



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Spanish I Curriculum

Course Description: This is an active class that gives the beginning student the vocabulary necessary to communicate on a basic level with Spanish speakers on a variety of familiar subjects such as school, home, activities, etc. The student will learn how to formulate sentences and dialogues through listening, speaking, reading and writing. Cultural activities will accompany language lessons to acquaint students with food, artistic expression, and diversity of the Spanish-speaking world.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Introduction to Spanish	Topic 1: Greetings and Introductions Topic 2: Days and Weather Topic 3: Geography Topic 4: Subject Pronouns + Ser
3 Weeks	Likes and Dislikes	Topic 1: Activities Topic 2: Gustar with activities Topic 3: Gustar with masculine and feminine nouns
3.5 Weeks	School	Topic 1: Estar + Locations Topic 2: Tener + Classes Topic 3: Time / Date
3 Weeks	Family	Topic 1: Family Topic 2: Gender, Number, & Descriptions Topic 3: Tener
3 Weeks	Pastimes	Topic 1: Pastimes Topic 2: Personal A Topic 3: Irregular Verbs (ir, stem changing, irregular yo verbs)

Curriculum Revision Tracking

Spring, 2018

- **Unit 1:**
 - Likes, dislikes, and preferences removed from unit overview and location vocabulary added
 - Further defined vocabulary term “Numbers” as “Numbers to 100”
- **Unit 2:**
 - Topic 3 changed from “Gustar with nouns” to “Gustar with masculine and feminine nouns”
- **Unit 3:**
 - Topic 1 changed from “Locations” to “Estar + Locations”
 - Topic 2 changed from “Classes” to “Tener + Classes”
- **Unit 5:**
 - Topic 3 changed from “Stem Changing Verbs” to “Irregular Verbs (ir, stem changing, irregular yo verbs)”
 - Colors and numbers removed from unit overview and popular pastimes; hobbies added

Spring, 2017

- **Unit 1:**
 - Added in subject pronouns (ser), which was in Unit 3
 - Topic 4 engaging experience - changed “descriptions of people” with “where people are from”
- **Unit 2:**
 - More detail on gustar + activities / gustar + nouns (food, classes, etc.) removed “Gustar with Nouns” from Unit 5
 - removed topic #4 Food as it appears in Spanish 2
- **Unit 3:** formerly it was called “People”
 - consolidated all of Unit 3 to other units
- **Unit 4:**
 - Essential Question #2-changed wording
 - Engaging Experience #1-changed to school map, instead of city block
 - Added estar to essential questions
 - moved this unit to unit #3
- **Unit 5:**
 - Vocabulary Set / /Topic 1 (engaging experience) changed to “Pastimes” instead of “Clothing” to better match with key grammar topics;
 - Direct and Indirect Object essential questions removed since it is not a topic
 - Essential Question #3-changed wording
- **Unit 6:** No longer exists

Unit 1: Introduction to Spanish

Subject: Spanish I

Grade: 9-12

Name of Unit: Introduction to Spanish

Length of Unit: 2 Weeks

Overview of Unit: This unit will introduce the language and Spanish speaking countries. The language will review basic introduction vocabulary, days of the week, and weather, exchange greetings and be able to tell someone where they are from.

Priority Standards for unit:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
 - b. Engage in common classroom interactions such as, greetings, stating needs and preferences.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.
 - c. Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - b. Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.

Supporting Standards for unit:

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify objects and symbols commonly used to represent the culture studied.
- FL.K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical

concepts, etc.

- c. Use target language vocabulary to refer to items and concepts learned in other subject areas.
- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - a. Recognize the target language when encountered outside the world language classroom.
- TT.AB.D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics.	Ask	Remember	1
questions about very familiar topics.	Answer	Remember	1
in common classroom interactions such as, greetings, stating needs and preferences.	Engage	Apply	1
people, places and things based on oral and written descriptions	Identify	Remember	1
gestures, intonation and other visual and auditory clues in target language materials	Interpret	Understand	1
illustrated stories about activities or events and share them orally or in writing	Prepare	Apply	1
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	1

Essential Questions:

1. How do I greet people formally and informally?
2. How do students describe days of the week and weather expressions?
3. How do I pronounce all letters of the alphabet?
4. What are the subject pronouns that allow me to know how to conjugate a verb?

Enduring Understanding/Big Ideas:

1. Students will use the proper subject pronouns and vocabulary to be able to differentiate between a formal and informal greeting.
2. Students will be able to use days of the week and weather expressions to describe their surroundings and dates.
3. Students will correctly pronounce all the letters of the alphabet.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• Days of the Week• Greetings• Numbers to 100• Weather

Resources for Vocabulary Development: Quality Tools

Topic 1: Greetings

Engaging Experience 1

Title: Google Document Dialogue

Suggested Length of Time: 45 minutes

Standards Addressed:

Priority:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - b. Engage in common classroom interactions such as, greetings, stating needs and preferences.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - c. Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.

Supporting:

- FL.K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language
 - c. Use target language vocabulary to refer to items and concepts learned in other subject areas.
- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- TT.AB.D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Instructor will go over different greetings and the different people who would give and receive these greetings. In addition, the instructor will give information about what time of day these greetings will be given. Students will then be sent a link for a google document that they will work on with three other students in a group. The google document will have a word bank of all the vocabulary related to greetings. Students will follow the provided framework to create three dialogues. The three dialogues will be different times of day and for different people that will be addressed formally and informally.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 2: Days and Weather

Engaging Experience 1

Title: Daily Weather Report

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - b. Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.

Supporting:

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
 - b. Identify objects and symbols commonly used to represent the culture studied.
- FL.K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language
 - a. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.

Detailed Description/Instructions: The instructor will prepare students with all information related to days of the week and weather in Spanish. Each student will then create a written weather report for a calendar week detailing what the weather will be like. Each document will have color and drawings and diagrams showing what the weather will be like on a certain day of the week.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: Geography

Engaging Experience 1

Title: Where Are They Located?

Suggested Length of Time: 25 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.

Supporting:

- FL.K-12.3.1 (Level 1) Students reinforce and further their knowledge of other disciplines through the world language
 - a. Demonstrate competencies previously introduced
 - b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.

Detailed Description/Instructions: After the unit on countries and capitals allow students to work with a partner to fill in a map of Spanish speaking countries. Have them first attempt to do the activities using only their knowledge and their partner's knowledge. Then allow them time to look up the information. Then have students use colored pencils or crayons to color each country a different color. Have them draw something on top of each country to help them to remember them. These would be drawings of things spoken of in class by the instructor. Not all countries will have an item drawn on them. For example: Spain...a bull. Mexico.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 4: Subject Pronouns

Engaging Experience 1

Title: Descriptions

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Supporting:

- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - a. Recognize the target language when encountered outside the world language classroom.

Detailed Description/Instructions: Students will write descriptions of where people are from using a variety of subject pronouns. Students will then read sentences to a partner and the partner will draw what is being described.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

It is the first day of school in Mexico and you are meeting a classmate for the first time. Introduce yourself and exchanges pleasantries. Find out each other's name, age, phone number, and email. Describe the weather at the time. Include as much as you can! This is to be as natural as possible. This will be performed in front of teacher and/or class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Greetings	Google Document Dialogue	Instructor will go over different greetings and the different people who would give and receive these greetings. In addition, the instructor will give information about what time of day these greetings will be given. Students will then be sent a link for a google document that they will work on with three other students in a group. The google document will have a word bank of all the vocabulary related to greetings. Students will follow the provided framework to create three dialogues. The three dialogues will be different times of day and for different people that will be addressed formally and informally.	45 Minutes
Days and Weather	Daily Weather Report	The instructor will prepare students with all information related to days of the week and weather in Spanish. Each student will then create a written weather report for a calendar week detailing what the weather will be like. Each document will have color and drawings and diagrams showing what the weather will be like on a certain day of the week.	90 Minutes
Geography	Where Are They Located?	After the unit on countries and capitals allow students to work with a partner to fill in a map of Spanish speaking countries. Have them first attempt to do the activities using only their knowledge and their partner's knowledge. Then allow them time to look up the information. Then have students use colored pencils or crayons to color each country a different color. Have them draw something on	25 Minutes

		<p>top of each country to help them to remember them. These would be drawings of things spoken of in class by the instructor. Not all countries will have an item drawn on them.</p> <p>For example: Spain...a bull. Mexico.</p>	
Subject Pronouns	Descriptions	<p>Students will write descriptions of where people are from using a variety of subject pronouns. Students will then read sentences to a partner and the partner will draw what is being described.</p>	45 minutes

Unit 2: Likes and Dislikes

Subject: Spanish I

Grade: 9-12

Name of Unit: Likes and Dislikes

Length of Unit: 3 Weeks

Overview of Unit: Students will use Gustar to describe things they like and dislike. Students will work with activities in Spanish and basic items as well as basic infinitives of verbs that are AR, ER, and IR.

Priority Standards for unit:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
 - b. Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - c. Share likes and dislikes.
 - d. Exchange descriptions of people and places, in addition to products of the target culture.
 - e. Use common social amenities such as please, thank you, and excuse me.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.
 - b. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - c. Interpret gestures, intonation and other visual and auditory clues in target language materials.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.

Supporting Standards for unit:

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced

- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - b. Recognize words borrowed from the target language.
- ISTE - GLOBAL COLLABORATOR.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
 - a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics.	Ask	Remember	1
questions about very familiar topics.	Answer	Remember	1
in common classroom interactions such as, greetings, stating needs and preferences.	Engage	Apply	1
likes and dislikes.	Share	Apply	1
descriptions of people and places, in addition to products of the target culture.	Exchange	Apply	1
common social amenities such as please, thank you, excuse me.	Use	Apply	1
people, places and things based on oral and written descriptions	Identify	Remember	1
the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements	Comprehend	Remember	1
gestures, intonation and other visual and auditory clues in target language materials	Interpret	Understand	1
sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.	Use	Apply	1

Essential Questions:

1. How do I communicate the idea of likes and dislikes?
2. How do the activities that I do on a daily basis compare with activities of individuals in Spanish speaking countries?
3. How do I use gustar to talk about activities vs. plural nouns?

Enduring Understanding/Big Ideas:

1. The student will use the verb gustar with indirect objects to communicate their like or dislike of certain activities. The activities will take the form of newly introduced -AR, -ER and -IR verbs.
2. The student will learn new vocabulary related to activities. These students will use the new vocabulary to compare their activities with those of similar students in Spanish speaking countries.
3. The student will be able to use the verb gustar with activities and singular / plural (and masculine vs. feminine) nouns.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• Activities• Things that you dislike• Things that you like• Verb infinitives

Resources for Vocabulary Development: See department chair for suggested vocabulary: (Descubre 1, Lección 4: Pasatiempos; Descubre 1, Lección 2: En la escuela; Descubre 1, Lección 8: La comida)

Topic 1: Activities

Engaging Experience 1

Title: Verb Flash Cards

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - b. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - b. Recognize words borrowed from the target language.
- ISTE - GLOBAL COLLABORATOR.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
 - a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning

Detailed Description/Instructions: Students will be provided with 4 pieces of paper and will fold them and cut them into 8 pieces each. Each piece of paper will be used to make a flash card with the activities listed in English on one side and in Spanish on the other side. Students will then draw on the Spanish side something that reminds them of that verb. Students will use the flashcards for individual study. Then students will engage a partner to go through the words in English and Spanish and finally the instructor will use their own copy of the flashcards to engage the group as a whole. Focus will be given to proper writing and pronunciation.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 2: Gustar with activities

Engaging Experience 1

Title: Activities Interpersonal Communication

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas.
 - a. Ask and answer questions about very familiar topics.
 - b. Engage in common classroom interactions such as greetings, stating needs and preferences.
 - c. Share likes and dislikes
 - d. Exchange descriptions of people and places, in addition to products of the target culture
 - e. Use common social amenities such as please, thank you, and excuse me.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.

Supporting:

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Detailed Description/Instructions: Students will interview another student on various likes and dislikes, using the construction “Te gusta.” and the student will answer using “si me gusta or no, no me gusta” They will then report their findings back to the class.

Bloom’s Levels: Apply

Webb’s DOK: 1

Topic 3: Gustar with masculine and feminine nouns

Engaging Experience 1

Title: La Entrevista

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.

Supporting:

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced

Detailed instructions: Students will interview another student on various likes and dislikes, using the construction “Te gusta...” and the student will answer using “A mi me gusta...” They will then report their findings back to the class. Their answers should be singular and plural and should use nouns.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

You graduated from Park Hill High School District long ago and you have now realized your dream of living in Alicante, Spain. On your first night in your new tiny apartment in the heart of Alicante, you surf the web hoping to find activities you can do in the city during your free time. You come across the website for the city. You will first read and interpret the information presented on the site, then you will talk with your friends about which activities you like doing, and finally you will write a short blog post. In the blog you will describe activities that you like.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Activities	Verb Flash Cards	<p>Students will be provided with 4 pieces of paper and will fold them and cut them into 8 pieces each. Each piece of paper will be used to make a flash card with the activities listed in English on one side and in Spanish on the other side.</p> <p>Students will then draw on the Spanish side something that reminds them of that verb.</p> <p>Students will use the flashcards for individual study. Then students will engage a partner to go through the words in English and Spanish and finally the instructor will use their own copy of the flashcards to engage the group as a whole.</p> <p>Focus will be given to proper writing and pronunciation.</p>	45 Minutes
Gustar with activities	Activities Interpersonal Communication	Students will interview another student on various likes and dislikes, using the construction “Te gusta.” and the student will answer using “si me gusta or no, no me gusta” They will then report their findings back to the class.	90 Minutes
Gustar with masculine and feminine nouns	La Entrevista	Students will interview another student on various likes and dislikes, using the construction “Te gusta...”and the student will answer using “A mi me gusta...” They will then report their findings back to the class. Their answers should be singular and plural and should use nouns.	30 Minutes

Unit 3: School

Subject: Spanish I

Grade: 9-12

Name of Unit: School

Length of Unit: 3.5 Weeks

Overview of Unit: This unit will deal with all issues surrounding the location of school. Students will be exposed to locations where school events take place and the people that are involved. Students will start to conjugate verbs in this unit.

Priority Standards for unit:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.
 - b. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - c. Identify common social etiquette within the cultures studied.
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

Supporting Standards for unit:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - a. Recognize the target language when encountered outside the world language classroom.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
people, places and things based on oral and written descriptions	Identify	Remember	1
the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements	Comprehend	Remember	1
familiar stories or personal narratives both orally and/or in writing using prompts	Tell	Remember	1
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings	Use	Apply	1
common social etiquette within the cultures studied	Identify	Remember	1
the target language when encountered outside the world language classroom	Recognize	Understand	1

Essential Questions:

1. How do I conjugate regular -AR verbs to make a complete sentence?
2. How do I conjugate the verb ESTAR to describe location?
3. How does a verb get conjugated?
4. How do school items relate to locations and people in terms of the Spanish language?

Enduring Understanding/Big Ideas:

1. The student will be able to recognize school items, locations and people to be able to communicate about them in the target language.
2. The student will be able to use all subject pronouns to be able to change verbs based on who is doing the action.
3. The student will be able to recognize, define and use the verb ESTAR in the target language. Each student will be able to conjugate the verb in all six forms and be able to answer simple questions using the verb.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• People in a classroom• School locations.• School subjects• Things in a classroom

Resources for Vocabulary Development: Avancemos level one

Topic 1: Estar + Locations

Engaging Experience 1

Title: Map

Suggested Length of Time: 35 minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - c. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

Supporting:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Detailed Description/Instructions: Students will create a map of a school. This school map will include all the location vocabulary words and will describe spatial relationships and locations. They will have a legend so that any person would be able to know where the people are located.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Tener + Classes

Engaging Experience 1

Title: El Horario De La Escuela

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - c. Report similarities and differences between the sound and writing system of target and native language.

Supporting:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will expand upon their schedule of classes from a previous unit, real or imaginary. They will include times for start and end of each of the classes and where they are located inside the school. They will name the teacher and describe what kind of teacher that person is.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Time and Date

Engaging Experience 1

Title: El Horario

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.
 - b. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - a. Recognize the target language when encountered outside the world language classroom.

Detailed Description/Instructions: Students write out their own schedule where they detail the days of the week and the times when they will complete each activity.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will write a script for a verbally presented dialogue with a partner. This dialogue will be set in a school and will have many locations described. In addition, the dialogue will describe the people in the school as well as the classes they take. After receiving a written grade for the dialogue, they will present it verbally to the class for an oral grade.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Estar + Locations	Map	Students will create a map of a school. This school will include all the location vocabulary words and will describe spatial relationships and locations. They will have a legend so that any person would be able to know where the people are located.	35 minutes
Tener + Classes	El Horario De La Escuela	Students will expand upon their schedule of classes from a previous unit, real or imaginary. They will include times for start and end of each of the classes and where they are located inside the school. They will name the teacher and describe what kind of teacher that person is.	45 minutes
Time and Date	El Horario	Students write out daily schedule with dates and times.	45 minutes

Unit 4: Family

Subject: Spanish I

Grade: 9-12

Name of Unit: Family

Length of Unit: 3 Weeks

Overview of Unit: Students will be able to explore food in this unit. They will continue their use of regular present tense AR, ER, and IR verbs and will start writing basic sentences. Students will work with Tener expressions such as anos, razon and suerte. Students will work on family member vocabulary.

Priority Standards for unit:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
 - b. Prepare illustrated stories about activities or events and share them orally or in writing.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - c. Identify common social etiquette within the cultures studied.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - b. Broaden understanding of contributions of target civilization to development of present-day information.

Supporting Standards for unit:

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - a. Recognize the target language when encountered outside the world language classroom.

- FL.K-12.5.2 (Level 1) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - a. Attend or view via media cultural events and social activities.
 - b. Explore topics of personal interest from the target culture.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics.	Ask	Remember	1
questions about very familiar topics.	Answer	Remember	1
people, places and things based on oral and written descriptions	Identify	Remember	1
familiar stories or personal narratives both orally and/or in writing using prompts	Tell	Remember	1
illustrated stories about activities or events and share them orally or in writing	Prepare	Apply	1
understanding of contributions of target civilization to development of present-day information	Broaden	Understand	1

Essential Questions:

1. How can my knowledge of the vocabulary of family members enhance my knowledge of the target language?
2. How do I conjugate regular -ER and -IR verbs in the target language?
3. How is the verb Tener irregular and what are some idiomatic phrases associated with it?

Enduring Understanding/Big Ideas:

1. The student will explore vocabulary related to the family and food and will use these concepts to enhance their knowledge of the target language
2. The student will be able to use all subject pronouns to be able to change verbs based on who is doing the action. Each student will be able to define all subject pronouns and will be able to use each in a sentence.
3. The student will be able to use all subject pronouns to be able to conjugate the verb TENER in the target language. Each student will be able to define all related subject pronouns and will be able to use common idiomatic phrases related to said verb.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• Extended family• Family members• Descriptions• Tener expressions

Resources for Vocabulary Development: Avancemos level one

Topic 1: Family

Engaging Experience 1

Title: Family Tree

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
 - b. Prepare illustrated stories about activities or events and share them orally or in writing.

Supporting:

- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Detailed Description/Instructions: Students will draw a family tree of at least three generations (real or imaginary) and identify family members, using the construction “Esta es mi familia” and using the correct possessive adjective. (This can be done in an oral or written format.)

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Gender and Number/Descriptions

Engaging Experience 1

Title: El Jugador de Fútbol

Suggested Length of Time: 25 minutes

Standards Addressed

Priority:

- FL.K-12.1.2 (Level 1) Students understand and interpret written and spoken language on a variety of topics
 - a. Identify people, places and things based on oral and written descriptions.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - c. Identify common social etiquette within the cultures studied.

Supporting:

- FL.K-12.5.1 (Level 1) Students use the target language within and beyond the school setting
 - a. Recognize the target language when encountered outside the world language classroom.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will write an email to a famous soccer player.

Each student will engage in an experience where they will use adjectives that agree in number and gender to write an email to a famous soccer player where they describe themselves using agreement. Phrases like “Yo soy una persona inteligente” will be used.

Bloom’s Levels: Remember

Webb’s DOK: 1

Topic 3: Tener

Engaging Experience 1

Title: Yo Tengo

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
- FL.K-12.3.2 (Level 1) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - b. Broaden understanding of contributions of target civilization to development of present-day information.

Supporting:

- FL.K-12.5.2 (Level 1) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment

Detailed Description/Instructions: Students will work with a partner to create a dialogue between two people about the family members they have and what those people mean to them. The dialogue will have 5 lines per person and each sentence will be at least 5 words long. They will turn the dialogue in for a written grade.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

While browsing the internet instead of doing your Spanish homework, you find “www.memrise.com,” a forum where Spanish kids can exchange information about various topics. Since we are studying family in class, you decide to take a peek at the family section to see how Spanish speaking teens describe their families and if they like their families or not.

First you will read the posts, then you will exchange with your classmates, and finally you will add your contribution to the forum.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Family	Family Tree	Students will draw a family tree of at least three generations (real or imaginary) and identify family members, using the construction “Esta es mi familia” and using the correct possessive adjective. (This can be done in an oral or written format.)	40 Minutes
Gender and Number/ Descriptions	Yo Tengo	Students will work with a partner to create a dialogue between two people about the family members they have and what those people mean to them. The dialogue will have 5 lines per person and each sentence will be at least 5 words long. They will turn the dialogue in for a written grade.	40 Minutes
Tener	Jugador de Fútbol (Gender and Number/ Descriptions)	Students will write an email to a famous soccer player. Each student will engage in an experience where they will use adjectives that agree in number and gender to write an email to a famous soccer player where they describe themselves using agreement. Phrases like “Yo soy una persona inteligente” will be used.	35 Minutes

Unit 5: Pastimes

Subject: Spanish I

Grade: 9-12

Name of Unit: Pastimes

Length of Unit: 3 Weeks

Overview of Unit: This unit will explore popular pastimes, hobbies, and personal A. In unit 5 students will start working with stem changing verbs. They will understand the difference between these and regularly conjugated verbs. They will be exposed to direct object pronouns and the personal A. In addition, students will work on the vocabulary of pastimes.

Priority Standards for unit:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - b. Describe the practices of common cultural activities and holiday celebrations.
 - c. Identify common social etiquette within the cultures studied.

Supporting Standards for unit:

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced
- FL.K-12.4.2 (Level 1) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - a. Recognize common tangible and intangible products of the culture studied.
- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics.	Ask	Remember	1
questions about very familiar topics.	Answer	Remember	1
familiar stories or personal narratives both orally and/or in writing using prompts	Tell	Remember	1
the practices of common cultural activities and holiday celebrations	Describe	Apply	1

Essential Questions:

1. What are common pastimes and how do I describe those in the target language?
2. How are stem-changing verbs conjugated in the present tense?
3. When do I use personal “a” in the target language?

Enduring Understanding/Big Ideas:

1. The student will be able to recognize pastimes to be able to communicate about them in the target language.
2. The student will be able to change stem changing verbs into the proper conjugation to communicate in complete sentences.
3. The student will define the Personal A and how it is used in the target language.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • pastimes • places • sports • personal “a” • Stem changing verbs

Resources for Vocabulary Development: Avancemos level one

Topic 1: Pastimes

Engaging Experience 1

Title: Mis Pasatiempos

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 (Level 1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - a. Ask and answer questions about very familiar topics.
- FL.K-12.4.1 (Level 1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.

Supporting:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Detailed Description/Instructions: Students will create an email to a penpal in a Spanish speaking country regarding their preferred pastimes and activities. They will be relevant and appropriate. Students should describe what kind of person they are and what they like to do.

Bloom's Levels: Create

Webb's DOK: 2

Topic 2: Personal A

Engaging Experience 1

Title: A Quien Prefieres?

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
- FL.K-12.2.1 (Level 1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - b. Describe the practices of common cultural activities and holiday celebrations.
 - c. Identify common social etiquette within the cultures studied.

Supporting:

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - a. Demonstrate competencies previously introduced

Detailed Description/Instructions: Students will listen to a provided audio dialogue that uses the personal a. They will hear each of the ten sentences and will complete a 10-point quiz on the subject.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 3: Irregular Verbs (ir, stem changing, irregular yo verbs)

Engaging Experience 1

Title: The Boot

Suggested Length of Time: 35 Minutes

Standards Addressed

Priority:

- FL.K-12.1.3 (Level 1) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Supporting:

- FL.K-12.2.2 (Level 1) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Detailed Description/Instructions: Given a writing prompt: “Que pasatiempos prefieres,” students will write a paragraph describing various likes and dislikes of various pastimes. They will use a minimum of five irregular verbs in their written product.

Bloom’s Levels: apply

Webb’s DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Write a blog entry about your weekend plans. Include lots of details about where you plan to go and what you want to do. Be creative and use stem changing verbs to make it personal. When using pronouns make sure to use the personal A. Your blog entry should be at least 200 words long.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Pastimes	Mis Pasatiempos	Students will create an email to a pen pal in a Spanish speaking country regarding their preferred pastimes and activities. They will be relevant and appropriate. Students should describe what kind of person they are and what they like to do.	45 Minutes
Personal A	A Quien Prefieres?	Students will listen to a provided audio dialogue that uses the personal a. They will hear each of the ten sentences and will complete a 10-point quiz on the subject.	45 Minutes
Irregular Verbs (ir, stem changing, irregular yo verbs)	The Boot	Given a writing prompt: “Que pasatiempos prefieres,” students will write a paragraph describing pastimes. They will use a minimum of five irregular verbs in their written product.	35 Minutes

Unit of Study Terminology

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.