

SPANISH 1 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
<p>Unit 1</p> <p>What are the benefits of learning Spanish, specifically?</p> <p>Who / which countries speak Spanish?</p>	<p>1 Week</p>	<p>Skills</p> <ul style="list-style-type: none"> 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 	<p>Texts / Materials- Teacher</p> <p><u>Realidades 1 Textbook</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <ul style="list-style-type: none"> Digital Resources- Student Google Classroom EdPuzzle video lesson platform Kahoot Ted talk videos Youtube 	<p>Formative</p> <p>Students will be asked to share information they have researched while in class about the various countries.</p> <p>Summative</p> <ul style="list-style-type: none"> Students, working in partners, collaboratively work on a slide deck to represent the assigned country. Students must provide basic information about the country such as flag, population, languages spoken there, government, capital, typical food, music, arts. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> Work cooperatively toward goals and hold each other accountable in supportive ways. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. 	<p>Communication Presentational:</p> <p>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.</p> <p>Comparisons - Cultural:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities</p> <p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

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

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<p>Unit 2</p> <p>What is proficiency?</p> <p>What are the qualities of a good language learner?</p> <p>How will I track my proficiency journey?</p>	<p>1 Week</p>	<p>Skills</p> <ul style="list-style-type: none"> 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 	<p>Texts / Materials-</p> <ul style="list-style-type: none"> Google Slide Presentation See/Think/Wonder worksheet <p>Digital Resources- Student</p> <ul style="list-style-type: none"> Google Classroom Google Slides Poll Youtube Video 	<p>Formative</p> <ul style="list-style-type: none"> Google Poll Exit Ticket <p>Summative</p> <ul style="list-style-type: none"> Google Classroom reflection response to choice of prompts. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> Work cooperatively toward goals and hold each other accountable in supportive ways. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. 	<p>Communication Presentational:</p> <p>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.</p> <p>Comparisons - Cultural:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

accents can affect a word's meanings.

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Content

Know Vocabulary

- Proficiency
- Interpretive mode
- Intrapersonal mode
- Presentational mode
- communication

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<p>Unit 3 Para Empezar - The Basics</p> <p>A- El Alfabeto What does a language's alphabet tell us?</p>	<p>About 10 weeks Total</p> <p>Less than 1 Week</p>	<p>Skills</p> <ul style="list-style-type: none"> Students can equate sounds with letters when heard. Students can pronounce various letters using rules of the Spanish alphabet. Students compare and contrast their language(s) with Spanish. Students understand that Spanish varies from country to country. <p>Content</p> <ul style="list-style-type: none"> Letters, sounds, & pronunciations specific to Spanish. Rules @ C & G, B & V, and Y & LL. Language differences between different countries, Spain / Latin America. 	<p>Texts / Materials-</p> <p>Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot 	<p>Formative</p> <ul style="list-style-type: none"> Kahoot In class activities, games, & questioning Exit tickets <p>Summative A-Alfabeto - Listening/Spelling Quiz</p>	<p>In this unit, students will...</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p> <p>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.</p>

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<p>Unit 3 Para Empezar - The Basics</p> <p>B- Los Cognados What is a cognate and why are they so important?</p>	<p>About 10 weeks Total</p> <p>Less than 1 Week</p>	<p>Skills</p> <ul style="list-style-type: none"> Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. Students comprehend the main idea of readings through the concept of using cognates to help them. Students read about familiar topics in the target language and answer questions using textual evidence of English / Spanish cognates. <p>Content</p> <ul style="list-style-type: none"> Know how to use cognates to help them in Spanish English/Spanish cognates. 	<p>Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform Kahoot Flipgrid Video platform 	<p>Formative</p> <ul style="list-style-type: none"> Kahoot In class activities & games Exit tickets <p>Summative B-Los Cognados Students will be given different readings and will need to circle all the cognates and give their English counterpart. They will summarize paragraphs based on the cognates circled.</p>	<p>In this unit, students will...</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p> <p>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.</p>

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<p>Unit 3 Para Empezar - The Basics</p> <p><u>C-Intros Y Saludos</u> How can I communicate in basic conversations? (tu/Ud.)</p>	<p>About 10 weeks Total</p> <p>1-2 weeks</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> 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 understand cultural norms in Hispanic culture based on the use of informal/formal language. Students compare and contrast their culture with various Hispanic cultures. <p><u>Content</u></p> <ul style="list-style-type: none"> Greetings & Goodbyes Introduce themselves and others. Basic Conversation Starters & Questions 	<p><u>Texts / Materials- Teacher</u> <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p><u>Digital Platforms Used by Student</u></p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input 	<p><u>Formative</u></p> <ul style="list-style-type: none"> Kahoot In class activities, games, & questioning Exit tickets <p><u>Summative</u> <u>C-Intros Y Saludos</u> Students will have a choice of 2 projects: 1. STORYBOARDTHAT They may create a 6 pane comic strip in which they will create and add at least two characters. Or 2. FLIPGRID/SEESAW They may create a 6 slide deck presentation using various clip art and/or audio/visual features including at least two characters.</p> <p>For either project, they will add dialogues utilizing greetings, introductions, goodbyes, and other courtesies, and asking basic questions of each other. Then, they will then add a voice recording to the comic which will be viewed by</p>	<p><u>In this unit, students will...</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Interpersonal Communication:</u> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><u>Language Comparisons:</u> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><u>Cultural Comparisons:</u> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>

- Initiate and maintain a short conversation.
- Understand the concept of formal / informal (tu & Ud.)

language learning platform

the entire class and voted upon for BEST PROJECT.

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<p>Unit 3 Para Empezar - The Basics</p> <p><u>D-Los Mandatos Command & Class Procedures</u> What directions do I need to understand in my class? What are the class procedures? (Focus on “cuando hay”)</p>	<p>About 10 weeks Total</p> <p>Less than 1 Week</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> Students comprehend general concepts and messages that are explicitly taught to them. <p><u>Content</u></p> <ul style="list-style-type: none"> Various commands and key words and expressions used in the classroom for order and direction. Expression “cuando hay”= when there is..... What do you do? 	<p><u>Texts / Materials- Teacher</u> <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p><u>Digital Platforms Used by Student</u></p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly 	<p><u>Formative</u></p> <ul style="list-style-type: none"> Kahoot In class activities, games, & questioning Exit tickets <p><u>Summative</u> <u>D-Los Mandatos</u> Simon Says quiz while students are in a circle looking out, not in. This activity will be done as a formative assessment also.</p>	<p><u>In this unit, students will...</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Interpersonal Communication:</u> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><u>Language Comparisons:</u> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>

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<p>Unit 3 Para Empezar - The Basics</p> <p>E-Los Numeros Numbers in Spanish Focus on -Cuanto/a/os/as -Hay</p>	<p>About 10 weeks Total</p> <p>1 Week</p>	<p>Skills</p> <ul style="list-style-type: none"> 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. <p>Content</p> <ul style="list-style-type: none"> Know how to form the numbers from 1-100 	<p>Texts / Materials-</p> <p>Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom Kahoot 	<p>Formative</p> <ul style="list-style-type: none"> Kahoot In class activities, games, & questioning Exit tickets <p>Summative E-Los Numeros In class quiz.</p>	<p>In this unit, students will...</p> <ul style="list-style-type: none"> Take risks and view mistakes as opportunities to grow academically and emotionally. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p>

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| | | <ul style="list-style-type: none">● Know how to use how much/how many cuanto/os/a/as● Know how to use the word Hay● Know how to ask someone for and say their telephone number.● Know how to ask someone and answer the question "How old are you?" Using the tener verb.● Verb Tener | | | | |
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<p>Unit 3 Para Empezar - The Basics</p> <p>F-La Fecha/Date How to describe the date? Who invented the calendar? Does everyone use the same calendar? Focus on Cuando and verb tener</p>	<p>About 10 weeks Total</p> <p>1 Week+</p>	<p>Skills</p> <ul style="list-style-type: none"> 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. <p>Content</p> <ul style="list-style-type: none"> Days of the week. Months of the year 	<p>Texts / Materials-</p> <p>Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom FlipGrid / Seesaw video response platform Kahoot 	<p>Formative</p> <ul style="list-style-type: none"> Kahoot In class activities, games & questioning Exit tickets <p>Summative</p> <p>F-La Fecha/Date Flipgrid/ Seesaw Students create a 1 month calendar and put in various entries for appointments / sports practices and games / music and dance classes and other basic action verbs and then describe their monthly schedule.</p>	<p>In this unit, students will...</p> <ul style="list-style-type: none"> Take risks and view mistakes as opportunities to grow academically and emotionally. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p>

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| | | <ul style="list-style-type: none">● Know the date structure and ask & answer basic questions about the day/date.● Know how to use when - cuando● Verb Tener● Recirculate #'s | | | | |
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<p>Unit 3 Para Empezar - The Basics</p> <p>G-El Clima What's the weather like in other (Spanish speaking) countries? What is the weather like in the southern hemisphere, in Latin America? Weather - We can't change it but why do we always want to know the forecast?</p>	<p>About 10 weeks Total</p> <p>1 week+</p>	<p>Skills</p> <ul style="list-style-type: none"> 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. <p>Content</p> <ul style="list-style-type: none"> Seasons & weather expressions Ask & answer ?'s @ weather 	<p>Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid / Seesaw video response platform Kahoot 	<p>Formative</p> <ul style="list-style-type: none"> Kahoot In class activities, games, & questioning Exit tickets <p>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.</p>	<p>In this unit, students will...</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p> <p>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.</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for</p>

		<ul style="list-style-type: none"> • Know about weather in the southern hemisphere. • Know the word Hay • Recirculate days and months. 				enjoyment, enrichment, and advancement.
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<p>Unit 3 Para Empezar - The Basics</p> <p>H-La Clase What do I need for school? What's in my backpack? How much do I spend on my supplies? (Focus on Tener, Costar, Necesitar, Hay & indefinite articles)</p>	<p>About 10 weeks Total</p> <p>1-2 Week</p>	<p>Skills</p> <ul style="list-style-type: none"> • 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. <p>Content</p> <ul style="list-style-type: none"> • Know the verb TENER - to have. 	<p>Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> • 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> • Pinterest • Instagram • Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> • Google Classroom • EdPuzzle video lesson platform • FlipGrid / Seesaw video response platform • Kahoot • Senor Wooly comprehensible input language learning platform 	<p>Formative</p> <ul style="list-style-type: none"> • Kahoot • In class activities, games, & questioning • Exit tickets <p>Summative</p> <p>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.</p> <p>They will then make comparisons of both cities.</p>	<p>In this unit, students will...</p> <ul style="list-style-type: none"> • 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p> <p>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.</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>
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		COSTAR - to cost NECESITAR - to need				
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- Know the word Hay
- Indefinite Articles
- Recirculate #'s

SPANISH 1 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
<p>Unit 3 Para Empezar - The Basics</p> <p>I-La Hora ?Que hora es? ?A que hora....?</p>	<p>About 10 weeks Total</p> <p>1-2 weeks</p>	<p>Skills</p> <ul style="list-style-type: none"> • 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 and contrast their cultural norms with 	<p>Texts / Materials-</p> <p>Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> • 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> • Pinterest • Instagram • Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> • Google Classroom • EdPuzzle video lesson platform • FlipGrid video response platform • Kahoot • Senor Wooly comprehensible input 	<p>Formative</p> <ul style="list-style-type: none"> • Kahoot • In class activities, games, & questioning • Exit tickets <p>Summative</p> <p>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 given a list of phrases that represent the various activities they do throughout their day. (they do not yet know how to conjugate) They will then need to narrate their day and record it.</p>	<p>In this unit, students will...</p> <ul style="list-style-type: none"> • 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p> <p>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.</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for</p>

		various Hispanic cultures. Content <ul style="list-style-type: none"> ● Recirculate #'s vocab ● Time stamp vocab ● Military time ● Different Cultural norms around meals and other events. 	language learning platform ● STORYBOARDTHAT			enjoyment, enrichment, and advancement.
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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 J-El Cuerpo ?Que te duele? What hurts you?	About 10 weeks Total 1-2 weeks	Skills <ul style="list-style-type: none"> ● 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 	Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Pinterest ● Instagram ● Grahnforglang 	Formative <ul style="list-style-type: none"> ● Kahoot ● In class activities, games, & questioning ● Exit tickets Summative J-El Cuerpo Project Students will a choice of 2 projects: 1. They may work in pairs to create a dialogue/script between a doctor and patient for a short skit centered around a health problem/ailment which they will have to either act out in class or act out and record for later viewing. 2. Students will work in pairs and do research	In this unit, students will... <ul style="list-style-type: none"> ● 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 	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.

		<p>previously taught topics.</p> <ul style="list-style-type: none"> ● Students comprehend the main idea of a simple text, even if not explicitly taught all of the language. ● Students compare and contrast their cultural norms with various Hispanic cultures. <p><u>Content</u></p> <ul style="list-style-type: none"> ● Body parts vocab ● Verb doler -to hurt 	<p><u>Self created resources</u></p> <p><u>Digital Platforms Used by Student</u></p> <ul style="list-style-type: none"> ● Google Classroom ● EdPuzzle video lesson platform ● FlipGrid video response platform ● Kahoot ● Senor Wooly comprehensible input language learning platform ● STORYBOARDTHAT 	<p>on problem/ailment and create a poster about the ailment which they will have to share with the class either live or via recording for later viewing.</p>	<p>share these ideas with your teachers and school leaders.</p>	<p><u>Language Comparisons:</u> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><u>Lifelong Learning:</u> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>
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SPANISH 1 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
<p>Unit 4 ¿Como Somos? - What are we like?</p> <p>How do we describe ourselves and those around us?</p> <p>What do we like to do?</p>	<p>3 Weeks</p>	<p>Skills</p> <ul style="list-style-type: none"> • 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 	<p>Texts / Materials- Teacher</p> <p><u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> • 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> • Pinterest • Instagram • Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> • Google Classroom • EdPuzzle video lesson platform • FlipGrid / Seesaw video response platform • Kahoot • Senor Wooly comprehensible input 	<p>Formative</p> <ul style="list-style-type: none"> • Edpuzzle assessment • FlipGrid video response • Kahoot • In class activities, games & questioning • Exit tickets <p>Summative</p> <ul style="list-style-type: none"> • 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. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> • 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p> <p>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.</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for</p>

accents can affect a word's meanings.

- Students compare and contrast their culture with various Hispanic cultures.

Content

Vocabulary

SWBAT:

- Use different nouns used to identify people.
- Describe themselves and/or others using personality descriptions words.
- Describe themselves and/or others using physical descriptions words.

Grammar

SWBAT:

- Identify the different parts of speech.
- Identify different subjects pronouns in Spanish.
- Know how and when to use the formal and informal language properly.
- Know to use the verb SER in at least the singular forms:
yo/tu/el/ella/Ud.
- know and explain the idea of gender in Spanish & categorize accordingly.
- Know the Definite Articles.
- Know how to form plurals in nouns.

language learning platform

enjoyment, enrichment, and advancement.

Vocabulary

- to identify people
- to describe personality
- to describe physical appearance
- to describe activities we like to do.
- the 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 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
<p>Unit 6 ¿Cómo es mi día escolar? ¿Cómo es mi horario? ¿Cómo son mis clases y mis profesores?</p> <p>What is my school day like? What does my school schedule look like? How are my classes and my teachers?</p>	<p>2-3 weeks</p>	<p>Skills</p> <ul style="list-style-type: none"> 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 	<p>Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> <u>Teachers Pay Teachers</u> <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p>Authentic resources</p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p>Self created resources</p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input 	<p>Formative</p> <ul style="list-style-type: none"> Edpuzzle assessment Kahoot In class activities & games Exit tickets Google Classroom quiz forms <p>Summative</p> <ul style="list-style-type: none"> 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. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>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.</p> <p>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.</p>

accents can affect a word's meanings.

- Students compare and contrast their culture with various Hispanic cultures.

Content

- Communicate what subjects they have in school.
- Communicate how they feel about their classes.
- Communicate their schedules using ordinal numbers.
- Tell time and communicate their schedules using time in hours and minutes.
- Understand 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

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.

SPANISH 1 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
<p>Unit 7 ¿Cómo es mi día escolar? - What is my school day like?</p> <p>What are my in-school and after-school activities?</p>	<p>2-3 weeks</p>	<p>Skills</p> <ul style="list-style-type: none"> 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 	<p>Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input 	<p>Formative</p> <ul style="list-style-type: none"> Edpuzzle assessment Kahoot In class activities & games Exit tickets Google Classroom quiz forms <p>Summative</p> <ul style="list-style-type: none"> 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. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>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.</p> <p>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.</p>

accents can affect a word's meanings.

- Students compare and contrast their culture with various Hispanic cultures.

Content

- Recognize and conjugate AR verbs related to school.
- Recognize common AR verbs.
- Create affirmative AND negative sentences.

Vocabulary & Grammar

- Common AR verbs
- AR verb structure/conjugation
- Sentence structure in affirmative & negative
- Introduction to verb GUSTAR - to like

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.

SPANISH 1 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
<p>Unit 8 ¿Cómo es mi escuela? - What is my school like? / How can I get around my school? / Where are all my classes</p>	<p>3-4 weeks</p>	<p>Skills</p> <ul style="list-style-type: none"> • 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 	<p>Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources</p> <ul style="list-style-type: none"> • 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 <p>Authentic resources</p>	<p>Formative</p> <ul style="list-style-type: none"> • Edpuzzle assessment • IXL skills assessment • FlipGrid video response • Kahoot • In class activities & games • Google Classroom quiz • Exit tickets <p>Summative</p> <ul style="list-style-type: none"> • IXL in Context Portions of Units. • Students create a map of their classroom and/or their school. • Students create detailed descriptions about how their classroom is set up to 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> • Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. • Work cooperatively toward goals and hold each other accountable in supportive ways. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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</p>

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.

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 building, specifically school building.

- 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 impaired 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.

		<ul style="list-style-type: none"> ● 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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SPANISH 1 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
Unit 9 ¿Cómo es mi/tu familia? - What is my/your family like?	2-3 weeks	Skills <ul style="list-style-type: none"> ● 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 	Texts / Materials- Teacher Realidades 1 Textbook TedTalk videos Youtube Worksheets/Activities Teachers Pay Teachers PD / Resources <ul style="list-style-type: none"> ● 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 	Formative <ul style="list-style-type: none"> ● Edpuzzle assessment ● IXL skills assessment ● FlipGrid video response ● Kahoot ● Class activities & games ● Exit tickets ● Google Classroom quiz Summative <ul style="list-style-type: none"> ● Flipgrid - Students create slide presentations about their families and narrate them. ● Flipgrid - Students create videos interviewing their 	In this unit, students will.... <ul style="list-style-type: none"> ● Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. ● Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways 	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 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.

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.

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.

- | | | | | | | |
|--|--|---|--|--|--|--|
| | | <ul style="list-style-type: none">● 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	<u>ACTFL Standards</u>
<p>Unit 10 La Comida / All about Food.</p> <p>¿Cómo es la hora de comer en mi casa? -What is mealtime at my house like?</p>	<p>2-3 Weeks</p>	<p>Skills Skills</p> <ul style="list-style-type: none"> 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 	<p>Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input 	<p>Formative</p> <ul style="list-style-type: none"> Edpuzzle assessment IXL skills assessment FlipGrid video response Kahoot In class activities & games Exit tickets Google Classroom quiz <p>Summative</p> <ul style="list-style-type: none"> 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. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>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.</p> <p>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.</p>

language and how accents can affect a word's meanings.

- Students compare and contrast their culture with various Hispanic cultures.

Content

- 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"
- Food Vocabulary
- Verbs comer, beber.
- Verbos desayunar, almorzar, y cenar.
- Me gustaría y no me gustaría.
- Adjectives describing food.

language learning platform

SPANISH 1 Curriculum Map

Hajrije Koci

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	<u>ACTFL Standards</u>
<p>Unit 11</p> <p>Los Pasatiempos & El Tiempo Libre</p> <p>Hobbies & Freetime</p> <p>¿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?</p>		<p>Skills Skills</p> <ul style="list-style-type: none"> 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 	<p>Texts / Materials- Teacher</p> <p><u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> <u>Teachers Pay Teachers</u> <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input 	<p>Formative</p> <ul style="list-style-type: none"> Edpuzzle assessment IXL skills assessment FlipGrid video response Kahoot In class activities & games Google Classroom quiz Exit Tickets <p>Summative</p> <ul style="list-style-type: none"> 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. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>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.</p>

language and how accents can affect a word's meanings.

- Students compare and contrast their culture with various Hispanic cultures.

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Content

- 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

language learning platform

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.

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<p>Unit 5 ¿Qué materiales escolares necesito para la escuela?</p> <p>What supplies do I need for school?</p>	<p>1 week</p>	<p>Skills</p> <ul style="list-style-type: none"> 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 	<p>Texts / Materials- Teacher <u>Realidades 1 Textbook</u> <u>TedTalk videos</u> <u>Youtube</u> <u>Worksheets/Activities</u> Teachers Pay Teachers <u>PD / Resources</u></p> <ul style="list-style-type: none"> 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 <p><u>Authentic resources</u></p> <ul style="list-style-type: none"> Pinterest Instagram Grahnforlang <p><u>Self created resources</u></p> <p>Digital Platforms Used by Student</p> <ul style="list-style-type: none"> Google Classroom EdPuzzle video lesson platform FlipGrid video response platform Kahoot Senor Wooly comprehensible input 	<p>Formative</p> <ul style="list-style-type: none"> Edpuzzle assessment Kahoot In class activities & games Exit tickets Google Classroom quiz forms <p>Summative</p> <ul style="list-style-type: none"> Students can choose to either present to class what is in their backpack live or record a FlipGrid video response presenting what is in their backpacks and what they need for school. 	<p>In this unit, students will....</p> <ul style="list-style-type: none"> 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. 	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>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.</p> <p>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.</p>

accents can affect a word's meanings.

- Students compare and contrast their culture with various Hispanic cultures.

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

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.