



# **SPANISH I**

## **CURRICULUM**

**CARLISLE AREA SCHOOL DISTRICT**

**DATE OF BOARD APPROVAL: March 16, 2023**

## COURSE OVERVIEW

<b>Title:</b>	Spanish I
<b>Grade Level:</b>	Grades 8-12
<b>Level:</b>	1
<b>Length:</b>	Full Year
<b>Duration:</b>	MS 48 Minute Periods / HS 85 Minute Periods
<b>Frequency:</b>	MS 180 days / HS 90 days
<b>Pre-Requisites:</b>	None
<b>Credit:</b>	1 Credit
<b>Description:</b>	<p>Spanish I builds the foundations of language acquisition with an emphasis on use of the target language for communication. Most of the class is conducted in the target language with emphasis on the skills of listening, reading, speaking, and writing. Students will be exposed to grammar as part of interpretive activities to be followed by instruction. Students will be required to demonstrate their proficiency through both prepared presentations and writings as well as impromptu interpersonal conversations. Students will be asked to make cultural and linguistic comparisons and will be encouraged to find opportunities to use their acquired skills through the exploration of diverse cultures and communities.</p>

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Hello!	<ul style="list-style-type: none"> <li>• Communicating in the classroom</li> <li>• The Spanish speaking world</li> <li>• Basic Spanish conversation</li> <li>• Calendar, seasons, and weather</li> </ul>	30 Days (MS) 15 Days (HS)
2	Identities	<ul style="list-style-type: none"> <li>• Communicating about identities</li> <li>• Communicating about likes and dislikes</li> <li>• Asking and answering questions</li> </ul>	35 Days (MS) 17 Days (HS)
3	Life at School	<ul style="list-style-type: none"> <li>• Learning about the school community</li> <li>• Describing school geography</li> <li>• Speaking about class preferences</li> <li>• Learning classroom activities in actions</li> <li>• Usage of grammar related to subject pronouns using present tense AR verbs</li> </ul>	40 Days (MS) 20 Days (HS)
4	My Family is Your Family	<ul style="list-style-type: none"> <li>• Describing family and pets</li> <li>• Communicating geography related to residence</li> <li>• Describing location</li> <li>• Communicating about plans, routines and activities</li> <li>• Describing obligations, future plans and wishes</li> <li>• Usage of grammar related to subject pronouns using present tense ER/IR verbs</li> </ul>	35 Days (MS) 18 Days (HS)
5	Food is Culture	<ul style="list-style-type: none"> <li>• Identifying basic food by type, color, and taste</li> <li>• Communicating about food and drink preferences</li> <li>• Communicating about mealtime</li> <li>• Interpreting menus and ordering foods</li> </ul>	30 Days (MS) 15 Days (HS)

## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

<p><b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>1.3 Presentational Communication:</b> 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><b>CULTURES</b> Interact with cultural competence and understanding</p>	<p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p><b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p><b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>4.1 Language Comparisons:</b> 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><b>4.2 Cultural Comparisons:</b> 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><b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Identify	Negotiate meaning in spoken, signed or written language.
Create	Use the terms and grammar rules learned to express and share information, reactions, feelings, and opinions.
Interpret	Understand and discuss what is heard, read, or viewed on a variety of topics.
Communicate	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.
Connect	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Analyze	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Reflect	Investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.
Engage	Use the language both within and beyond the classroom to interact in their community, for enjoyment, enrichment, and advancement.

# UNIT 1

<b>Unit Title</b>	Hello!		
<b>Unit Description</b>	Students will learn how to interact in Spanish, ask and answer some questions to meet and get to know new people. Students will learn how to communicate respectfully when meeting people from other cultures.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How can I function in a Spanish-speaking classroom?  <b>2-4 Days (MS)</b> <b>1-2 Days (HS)</b>	<input type="checkbox"/> Follow classroom commands in Spanish. <input type="checkbox"/> Use classroom “survival phrases”. <input type="checkbox"/> Identify strategies to help understand Spanish.	<b>Concept:</b> -Cognates  <b>Vocabulary:</b> classroom commands, classroom survival phrases	1.1 Interpersonal Comm.  1.2 Interpretive Comm.  1.3 Presentational Comm.
How widely used is Spanish around the world?  <b>4-6 Days (MS)</b> <b>2-3 Days (HS)</b>	<input type="checkbox"/> Identify Spanish-speaking countries around the world. <input type="checkbox"/> State origin, nationality, and recognize others from the Spanish-speaking world and beyond. <input type="checkbox"/> Develop an appreciation of the diversity and extent of the Spanish-speaking world.	<b>Concept:</b> -Spanish-speaking countries and capitals worldwide  <b>Vocabulary:</b> nationalities	1.1 Interpersonal Comm.  1.2 Interpretive Comm.  1.3 Presentational Comm.  3.2 Acquiring Information and Diverse Perspectives

<p>How do I hold a basic conversation with a Spanish-speaker?</p> <p><b>8-10 Days (MS)</b> <b>4-5 Days (HS)</b></p>	<p><input type="checkbox"/> Recognize and produce letter names and sounds.</p> <p><input type="checkbox"/> Say hello and goodbye while using culturally appropriate gestures and expressions.</p> <p><input type="checkbox"/> Ask, answer and provide basic information about names, ages and feelings</p>	<p><b>Concept:</b> -Culturally appropriate greetings</p> <p><b>Vocabulary:</b> alphabet, basic numbers, greetings and goodbyes</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>4.2 Cultural Comparisons</p>
<p>How can I talk about the calendar in Spanish?</p> <p><b>8-10 Days (MS)</b> <b>4-5 Days (HS)</b></p>	<p><input type="checkbox"/> Say the day and date.</p> <p><input type="checkbox"/> Describe the months and weather in seasons around the world.</p> <p><input type="checkbox"/> Talk about a birthday and the season it is in.</p>	<p><b>Concept:</b> -Describe the current weather -Layout of Hispanic calendars</p> <p><b>Vocabulary:</b> days of the week, months of the year, seasons, basic weather phrases</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.2 Relating Cultural Products to Perspectives</p>

## UNIT 2

<b>Unit Title</b>	Identities		
<b>Unit Description</b>	Students will learn how to describe themselves and their peers related to identities, actions, and likes/dislikes. Students will learn how to extend basic conversation via questions and complex sentences to describe themselves, their actions, and their likes/dislikes.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How do I describe myself and others based on preferred activities?</p> <p><b>10-12 Days (MS)</b> <b>5-6 Days (HS)</b></p>	<input type="checkbox"/> Recognize the identities of others. <input type="checkbox"/> Ask and answer questions about identity.	<p><b>Concept:</b> -Communicating one’s identity</p> <p><b>Vocabulary:</b> identities</p> <p><b>Grammar:</b> -Singular forms of <i>ser</i></p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.2 Cultural Products and Perspectives</p> <p>4.2 Cultural Comparison</p>



<p>How does what I do define who I am?</p> <p><b>10-12 Days (MS)</b> <b>5-6 Days (HS)</b></p>	<p><input type="checkbox"/> Recognize the likes and dislikes of others.</p> <p><input type="checkbox"/> Ask and answer about likes and dislikes of others.</p> <p><input type="checkbox"/> Explain why you do or don't like to do something.</p>	<p><b>Vocabulary:</b> identity-based activity verbs, adjectives</p> <p><b>Grammar:</b> -Singular form of <i>gustar</i> -Adjective agreement</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.2 Cultural Comparison</p>
<p>How do I extend a conversation with a Spanish-speaker?</p> <p><b>8-10 Days (MS)</b> <b>4-5 Days (HS)</b></p>	<p><input type="checkbox"/> Identify and recognize question words.</p> <p><input type="checkbox"/> Ask and answer questions to get to know another person.</p> <p><input type="checkbox"/> Learn to react and comment within a conversation.</p>	<p><b>Concept:</b> -Creating a more well-rounded, in-depth conversation</p> <p><b>Vocabulary:</b> interrogative words, rejoinders</p> <p><b>Grammar:</b> -Question and answer sentence structure</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p>

## UNIT 3

<b>Unit Title</b>	Life at School		
<b>Unit Description</b>	Students will learn how to communicate regarding needs, geography, and schedules in the classroom. Students will learn how to describe a typical day at school.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
What materials do I have and need for school?  <b>10-12 Days (MS)</b> <b>5-6 Days (HS)</b>	<input type="checkbox"/> Identify basic school supplies. <input type="checkbox"/> Compare prices of items. <input type="checkbox"/> Learn to describe ownership of an item.	<b>Concept:</b> -Money and exchange rates in Spanish speaking countries  <b>Vocabulary:</b> typical school supplies  <b>Grammar:</b> -Singular forms of <i>tener</i> -Gender and number of nouns with definite and indefinite articles	1.1 Interpersonal Comm.  1.2 Interpretive Comm.  1.3 Presentational Comm.  2.1 Relating Cultural Practices to perspectives
How is student life at my school similar to and/or different from student life in Spanish-speaking countries?  <b>10-12 Days (MS)</b> <b>5-6 Days (HS)</b>	<input type="checkbox"/> Interpret and communicate about a school schedule. <input type="checkbox"/> Identify the different places in a school building. <input type="checkbox"/> Learn how to describe preferences about the different classes in a school schedule.	<b>Concept:</b> -Telling time  <b>Vocabulary:</b> school subjects, school geography, adjectives about classes and teachers  <b>Grammar:</b> -Hay -Adjective agreement (gender/singular/plural)	1.1 Interpersonal Comm.  1.2 Interpretive Comm.  1.3 Presentational Comm.  4.2 Cultural Comparisons

<p>How do I describe a day at school?</p> <p><b>14-16 Days (MS)</b> <b>7-8 Days (HS)</b></p>	<p><input type="checkbox"/> Identify the basic school-day activities.</p> <p><input type="checkbox"/> Describe student preferences about school activities.</p> <p><input type="checkbox"/> Describe the activities students do at school.</p>	<p><b>Concept:</b> -Verb conjugation</p> <p><b>Vocabulary:</b> school-related <i>-ar</i> verbs</p> <p><b>Grammar:</b> -School-related <i>-ar</i> verbs -Negative forms of <i>gustar</i> -Subject pronouns -Present tense of <i>-ar</i> verbs</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.2 Cultural Comparisons</p>
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## UNIT 4

<b>Unit Title</b>	My Family Is Your Family		
<b>Unit Description</b>	Students will learn how to communicate regarding their own and other’s families, residences, actions, obligations, routines and activities.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
Who makes up a family?  <b>10-12 Days (MS)</b> <b>5-6 Days (HS)</b>	<input type="checkbox"/> Identify the members of nuclear and extended families. <input type="checkbox"/> Describe the members of a family. <input type="checkbox"/> Develop an understanding of how given names within a family reflect identity in Hispanic culture.	<b>Concept:</b> -Importance of family and extended family in Hispanic culture  <b>Vocabulary:</b> family members (including pets), physical characteristics, personality characteristics  <b>Grammar:</b> -Adjective-noun agreement	1.1 Interpersonal Comm.  1.2 Interpretive Comm.  1.3 Presentational Comm.  4.2 Cultural Comparisons
How do I describe where people live?  <b>10-12 Days (MS)</b> <b>5-6 Days (HS)</b>	<input type="checkbox"/> Identify and talk about where you and others can live. <input type="checkbox"/> Describe the location of items found in a house.	<b>Concept:</b> -Style of housing  <b>Vocabulary:</b> parts and types of homes, types of neighborhoods  <b>Grammar:</b> -Prepositions of location with <i>estar</i> -Contractions <i>al</i> and <i>del</i>	1.1 Interpersonal Comm.  1.2 Interpretive Comm.  1.3 Presentational Comm.  4.2 Cultural Comparisons

<p>What do families and friends do together?</p> <p><b>10-12 Days (MS)</b> <b>5-6 Days (HS)</b></p>	<p><input type="checkbox"/> Make plans and accept or decline invitations.</p> <p><input type="checkbox"/> Learn how to discuss obligations at home.</p> <p><input type="checkbox"/> Communicate the frequency of routines and activities.</p>	<p><b>Concept:</b> -Continued importance of family and extended family in Hispanic culture</p> <p><b>Vocabulary:</b> pastimes with family and friends, household chores, frequency words</p> <p><b>Grammar:</b> -Present tense of the verb <i>ir</i> -Use of <i>ir + a + place + para + infinitive</i> -<i>Gustaría</i> + infinitive -Present tense conjugations of regular <i>-er</i> and <i>-ir</i> verbs -Present tense conjugations of irregular <i>yo</i> form verbs</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p>
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## UNIT 5

<b>Unit Title</b>	Food is Culture		
<b>Unit Description</b>	Students will learn how to explore culture through traditional and typical foods of Hispanic countries. Students will learn how to order food from a vendor and make personal reactions to the tastes of food.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What are some iconic foods from the Spanish-speaking world?</p> <p><b>8-10 Days (MS)</b> <b>4-5 Days (HS)</b></p>	<input type="checkbox"/> Identify basic foods by type and color. <input type="checkbox"/> Specify the quantity of food for purchase. <input type="checkbox"/> Ask and answer questions about preferences for food and drink.	<p><b>Concept:</b> -Conversion from metric to imperial system</p> <p><b>Vocabulary:</b> basic colors, market vocabulary</p> <p><b>Grammar:</b> -Stem-changing verbs</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.2 Cultural Comparisons</p>

<p>How do food products and practices shape our cultural identity?</p> <p><b>8-10 Days (MS)</b> <b>4-5 Days (HS)</b></p>	<p><input type="checkbox"/> Talk about what you can eat at different meals and what time you eat them.</p> <p><input type="checkbox"/> Identify the types of foods eaten in Spanish-speaking communities at different meals and at different times of the day.</p>	<p><b>Concept:</b> -Regional dialects between food terms -Variation of cuisine and timing of meals</p> <p><b>Vocabulary:</b> breakfast, lunch, dinner, dessert, food exclamatory phrases</p> <p><b>Grammar:</b> -Singular and plural of <i>gustar</i> and <i>encantar</i></p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p>
<p>How can exploring new foods lead me to intercultural experiences?</p> <p><b>8-10 Days (MS)</b> <b>4-5 Days (HS)</b></p>	<p><input type="checkbox"/> Order food from a street vendor.</p> <p><input type="checkbox"/> Speak and describe personal reactions to tastes of food.</p> <p><input type="checkbox"/> Read a menu and order foods that you would like to try.</p>	<p><b>Concept:</b> -Food truck and restaurant ordering standards</p> <p><b>Vocabulary:</b> <i>pedir</i> and <i>server</i>, idiomatic expressions with <i>tener</i>, food descriptive adjectives</p> <p><b>Grammar:</b> -Demonstrative adjectives (<i>este, esta, estos, estas</i>)</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.2 Cultural Comparisons</p>

## ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### SETTING

- Preferential seating

### METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)