with Sherry Sebesta	represent the	teachers and school	Comparisons - Cultural:
		them.	World Language	assigned country.	leaders.	Learners use the
		They ask and	Classroom with Josh	Students must	Connect in-school	language to investigate,
		respond to short,	Cabral	provide basic	learning with the	explain, and reflect on
		basic questions that	 Speaking Latino with 	information about the	world outside the	the concept of culture
		are pre-taught.	Jared Romey	country such as flag,	classroom.	through comparisons of
		Students read about	Authentic resources	population, languages		the cultures studied and
		familiar topics in the	Pinterest	spoken there,		their own.
		target language and	Instagram	government, capital,		Communities
		answer questions	Grahnforlang	typical food, music.		Lifelong Learning:
		using textual	Self created resources	arts.		Learners set goals and
		evidence of				reflect on their progress
		previously taught	Digital Resources-			in using languages for
		topics.	<u>Student</u>			enjoyment, enrichment
		 Students 	Google Classroom			and advancement.
		comprehend the	EdPuzzle video lesson			
		main idea of a simple	platform			
		text, even if not	• Kahoot			
		explicitly taught all of				
		the language.	Youtube			
		Students decipher				
		language structures				
		such as				
		informal/formal				
		language and how				

accents can affect a word's meanings. Students compare and contrast their culture with various Hispanic cultures.
Content Recognize & name most Spanish speaking countries. Explain the benefits of learning a second language and being bilingual Geography of Central & South America Geography of Europe Geography of Africa

SPANISH 1		Tan map	I	FORMATIVE &	Ι	Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	SUMMATIVE & ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 2	1 Week	<u>Skills</u>	Texts / Materials-	<u>Formative</u>	In this unit, students	<u>Communication</u>
		 Students express 	Google Slide	Google Poll	<u>will</u>	Presentational:
What is		their own thoughts,	Presentation	Exit Ticket	 Work cooperatively 	Learners present
proficiency?		provide descriptions,	See/Think/Wonder		toward goals and hold	information, concepts,
		and communicate	worksheet	<u>Summative</u>	each other	and ideas to inform,
What are the		about familiar topics		Google Classroom	accountable in	explain, persuade, and
qualities of a		using isolated words	Digital Resources-	reflection response to	supportive ways.	narrate on a variety of
good language		and short sentences.	<u>Student</u>	choice of prompts.	Generate ideas about	topics using appropriate
learner?		 Students 	Google Classroom		people or concepts	media and adapting to
		comprehend general	Google Slides Poll		that peers may like to	various audiences of
How will I track		concepts and	Youtube Video		learn about and share	listeners, readers, or
my proficiency		messages that are			these ideas with your	viewers.
journey?		explicitly taught to			teachers and school	Comparisons - Cultural:
		them.			leaders.	Learners use the
		They ask and			Connect in-school	language to investigate,
		respond to short,			learning with the	explain, and reflect on
		basic questions that			world outside the	the concept of culture
		are pre-taught.			classroom.	through comparisons of
		Students read about				the cultures studied and
		familiar topics in the				their own.
		target language and				<u>Communities</u>
		answer questions				<u>Lifelong Learning:</u>
		using textual				Learners set goals and
		evidence of				reflect on their progress
		previously taught				in using languages for
		topics.				enjoyment, enrichment
		Students				and advancement.
		comprehend the				
		main idea of a simple				
		text, even if not				
		explicitly taught all of				
		the language.				
		Students decipher				
		language structures				
		such as				
		informal/formal				
		language and how				

accents can affect a word's meanings. • Students compare
and contrast their
culture with various
Hispanic cultures.
<u>Content</u>
Know Vocabulary
Proficiency
Interpretive mode
Intrapersonal mode
Presentational
mode
communication

SPANISH 1	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 3	About 10	<u>Skills</u>	<u>Texts / Materials-</u>	<u>Formative</u>	In this unit, students	Interpersonal
Para Empezar	weeks	 Students can equate 	<u>Teacher</u>	Kahoot	<u>will</u> .	Communication:
- The Basics	Total	sounds with letters	Realidades 1 Textbook	 In class activities, 	 Take risks and view 	Learners interact and
		when heard.	<u>TedTalk videos</u>	games, &	mistakes as	negotiate meaning in
A- El Alfabeto		 Students can 	<u>Youtube</u>	questioning	opportunities to	spoken, signed, or
What does a		pronounce various	Worksheets/Activities	 Exit tickets 	grow academically	written conversations to
language's	Less than	letters using rules of	Teachers Pay Teachers		and emotionally.	share information,
alphabet tell us?	1 Week	the Spanish	PD / Resources	<u>Summative</u>	 Draw upon your 	reactions, feelings, and
		alphabet.	La Libre Language	<u>A-Alfabeto</u>	past learning, prior	opinions.
		 Students compare 	Learning with Devon	- Listening/Spelling Quiz	experiences, and	
		and contrast their	Martina Bex		the richness of	Language Comparisons:
		language(s) with	Mis Clases Locas		your cultural	Learners use the
		Spanish.	with Amy Wienhold		background to	language to investigate,
		 Students understand 	World Language Cafe		make meaning of	explain, and reflect on
		that Spanish varies	with Sherry Sebesta		new concepts and	the nature of language
		from country to	World Language		· '	through comparisons of
		country.	Classroom with Josh		apply learning on	the language studied
			Cabral		an ongoing basis.	and their own.
		Content	 Speaking Latino with 		 Generate ideas 	
		• Letters, sounds, &	Jared Romey		about people or	<u>Cultural Comparisons:</u>
		pronunciations	<u>Authentic resources</u>		concepts that	Learners use the
		specific to Spanish.	Pinterest		peers may like to	language to investigate,
		• Rules @ C & G, B &	Instagram		learn about and	explain, and reflect on
		V, and Y & LL.	Grahnforlang		share these ideas	the concept of culture
		Language differences	Self created resources		with your teachers	through comparisons of
		between different			and school leaders.	the cultures studied and
		countries, Spain /	<u>Digital Platforms Used</u>		dita school icaacis.	their own.
		Latin America.	<u>by Student</u>			
			Google Classroom			
			EdPuzzle video lesson			
			platform			
			FlipGrid video			
			response platform			
			Kahoot			

SPANISH 1	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 3	About 10	<u>Skills</u>	<u>Texts / Materials-</u>	<u>Formative</u>	In this unit, students	<u>Interpersonal</u>
Para Empezar	weeks	 Students 	<u>Teacher</u>	Kahoot	<u>will</u> .	Communication:
- The Basics	Total	comprehend the	Realidades 1 Textbook	In class activities &	 Take risks and view 	Learners interact and
		main idea of a simple	<u>TedTalk videos</u>	games	mistakes as	negotiate meaning in
B- Los Cognados	Less than	text, even if not	<u>Youtube</u>	 Exit tickets 	opportunities to	spoken, signed, or
What is a	1 Week	explicitly taught all	Worksheets/Activities		grow academically	written conversations to
cognate and why		of the language.	Teachers Pay Teachers	<u>Summative</u>	and emotionally.	share information,
are they so		Students	PD / Resources	B-Los Cognados	 Draw upon your 	reactions, feelings, and
important?		comprehend the	La Libre Language	Students will be given	past learning, prior	opinions.
		main idea of	Learning with Devon	different readings and	experiences, and	
		readings through the	Martina Bex	will need to circle all the	the richness of	Language Comparisons:
		concept of using	Mis Clases Locas	cognates and give their	your cultural	Learners use the
		cognates to help	with Amy Wienhold	English counterpart.	background to	language to investigate,
		them.	World Language Cafe	They will summarize	make meaning of	explain, and reflect on
		 Students read about 	with Sherry Sebesta	paragraphs based on		the nature of language
		familiar topics in the	World Language	the cognates circled.	new concepts and	through comparisons of
		target language and	Classroom with Josh		apply learning on	the language studied
		answer questions	Cabral		an ongoing basis.	and their own.
		using textual	Speaking Latino with			
		evidence of English /	Jared Romey			<u>Cultural Comparisons:</u>
		Spanish cognates.	Authentic resources			Learners use the
			Pinterest			language to investigate,
		Content	• Instagram			explain, and reflect on
		Know how to use	Grahnforlang			the concept of culture
		cognates to help	Self created resources			through comparisons of
		them in Spanish				the cultures studied and
		English/Spanish	Digital Platforms Used			their own.
		cognates.	<u>by Student</u>			
			Google Classroom			
			EdPuzzle video lesson			
			platform			
			• Kahoot			
			Flipgrid Video			
			platform			

SPANISH 1	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 3	About 10	<u>Skills</u>	<u>Texts / Materials-</u>	<u>Formative</u>	In this unit, students	Interpersonal
Para Empezar	weeks	 Students express 	<u>Teacher</u>	Kahoot	<u>will</u> .	Communication:
- The Basics	Total	their own thoughts,	Realidades 1 Textbook	 In class activities, 	 Take risks and view 	Learners interact and
		provide descriptions,	<u>TedTalk videos</u>	games, &	mistakes as	negotiate meaning in
C-Intros Y Saludos	1-2 weeks	and communicate	<u>Youtube</u>	questioning	opportunities to	spoken, signed, or
How can I		about familiar topics	Worksheets/Activities	Exit tickets	grow academically	written conversations to
communicate in		using isolated words	Teachers Pay Teachers		and emotionally.	share information,
basic		and short sentences.	PD / Resources	<u>Summative</u>	 Draw upon your 	reactions, feelings, and
conversations?		Students	La Libre Language	C-Intros Y Saludos	past learning, prior	opinions.
(tu/Ud.)		comprehend general	Learning with Devon	Students will have a	experiences, and	
		concepts and	Martina Bex	choice of 2 projects:	the richness of	Language Comparisons:
		messages that are	 Mis Clases Locas 	1. STORYBOARDTHAT	your cultural	Learners use the
		explicitly taught to	with Amy Wienhold	They may create a 6	background to	language to investigate,
		them.	World Language Cafe	pane comic strip in	_	explain, and reflect on
		They ask and	with Sherry Sebesta	which they will create	make meaning of	the nature of language
		respond to short,	 World Language 	and add at least two	new concepts and	through comparisons of
		basic questions that	Classroom with Josh	characters.	apply learning on	the language studied
		are pre-taught.	Cabral	Or	an ongoing basis.	and their own.
		 Students understand 	 Speaking Latino with 	2. FLIPGRID/SEESAW	 Generate ideas 	
		cultural norms in	Jared Romey	They may create a 6	about people or	Cultural Comparisons:
		Hispanic culture	<u>Authentic resources</u>	slide deck presentation	concepts that	Learners use the
		based on the use of	Pinterest	using various clip art	peers may like to	language to investigate,
		informal/formal	Instagram	and/or audio/visual	learn about and	explain, and reflect on
		language.	 Grahnforlang 	features including at	share these ideas	the concept of culture
		 Students compare 	Self created resources	least two characters.	with your teachers	through comparisons of
		and contrast their			-	the cultures studied and
		culture with various	<u>Digital Platforms Used</u>	For either project, they	and school leaders.	their own.
		Hispanic cultures.	by Student	will add dialogues		
			 Google Classroom 	utilizing greetings,		
		Content	 EdPuzzle video lesson 	introductions,		
		Greetings &	platform	goodbyes, and other		
		Goodbyes	 FlipGrid video 	courtesies, and asking		
		 Introduce 	response platform	basic questions of each		
		themselves and	• Kahoot	other. Then, they will		
		others.	Senor Wooly	then add a voice		
		Basic Conversation	comprehensible input	recording to the comic		
		Starters & Questions		which will be viewed by		

Initiate and maintain a short conversation.Understand the	language learning platform	the entire class and voted upon for BEST PROJECT.	
concept of formal /			
informal (tu & Ud.)			

SPANISH 1	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 3	About 10	<u>Skills</u>	Texts / Materials-	<u>Formative</u>	In this unit, students	Interpersonal
Para Empezar	weeks	Students	<u>Teacher</u>	Kahoot	<u>will</u> .	Communication:
- The Basics	Total	comprehend general concepts and	Realidades 1 Textbook TedTalk videos	In class activities, games, &	 Take risks and view mistakes as 	Learners interact and negotiate meaning in
D-Los Mandatos	Less than	messages that are	<u>Youtube</u>	questioning	opportunities to	spoken, signed, or
Command &	1 Week	explicitly taught to	Worksheets/Activities	Exit tickets	grow academically	written conversations to
Class Procedures		them.	Teachers Pay Teachers		and emotionally.	share information,
What directions			PD / Resources	<u>Summative</u>	 Draw upon your 	reactions, feelings, and
do I need to		<u>Content</u>	 La Libre Language 	D-Los Mandatos	past learning, prior	opinions.
understand in		 Various commands 	Learning with Devon	Simon Says quiz while	experiences, and	
my class?		and key words and	Martina Bex	students are in a circle	the richness of	Language Comparisons:
What are the		expressions used in	 Mis Clases Locas 	looking out, not in. This	your cultural	Learners use the
class		the classroom for	with Amy Wienhold	activity will be done as	background to	language to investigate,
procedures?		order and direction.	World Language Cafe	a formative assessment	make meaning of	explain, and reflect on
(Focus on		• Expression "cuando	with Sherry Sebesta	also.	new concepts and	the nature of language
"cuando hay")		hay"= when there	World Language		apply learning on	through comparisons of
		is What do you	Classroom with Josh		an ongoing basis.	the language studied
		do?	Cabral		an ongoing basis.	and their own.
			 Speaking Latino with Jared Romey 			
			Authentic resources			
			Pinterest			
			Instagram			
			Grahnforlang			
			Self created resources			
			Digital Platforms Used			
			by Student			
			Google Classroom			
			EdPuzzle video lesson			
			platform			
			 FlipGrid video 			
			response platform			
			• Kahoot			
			Senor Wooly			

SPANISH 1 C	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Para Empezar - The Basics	About 10 weeks Total 1 Week	Skills Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the target language and answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Content Know how to form the numbers from	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources La Libre Language Learning with Devon Martina Bex Mis Clases Locas with Amy Wienhold World Language Cafe with Sherry Sebesta World Language Classroom with Josh Cabral Speaking Latino with Jared Romey Authentic resources Pinterest Instagram Grahnforlang Self created resources Digital Platforms Used by Student Google Classroom Kahoot	 ► Kahoot In class activities, games, & questioning ► Exit tickets Summative E-Los Numeros In class quiz. 	In this unit, students will Take risks and view mistakes as opportunities to grow academically and emotionally.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

•	Know how to use now much/how many cuanto/os/a/as Know how to use the word Hay Know how to ask omeone for and say heir telephone number.
•	Know how to ask omeone and
	inswer the question
	How old are you?
	Jsing the tener verb. /erb Tener

SPANISH 1	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 3	About 10	<u>Skills</u>	<u>Texts / Materials-</u>	<u>Formative</u>	In this unit, students	Interpersonal
Para Empezar	weeks	 Students express 	<u>Teacher</u>	Kahoot	<u>will</u> .	Communication:
- The Basics	Total	their own thoughts,	Realidades 1 Textbook	 In class activities, 	 Take risks and view 	Learners interact and
		provide descriptions,	<u>TedTalk videos</u>	games & questioning	mistakes as	negotiate meaning in
F-La Fecha/Date	1 Week+	and communicate	<u>Youtube</u>	Exit tickets	opportunities to	spoken, signed, or
How to describe		about familiar topics	Worksheets/Activities		grow academically	written conversations to
the date?		using isolated words	Teachers Pay Teachers	<u>Summative</u>	and emotionally.	share information,
Who invented		and short sentences.	PD / Resources			reactions, feelings, and
the calendar?		 Students 	 La Libre Language 	F-La Fecha/Date		opinions.
Does everyone		comprehend general	Learning with Devon	Flipgrid/ Seesaw		
use the same		concepts and	 Martina Bex 	Students create a 1		Language Comparisons:
calendar?		messages that are	 Mis Clases Locas 	month calendar and put		Learners use the
Focus on Cuando		explicitly taught to	with Amy Wienhold	in various entries for		language to investigate,
and verb tener		them.	World Language Cafe	appointments / sports		explain, and reflect on
		They ask and	with Sherry Sebesta	practices and games /		the nature of language
		respond to short,	 World Language 	music and dance classes		through comparisons of
		basic questions that	Classroom with Josh	and other basic action		the language studied
		are pre-taught.	Cabral	verbs and then describe		and their own.
		 Students read about 	 Speaking Latino with 	their monthly schedule.		
		familiar topics in the	Jared Romey			
		target language and	Authentic resources			
		answer questions	Pinterest			
		using textual	Instagram			
		evidence of	 Grahnforlang 			
		previously taught	Self created resources			
		topics.				
		 Students 	Digital Platforms Used			
		comprehend the	by Student			
		main idea of a simple	Google Classroom			
		text, even if not	FlipGrid / Seesaw			
		explicitly taught all	video response			
		of the language.	platform			
			• Kahoot			
		Content				
		Days of the week.				
		 Months of the year 				

Know the date
structure and ask &
answer basic
questions about the
day/date.
Know how to use
when - cuando
Verb Tener
Recirculate #'s

SPANISH 1 C	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Para Empezar - The Basics	About 10 weeks Total 1 week+	 Skills Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the target language and answer questions using textual evidence of previously taught topics. Students compare and contrast their local weather with weather in other places. Content Seasons & weather expressions Ask & answer ?'s @ 	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources La Libre Language Learning with Devon Martina Bex Mis Clases Locas with Amy Wienhold World Language Cafe with Sherry Sebesta World Language Classroom with Josh Cabral Speaking Latino with Jared Romey Authentic resources Pinterest Instagram Grahnforlang Self created resources Digital Platforms Used by Student Google Classroom EdPuzzle video lesson platform FlipGrid / Seesaw video response platform Kahoot	Formative • Kahoot • In class activities, games, & questioning • Exit tickets Summative G-El Clima FLIPGRID/SEESAW Students will work in pairs to create a weather forecast for a specific city from a Spanish speaking country. Students must study normal weather patterns and then create the visuals for it using maps and clip art. Students will then record forecasts either just audio or with visual or may choose to act it out in class.	In this unit, students will Take risks and view mistakes as opportunities to grow academically and emotionally. Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Lifelong Learning: Learners set goals and reflect on their progress in using languages for

 Know about weather in the southern hemisphere. Know the word Hay Recirculate days and 		enjoyment, enrichment, and advancement.
months.		

SPANISH 1 Curriculum Map Hajrije Koci						
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards

Unit 3 Para Empezar - The Basics	About 10 weeks Total
H-La Clase	iotai
What do I need for school? What's in my backpack? How much do I spend on my supplies? (Focus on Tener, Costar,	1-2 Week
Necesitar, Hay & indefinite articles)	

Skills bout 10

- Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences.
- Students comprehend general concepts and messages that are explicitly taught to them.
- They ask and respond to short, basic questions that are pre-taught.
- Students comprehend the main idea of a simple text, even if not explicitly taught all of the language.
- Students compare and contrast their school supplies expenses with other Spanish speaking countries.
- Students shop at various websites of foreign countries.
- Students learn the currency and current currency exchange rates of different countries.

Content

• Know the verb TENER - to have.

Texts / Materials-

Teacher

Realidades 1 Textbook TedTalk videos Youtube

Worksheets/Activities **Teachers Pay Teachers**

PD / Resources

- La Libre Language Learning with Devon
- Martina Bex
- Mis Clases Locas with Amy Wienhold
- World Language Cafe with Sherry Sebesta
- World Language Classroom with Josh Cabral
- Speaking Latino with Jared Romey

Authentic resources

- Pinterest
- Instagram
- Grahnforlang Self created resources

Digital Platforms Used by Student

- Google Classroom
- EdPuzzle video lesson platform
- FlipGrid / Seesaw video response platform
- Kahoot
- Senor Wooly comprehensible input language learning platform

Formative

- Kahoot
- In class activities. games, & questioning
- Exit tickets

Summative

H-La Clase Project Students will make

personal lists of what they need and use for school. Then they will research and gather information on how much that will cost if shopping at Target/Staples/CVS/\$ Store. Students will then be directed to choose a specific city of a Spanish speaking country to compare their shopping list to from a list. They will be given options of stores to "shop" at and create carts with their items.

They will then make comparisons of both cities.

In this unit, students will....

- Take risks and view mistakes as opportunities to grow academically and emotionally.
- Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.
- Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.

Interpersonal **Communication:**

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Presentational **Communication:**

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

		1
COSTAR - to cost		
NECESITAR - to need		
Know the word Hay		
 Indefinite Articles 		
● Recirculate #'s		

SPANISH 1	Curricu	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
	About 10 weeks Total 1-2 weeks	Skills Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the target language and answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students learn about military time. Students compare	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources La Libre Language Learning with Devon Martina Bex Mis Clases Locas with Amy Wienhold World Language Cafe with Sherry Sebesta World Language Classroom with Josh Cabral Speaking Latino with Jared Romey Authentic resources Pinterest Instagram Grahnforlang Self created resources Digital Platforms Used by Student Google Classroom EdPuzzle video lesson platform FlipGrid video	ASSESSMENTS Formative • Kahoot • In class activities, games, & questioning • Exit tickets Summative I-La Hora STORYBOARDTHAT Students will create a 6 pane comic strip describing various events of their day. Each pane must include the time and time stamp. Students will be	In this unit, students will Take risks and view mistakes as opportunities to grow academically and emotionally. Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Lifelong Learning: Learners set goals and reflect on their progress
		and contrast their cultural norms with	comprehensible input			in using languages for

various Hispanic cultures.	language learning platform		enjoyment, enrichment, and advancement.
	• STORYBOARDTHAT		
<u>Content</u>			
Recirculate #'s vocal			
Time stamp vocab			
Military time			
Different Cultural			
norms around meal	5		
and other events.			

SPANISH 1	SPANISH 1 Curriculum Map Hajrije Koci							
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards		
Unit 3	About 10	<u>Skills</u>	Texts / Materials-	<u>Formative</u>	In this unit, students	Interpersonal		
Para Empezar	weeks	 Students express 	<u>Teacher</u>	Kahoot	<u>will</u> .	Communication:		
- The Basics	Total	their own thoughts,	Realidades 1 Textbook	 In class activities, 	 Take risks and view 	Learners interact and		
		provide descriptions,	<u>TedTalk videos</u>	games, &	mistakes as	negotiate meaning in		
J-El Cuerpo	1-2 weeks	and communicate	<u>Youtube</u>	questioning	opportunities to	spoken, signed, or		
?Que te duele?		about familiar topics	Worksheets/Activities	 Exit tickets 	grow academically	written conversations to		
What hurts you?		using isolated words	Teachers Pay Teachers		and emotionally.	share information,		
		and short sentences.	PD / Resources	<u>Summative</u>	 Draw upon your 	reactions, feelings, and		
		Students	 La Libre Language 	J-El Cuerpo Project	past learning, prior	opinions.		
		comprehend general	Learning with Devon	Students will a choice of	experiences, and			
		concepts and	Martina Bex	2 projects:	the richness of	<u>Presentational</u>		
		messages that are	 Mis Clases Locas 	1. They may work in	your cultural	Communication:		
		explicitly taught to	with Amy Wienhold	pairs to create a	background to	Learners present		
		them.	World Language Cafe	dialogue/script	1	information, concepts,		
		They ask and	with Sherry Sebesta	between a doctor and	make meaning of	and ideas to inform,		
		respond to short,	 World Language 	patient for a short skit	new concepts and	explain, persuade, and		
		basic questions that	Classroom with Josh	centered around a	apply learning on	narrate on a variety of		
		are pre-taught.	Cabral	health problem/ailment	an ongoing basis.	topics using appropriate		
		 Students read about 	 Speaking Latino with 	which they will have to	 Generate ideas 	media and adapting to		
		familiar topics in the	Jared Romey	either act out in class or	about people or	various audiences of		
		target language and	<u>Authentic resources</u>	act out and record for	concepts that	listeners, readers, or		
		answer questions	Pinterest	later viewing.	peers may like to	viewers.		
		using textual	Instagram	2. Students will work in	learn about and			
		evidence of	 Grahnforlang 	pairs and do research				

previously taught	Self created resources	on problem/ailment	share these ideas	Language Comparisons:
topics.		and create a poster	with your teachers	Learners use the
Students	Digital Platforms Used	about the ailment	and school leaders.	language to investigate,
comprehend the	<u>by Student</u>	which they will have to		explain, and reflect on
main idea of a simple	Google Classroom	share with the class		the nature of language
text, even if not	 EdPuzzle video lesson 	either live or via		through comparisons of
explicitly taught all	platform	recording for later		the language studied
of the language.	 FlipGrid video 	viewing.		and their own.
 Students compare 	response platform			
and contrast their	Kahoot			<u>Lifelong Learning:</u>
cultural norms with	Senor Wooly			Learners set goals and
various Hispanic	comprehensible input			reflect on their progress
cultures.	language learning			in using languages for
	platform			enjoyment, enrichment,
<u>Content</u>	• STORYBOARDTHAT			and advancement.
 Body parts vocab 				
 Verb doler -to hurt 				

SPANISH 1	Curricul	lum Map				Hajrije Koci
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 4 ¿Como Somos? - What are we like? How do we describe ourselves and those around us? What do we like to do?	3 Weeks	Skills Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the target language and answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students decipher language and how	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources La Libre Language Learning with Devon Martina Bex Mis Clases Locas with Amy Wienhold World Language Cafe with Sherry Sebesta World Language Classroom with Josh Cabral Speaking Latino with Jared Romey Authentic resources Pinterest Instagram Grahnforlang Self created resources Digital Platforms Used by Student Google Classroom EdPuzzle video lesson platform FlipGrid / Seesaw video response platform Kahoot Senor Wooly comprehensible input	Formative Edpuzzle assessment FlipGrid video response Kahoot In class activities, games & questioning Exit tickets Summative Students create a slide presentation all about themselves and either present it to class live or use Flipgrid to record the presentation while narrating it.	In this unit, students will Take risks and view mistakes as opportunities to grow academically and emotionally. Work cooperatively toward goals and hold each other accountable in supportive ways. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Lifelong Learning: Learners set goals and reflect on their progress in using languages for

word's meanings. • Students compare and contrast their culture with various Hispanic cultures. Content Vocabulary SWBAT: -Use different nouns used to identify peopleDescribe themselves and/or others using personality descriptions wordsDescribe themselves and/or others using physical descriptions words. Grammar SWBAT: -Identify the different parts of speechIdentify different subjects pronouns in SpanishKnow how and when to use the formal and informal language properlyKnow to use the verb SER in at least the singular forms: yo/tu/e/ella/Udknow and explain the idea of gender in	accents can affect a	language learning		enjoyment, enrichment,
Students compare and contrast their culture with various Hispanic cultures. Content Vacabulary SWBAT: -Use different nouns used to identify peopleDescribe themselves and/or others using personality descriptions wordsDescribe themselves and/or others using physical descriptions words. Semmar SWBAT: -Identify the different parts of speechIdentify different subjects pronouns in SpanishKnow how and when to use the formal and informal language properlyKnow to use the teverb SER in at least the singular forms: yo/tu/el/ella/Udknow and explain the idea of gender in	word's meanings.	platform		and advancement.
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SER in at least the singular forms: yo/tu/el/ella/Udknow and explain the idea of gender in	properly.			
singular forms: yo/tu/el/ella/Udknow and explain the idea of gender in	-Know to use the verb			
yo/tu/el/ella/Udknow and explain the idea of gender in	SER in at least the			
-know and explain the idea of gender in	singular forms:			
idea of gender in	yo/tu/el/ella/Ud.			
	-know and explain the			
	idea of gender in			
Spanish & categorize	Spanish & categorize			
accordingly.				
-Know the Definite	-Know the Definite			
Articles.	Articles.			
Know how to form	Know how to form			
plurals in nouns.	plurals in nouns.			

Vocabulary -to identify people -to describe personality -to describe physical appearance -to describe activities we like to dothe verb Gustar
Grammar -Parts of speech -Formal/Informal Language -Subject Pronouns -The verb to be -SER -Definite & Indefinite Articles -Gender -Number-Forming
Plurals -Gender & Noun-Adjective Agreement in singular and plural form

SPANISH 1	SPANISH 1 Curriculum Map Hajrije Koo						
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards	
Unit 6 ¿Cómo es mi día escolar? ¿Cómo es mi horario? ¿Cómo son mis clases y mis profesores? What is my school day like? What does my school schedule look like? How are my classes and my teachers?	2-3 weeks	 Skills Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the target language and answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students decipher language structures such as informal/formal language and how 	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources La Libre Language Learning with Devon Martina Bex Mis Clases Locas with Amy Wienhold World Language Cafe with Sherry Sebesta World Language Classroom with Josh Cabral Speaking Latino with Jared Romey Authentic resources Instagram Grahnforlang Self created resources Digital Platforms Used by Student Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input	Formative Edpuzzle assessment Kahoot In class activities & games Exit tickets Google Classroom quiz forms Summative FlipGrid video response utilizing slides of their school schedule to describe their school schedule. What do they have first, second, etc. and at what time. Students create short videos of their day with Spanish narration.	In this unit, students will Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community. Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	

accents can affect a word's meanings. Students compare and contrast their culture with various Hispanic cultures.	language learning platform		Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Content -Communicate what subjects they have in schoolCommunicate how they feel about their classesCommunicate their schedules using ordinal numbersTell time and communicate their schedules using time in hours and minutesUnderstand and tell time in military time, which is still used in many Spanish speaking countries. Vocabulary & Grammar -Vocabulary of school subjects -Adjectives to describe their classes -Ordinal numbers -Time telling			

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UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards	
Unit 7 ¿Cómo es mi día escolar? - What is my school day like? What are my in-school and after-school activities?	2-3 weeks	 Skills Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the target language and answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students decipher language structures such as informal/formal language and how 	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources • La Libre Language Learning with Devon • Martina Bex • Mis Clases Locas with Amy Wienhold • World Language Cafe with Sherry Sebesta • World Language Classroom with Josh Cabral • Speaking Latino with Jared Romey Authentic resources • Pinterest • Instagram • Grahnforlang Self created resources Digital Platforms Used by Student • Google Classroom • EdPuzzle video lesson platform • FlipGrid video response platform • Kahoot • Senor Wooly comprehensible input	Formative Edpuzzle assessment Kahoot In class activities & games Exit tickets Google Classroom quiz forms Summative FlipGrid video response utilizing slides created by students describing the various activities they do in and out of school with sentences in slides. Students create short videos of themselves doing various activities and narrating.	In this unit, students will Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community. Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Learners use the language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	

	accents can affect a word's meanings. • Students compare and contrast their culture with various Hispanic cultures. Content -Recognize and	language learning platform		Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
	conjugate AR verbs related to schoolRecognize common AR verbsCreate affirmative AND negative sentences.				
	Vocabulary & Grammar -Common AR verbs -AR verb structure/conjugation -Sentence structure in affirmative & negative -Introduction to verb GUSTAR - to like				

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UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards		
Unit 8	3-4	<u>Skills</u>	Texts / Materials-	<u>Formative</u>	In this unit, students	Interpersonal		
¿Cómo es mi escuela? - What is my school like? / How can I get around my school? / Where are all my classes	weeks	 Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the 	Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources Learning with Devon Martina Bex Mis Clases Locas with Amy Wienhold World Language Cafe with Sherry Sebesta World Language Classroom with Josh Cabral Speaking Latino with Jared Romey	Edpuzzle assessment IXL skills assessment FlipGrid video response Kahoot In class activities & games Google Classroom quiz Exit tickets Summative IXL in Context Portions of Units. Students create a map of their classroom and/or their school. Students create detailed descriptions about how their	will • Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.	Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of		
		target language and	<u>Authentic resources</u>	classroom is set up to				

answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students decipher language structures such as informal/formal language and how accents can affect a word's meanings. Students compare and contrast their culture with various Hispanic cultures.	 Pinterest Instagram Grahnforlang Self created resources Digital Platforms Used by Student Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input language learning platform 	 (hypothetically) a vision impared potential student. Students create guided directions about how to get around their school for prospective students. Flipgrid - Students create videos in Spanish as a virtual tour to prospective students. 	 Connect in-school learning with the world outside the classroom. 	listeners, readers, or viewers. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
 Content Describe their classroom. Describe their school. Understand and give locations of objects in the classroom. Vocabulary of school objects such as furniture and parts of a classroom. Vocabulary of parts of a room and 				

 Preposition phrases for location. The verb ESTAR with location words. The differences between the verbs SER & ESTAR. The verb IR. The prepositions A & De & EN, and the contractions AL & DEL Common ER/IR verbs

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UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards		
Unit 9	2-3	<u>Skills</u>	Texts / Materials-	<u>Formative</u>	In this unit, students	<u>Presentational</u>		
¿Cómo es mi/tu familia? - What is my/your family like?	weeks	 Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. 	Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources La Libre Language Learning with Devon Martina Bex Mis Clases Locas with Amy Wienhold World Language Cafe	 Edpuzzle assessment IXL skills assessment FlipGrid video response Kahoot Class activities & games Exit tickets Google Classroom quiz Summative Flipgrid - Students create slide 	will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with	Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Relating Cultural		
		 They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the 	 with Sherry Sebesta World Language Classroom with Josh Cabral Speaking Latino with Jared Romey 	presentations about their families and narrate them. • Flipgrid - Students create videos interviewing their	opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways	Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between		

target language and answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students decipher language structures such as informal/formal language and how accents can affect a word's meanings. Students compare and contrast their culture with various Hispanic cultures.	Authentic resources Pinterest Instagram Grahnforlang Self created resources Digital Platforms Used by Student Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input language learning platform	families (and putting the captions in Spanish in the video). •	• Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.	the practices and perspectives of the cultures studied. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
 Content Describe their relationships with their immediate and extended family members. Describe the ages of their family members. Create a family tree of their family or of a TV family such as Modern Family or Simpson Families. 				

Vocabulary for family mother/father/sister
/brother etc.
Adjectives of feelings
and states of being.
Possessive Adjectives
Common adjectives
CON & PARA

SPANISH 1 Curriculum Map Hajrije Koci						
UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 10 La Comida / All about Food. ¿Cómo es la hora de comer en mi casa? -What is mealtime at my house like?	2-3 Weeks	Skills Stills Students express their own thoughts, provide descriptions, and communicate about familiar topics using isolated words and short sentences. Students comprehend general concepts and messages that are explicitly taught to them. They ask and respond to short, basic questions that are pre-taught. Students read about familiar topics in the target language and answer questions using textual evidence of previously taught topics. Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students decipher language structures such as informal/formal	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources • La Libre Language Learning with Devon • Martina Bex • Mis Clases Locas with Amy Wienhold • World Language Cafe with Sherry Sebesta • World Language Classroom with Josh Cabral • Speaking Latino with Jared Romey Authentic resources • Pinterest • Instagram • Grahnforlang Self created resources Digital Platforms Used by Student • Google Classroom • EdPuzzle video lesson platform • FlipGrid video response platform • Kahoot • Senor Wooly comprehensible input	 Edpuzzle assessment IXL skills assessment FlipGrid video response Kahoot In class activities & games Exit tickets Google Classroom quiz Summative Students can create skits based on ordering food in a restaurant. Students can create menus of their "own restaurant". Students can create "commercials" videos advertising their "own restaurant". Classes can form groups and create menus and have other students/classes come to their "restaurant" and vote on best menus. 	In this unit, students will Take risks and view mistakes as opportunities to grow academically and emotionally. Work cooperatively toward goals and hold each other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community. Connect in-school learning with the world outside the classroom.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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	language learning		
	platform		
word's meanings.			
Students compare			
and contrast their			
culture with various			
Hispanic cultures.			
<u>Content</u>			
 Discuss what they 			
eat for breakfast,			
lunch & dinner.			
Discuss what they			
like and don't like			
eating.			
Discuss the			
differences between			
our (American) and			
other countries'			
eating habits.			
Order in a			
"restaurant"			
restaurant			
Food Vocabulary			
Verbs comer, beber.			
Verbos desayunar,			
almorzar, y cenar.			
Me gustaría y no me			
gustaría.			
Adjectives describing			
food.			

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I ECCENITIAI I	UNIT UNIT CONTEN	T & SKILLS CORE TEXTS & MATE	FORMATIVE & RIALS SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Los Pasatiempos & El Tiempo Libre Hobbies & Freetime ¿Qué hago en mi tiempo libre? - What do I do in my free time? ¿Adonde vas? - Where are you going? ¿Quieres ir conmigo? Do you want to come with me?	Skills Skills Students en their own a provide de and comma about fam using isola and short: Students comprehe concepts a messages explicitly to them. They ask a respond to basic questare pre-tate. Students refamiliar to target language students comprehe main idea text, even explicitly to the language students of language s	TedTalk videos Youtube Worksheets/Activit Teachers Pay Te	 FlipGrid video response Kahoot In class activities & games Google Classroom quiz Exit Tickets Summative Students create and act out dialogues between friends inviting them to events, or discussing their favorite hobbies. Students create and narrate comic strips with dialogues around pastimes, sports, and invitations. Students describe their likes and dislikes regarding pastimes and hobbies in text. 	In this unit, students will • Work cooperatively toward goals and hold each other accountable in supportive ways. • Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community. • Connect in-school learning with the world outside the classroom. • Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

lanamana and ha	la manua na la a maina		
language and how	language learning		
accents can affect a	platform		
word's meanings.			
Students compare			
and contrast their			
culture with various			
Hispanic cultures.			
•			
<u>Content</u>			
Converse about their			
hobbies and pastimes			
and sports?			
Invite friends to do			
things and to events.			
State that they "going			
to do something"			
State that they either			
like or don't like			
something			
• The verb JUGAR			
• The verb expression IR			
+ A + Infinitivo			
The verb QUERER			
Leisure activities			
Sports Vocabulary			
• Extending, Accepting,			
and declining			
invitations.			
• Learn all forms of verb			
Gustar			

I pulled out this unit cuz I have a lot of the same info from early on but I still need to incorporate some aspects of it so can you please don't delete this part.	

UNIT TITLE &		lum Map				Hajrije Koci
ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	ACTFL Standards
Unit 5	1 week	<u>Skills</u>	<u>Texts / Materials-</u>	<u>Formative</u>	In this unit, students	<u>Interpersonal</u>
¿Qué materiales		 Students express 	<u>Teacher</u>	 Edpuzzle assessment 	<u>will</u>	Communication:
escolares		their own thoughts,	Realidades 1 Textbook	Kahoot	 Advocate for varied 	Learners interact and
necesito para la		provide descriptions,	<u>TedTalk videos</u>	In class activities &	ways of learning	negotiate meaning in
escuela?		and communicate	<u>Youtube</u>	games	(i.e. project-based	spoken, signed, or
		about familiar topics	Worksheets/Activities	Exit tickets	learning,	written conversations to
What supplies		using isolated words	Teachers Pay Teachers	Google Classroom	presentations,	share information,
do I need for		and short sentences.	PD / Resources	quiz forms	station work, small	reactions, feelings, and
school?		• Students	La Libre Language		group work) that	opinions.
		comprehend general	Learning with Devon	<u>Summative</u>	accommodate the	<u>Interpretive</u>
		concepts and	Martina Bex	Students can choose	diverse learning	Communication:
		messages that are	Mis Clases Locas	to either present to	styles and interests	Learners understand,
		explicitly taught to	with Amy Wienhold	class what is in their	l '	interpret, and analyze
		them.	World Language Cafe	backpack live or	of those in the class	what is heard, read, or
		They ask and	with Sherry Sebesta	record a FlipGrid	community.	viewed on a variety of
		respond to short,	World Language Classes are with lash	video response	Experience multiple	topics.
		basic questions that	Classroom with Josh	presenting what is in	perspectives on a	<u>Presentational</u>
		are pre-taught.Students read about	Cabral	their backpacks and	topic and be	Communication:
			Speaking Latino with Israel Barray	what they need for school.	afforded the	Learners present
		familiar topics in the target language and	Jared Romey Authentic resources	SCHOOL.	opportunity to draw	information, concepts, and ideas to inform,
		answer questions	Pinterest		your own	explain, persuade, and
		using textual	Instagram		conclusions on that	narrate on a variety of
		evidence of	Grahnforlang		topic.	topics using appropriate
		previously taught	Self created resources			media and adapting to
		topics.	<u>Sch created resources</u>			various audiences of
		• Students	Digital Platforms Used			listeners, readers, or
		comprehend the	by Student			viewers.
		main idea of a simple	• Google Classroom			Language Comparisons:
		text, even if not	EdPuzzle video lesson			Learners use the
		explicitly taught all	platform			language to investigate,
		of the language.	FlipGrid video			explain, and reflect on
		Students decipher	response platform			the nature of language
		language structures	Kahoot			through comparisons of
		such as	Senor Wooly			the language studied
		informal/formal	comprehensible input			and their own.
		language and how	p = 2			

 accents can affect a word's meanings. Students compare and contrast their culture with various Hispanic cultures. 	language learning platform		Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Content -Identify school supplies -Communicate and ask each other what supplies are needed and used in various classes using AR verbs Vocabulary & Grammar -Vocabulary of school supplies -Indefinite articles			