

BCCS
High School SPANISH I Curriculum Map
(Revised 6-3-08)

UNIT OF STUDY: Introduction to study of Spanish

- Why study Spanish?
- Identification of 20 Spanish-speaking countries and their capitals
- Spanish alphabet
- Numbers 1-100
- Useful classroom phrases
- Colors
- Suggestions for studying Spanish

TIME LINE: First two weeks of September

STANDARDS:

- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language
- 5.2.N.a Willingly use the target language within the classroom setting
- 5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

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UNWRAPPED STANDARDS

<p>CONCEPTS</p> <ul style="list-style-type: none"> • Understanding of oral & written classroom language in the target language in the target language including directions, commands, and requests. • Main idea of simple accessible written materials in the target language such as text passages, magazine/newspaper articles/ads, websites, poetry, or stories. • Spanish-speaking countries and their capitals • Neighboring countries and geographical features surrounding a country in which the language is spoken. • Prior knowledge • Basic differences and similarities in vocabulary between one's own language and the target language • Basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language. • Target language • Careers where skills in foreign language or cross-cultural understanding are needed. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrate (understanding of oral and written classroom language). • Understand (main idea of simple text). • Identify (countries and capitals). • Identify (neighboring countries and geographic features of surrounding countries). • Reinforce (prior knowledge). • Identify (similarities and differences between one's own language and the target language). • Willingly use (target language in class). • Identify (careers where foreign skills a benefit).
<p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Studying a foreign language provides personal, academic, and career advantages. 2. Comparing Spanish vocabulary, grammar, and speaking structures aids in the understanding of English vocabulary, grammar, and speaking structures. 3. Using as much Spanish as early as you can will give you an advantage as the year progress. 4. The basics 5. There are a set of skills that will aid you tremendously in foreign language study. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Why study Spanish? 2. What makes Spanish Spanish? 3. What are the skills you need to employ to be successful in your pursuit of Spanish language acquisition? 4. How do I speak Spanish?

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RESOURCES	ASSESSMENTS
<ul style="list-style-type: none"> • Textbook • Maps/overhead maps and overlays • Spanish alphabet • Spanish/English dictionaries • Mexican music, Andean music, Spanish music 	<ul style="list-style-type: none"> • Teacher observation • Map practice quizzes • Capitulo Preliminar Test

UNIT OF STUDY: Chapter One: ¡Mucho Gusto! (Let’s get to know each other)

- Hellos/Goodbyes
- Introductions and responses to introductions
- How are you?
- How old are you?
- Where are you from?
- Likes and dislikes

TIMELINE: September and first week of October

STANDARDS:

- 1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
- 1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
- 1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
- 1.1.N.SL.k Share opinions and preferences in the target language with their classmates

- 1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions

- 1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
- 1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
- 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters

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- 1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters
- 1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
- 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.
- 1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
- 1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school
- 2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
- 2.1.N.H.c Identify one important political issue in a country in which the language is spoken
- 2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
- 2.1.M.H.b Describe three important features of the governmental/ political system(s) in a country in which the language is spoken
- 2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
- 2.2.N.E.c Recognize the currency of a country in which the language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.2.N.a Identify basic target culture practices and compare them to one's own
- 5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentation

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UNWRAPPED STANDARDS

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Culturally appropriate gestures in everyday social situations such as greetings, leave taking, and introductions. • Questions about self, family, and friends • Appropriate register/honorifics in social situations such as greetings, leave taking, and introductions. • Likes/dislikes • Opinions/preferences • Target language in texts, blogs, webpages, letters, and notes to greet, take leave, and make introductions. • Questionnaire • Oral classroom language • Main idea, supporting details, and summary of audio presentation, accessible written material on familiar topics • Personal descriptions • Impact of 3 major historical events on culture of community/country of target language • 3 important features of government system, one political issue, current events, country/capital, major geographic features, neighboring countries and geographic features, current cultural icons, major natural resources, commercial products, services and industries, currency • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • interaction in target language with people locally and around the world through pen and key pals, email, electronic presentations. 	<ul style="list-style-type: none"> • Use (target language appropriately in greetings, leave taking, and introductions) orally and in writing. • Ask/answer (basic questions about self, friends, family orally and in writing). • Recognize and use (appropriate registers/honorifics in greetings, leave taking, and introductions orally and in writing). • Share (likes/dislikes, preferences, opinions orally and in writing with classmates using email, notes, and letters). • Create and use (a questionnaire to interview a classmate about likes/dislikes, preferences, and opinions) and write a summary of the info. • Demonstrate (understanding of oral classroom language on familiar topics). • Understand (main idea, supporting details of audio presentation, accessible written material on familiar topics) and summarize it. • Present (brief personal descriptions on familiar topics about self, friends, family). • Identify and explain (3 major historical events and their impact on the culture of community/country). • Identify (one important political issue, current events, economic system, country/capital, major cities, geographic features, neighboring countries and geographic features, current cultural icons, historic cultural icons, major natural resources, commercial products, services, and industries, currency). • Name (the governmental system and key political figures). • Reinforce (prior knowledge). • Identify (basic differences/similarities in vocab, grammar, and registers/honorifics between one's own language and the target language). • Identify (basic cultural practice) and compare (to one's own). • Exchange (information in the target language w/people locally and

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	<p>around the world through pen and key pals, email, electronic presentations).</p>
<p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. People greet and take leave from each other orally and through gestures in similar and different ways across cultures. 2. People have the same sense of curiosity for the same basic information about someone they meet for the first time which helps them make initial evaluations of that person. 3. Direct word for word translation of language needs to be put aside for phrasal translations to have more authentic communication in the target language. 4. Finding out about your likes and dislikes helps people know you. 5. Spain is the origin of the Spanish language and culture and its cultural and linguistic influence stretches to many parts of the Western Hemisphere 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How do you say hello and good-bye to someone and does that change depending on to whom you are speaking? 2. What do you want to know about someone you are meeting for the first time? Why? 3. What is wrong with translating from English to Spanish or vice versa directly word for word? 4. Where does the Spanish language come from and what impact on the world has this country made?
<p>RESOURCES Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities <u>Culture Shock! Spain</u> Overhead map of Spain <u>Hispanic Telephone Directory</u></p>	<p>ASSESSMENTS Teacher Observation Homework Oral presentation introducing aclassmate Oral questions Primer Paso Quiz #1</p> <ul style="list-style-type: none"> • Vocabulary (words 1-18) • Grammar (accents, tildes, punctuation) • Culture (info about Spain) <p>Primer Paso Quiz #2</p> <ul style="list-style-type: none"> • Vocabulary (words 19-35) • Grammar (Implied pronouns) • Culture (Interpersonal distance) <p>Segundo Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (numbers 1-100, question

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	words) Tercer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (gender, definite articles) Final Assessment: Autobiography
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UNIT OF STUDY: Chapter Two ¡Organízate! (Get organized!)

- Talk about wants, needs, hases (school supplies)
- Describe the contents of your bedroom
- Talk about what you need and want to do
- El día de los muertos

TIMELINE: October

STANDARDS:

- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases.
- 1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 2.1.N.F.e Explain the practices and significance of an important:
 - civil or religious holiday or celebration AND
 - regional holiday or celebration AND
 - personal or family holiday or celebration
 within a community or culture in which the target language is spoken

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- 2.1.N.E. Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken
- 2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries
- 2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
 - regional holiday or celebration AND
 - personal or family holiday or celebration within a community or culture in which the target language is spoken
- 2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken
- 2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.2.N.a Identify basic target culture practices and compare them to one's own
- 5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

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<p>CONCEPTS</p> <ul style="list-style-type: none"> • Information in target language orally and in writing on school activities • Memorized phrases • Understanding of oral and written classroom language in target language including directions, commands, requests • Main idea of audio presentation • Main idea of simple, accessible written materials in target language • Written interpersonal communication on school activities • Practices, significance, and products associated w/: civil, religious holiday or celebration AND regional holiday or celebration AND Personal or family holiday or celebration within a community or culture in which the target language is spoken • Levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken • Educational systems in a community or country in which the language is spoken with one or more other communities or countries • Facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken • Prior knowledge • Basic differences and similarities in vocab (cognates and borrowed words, grammatical structures, culture practices between one's own language and the target language) • Information in the target language with people locally and around the world through pen and key pals, email, and electronic presentations 	<p>SKILLS</p> <ul style="list-style-type: none"> • Exchange orally and in writing (on school activities). • Request, offer, invite, and reply in writing (using memorized phrases). • Demonstrate orally and in writing (understanding of directions, commands, and requests). • Understand (main idea of audio presentation and simple, accessible written material). • Understand (written interpersonal communication on school activities). • Explain practices, significance, and products associated w/: civil, religious holiday or celebration AND regional holiday or celebration AND personal or family holiday or celebration within a community or culture in which the target language is spoken. • Identify (levels of instruction, courses, and typical daily school schedules/activities). • Compare (educational systems of target culture and own). • Identify and compare (facilities, supplies, and materials needed for schooling in a community or culture in which the language is spoken). • Reinforce (prior knowledge). • Identify (basic differences and similarities in vocab (cognates and borrowed words, grammatical structures, culture practices between one's own language and the target language). • Exchange (information in the target language with people locally and around the world through pen and key pals, email, and electronic presentations).
<p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Educational systems and the value placed on different aspects of education vary from culture to culture. 2. A typical school day/year may look different from culture to culture. 3. The contents of your bedroom say a lot about you and may change from culture to culture which in turn says a lot about that culture. 4. What we need to do and want to do sometimes are very different things. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What is the educational system like in Spain? What subject areas have a high value? How does this compare to the educational system of the United States? 2. What does a typical school day look like in Spanish-speaking countries and how does that compare to the United States? What conclusions can you draw from this comparison? 3. What do you have in your room? What does that say about you and the culture in which you live? 4. What do you need to do? What do you want to do? Why do these two things often not match?

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RESOURCES	ASSESSMENTS
Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities Realia: Class schedule Spanish school graduation requirements?	Teacher observations Oral questions Primer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (indefinite articles, making words plural) Segundo Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (hay, agreement of mucho/cuanto) Tercer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (making sentences with infinitives and conjugated verbs) Chapter Test <ul style="list-style-type: none"> • Listening, reading, writing, cultural components

UNIT OF STUDY: Chapter Three: Nuevas Clases, Nuevos Amigos (New Classes, new Friends)

- School schedules
- Telling time
- Tell at what time something happens
- Talk about being late
- La hora Latina
- Describing people and places
- Talking about things you like and why you like them

TIMELINE: November/December

STANDARDS:

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| 1.1.N.SL.i | Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services |
| 1.1.M.SL.k | Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture |
| 1.1.N.RW.i | Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services |
| 1.1.N.RW.k | Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters |
| 1.2.N.L.a | Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests |
| 1.2.N.L.b | Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences |
| 1.2.N.L.d | Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music) |
| 1.2.M.L.a | Demonstrate understanding of oral classroom language in the target language on familiar topics |
| 1.2.M.L.b | Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community |
| 1.2.M.L.c | Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production) |

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- 1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

- 2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.M.H.b Describe three important features of the governmental/ political system(s) in a country in which the language is spoken
- 2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
- 2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
- 2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
- 2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
- 2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries
- 2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken

- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
- 2.2.N.E.c Recognize the currency of a country in which the language is spoken

- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 5.2.N.a Willingly use the target language within the classroom setting

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UNWRAPPED STANDARDS

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Information in everyday situations about time • Opinions and individual perspectives on a variety of topics dealing w/comtemporany/historical issues in target culture. • Time • Opinions and preferences in writing • Understanding of classroom language including familiar topics, directions, commands, and requests • Interpersonal communication on topics of personal interest such as school activities • Main idea of audio presentation • Interpersonal communication, spoken messages, and groups discussions on topics related to family and school • Main idea, supporting details, and summary of visual media • Brief personal descriptions on familiar topics such as friends and school • Impact of 3 major historical events on culture of community/country of target language • 3 important features of government system, one political issue, current events, country/capital, major geographic features, neighboring countries and geographic features, current cultural icons, major natural resurces, commercial products, services and industries, currency • daily routines of two or more communities or cultures in which the language is spoken • educational systems in community or country of target language • levels of instruction, courses, and typical daily schedules and activities in a community or country of target language • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • target language in classroom setting 	<ul style="list-style-type: none"> • ask for and obtain • exchange • inquire in writing to obtain info • share in writing • demonstrate • understand • understand • undertand • understand and summarize • write • explain • describe and explain • compare • compare • identify • reinforce • identify • willingly use

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<p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Mexico has the largest population of Spanish-speakers in the world and has a great influence on the economy of North America through trade agreements and legal and illegal immigrants to the US, and those people of Mexican descent that became a part of US as a result of the Mexican-American War. 2. Schooling is an important part of the culture in Spanish-speaking countries even though it may not look exactly like our educational system. 3. Time while straight-forward and arbitrary still takes on cultural significance. 4. Physical appearance and personality traits are important in identifying ourselves and distinguishing ourselves from others. 5. Justifying your likes and dislikes also helps people understand who you are. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What is the largest Spanish-speaking country and what impact does it have on your life? 2. How do we value education in the US and how does that compare to how education is valued in Spanish-speaking countries? 3. What role does time play in your life? Are you always on time or late? How do concepts of time change from culture to culture? 4. Who are you? Why is it important to be able to describe people not only physically, but on a personality level also? 5. How does what you like and why say something about you?
<p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities <u>Culture Shock! Mexico</u> Overhead map of Mexico Mexican class schedule and report card Big clock Clock flashcards</p>	<p>ASSESSMENTS</p> <p>Teacher Observation Oral questions Peer Interviews Homework Primer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (answering questions about classes, telling time) <p>Segundo Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (telling at what time, possession) • Culture (La hora latina) <p>Tercer Paso Quiz #1</p> <ul style="list-style-type: none"> • Vocabulary (first half of the list) • Grammar (conjugation of ser, noun/adjective agreement) <p>Final assessment</p> <ul style="list-style-type: none"> • Interview questions • Interview “new” classmate • Write a newspaper article profiling the “new” student in school

UNIT OF STUDY: Chapter Four: ¿Qué haces esta tarde? (What are doing this afternoon?)

- Talk about what you like to do
- Discuss what you and others do during free time
- Tell where people and place are
- Talk about where you and others go during free time

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TIMELINE: December/January

STANDARDS:

- 1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
- 1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
- 1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.RW.i Inquire in writing, to obtain information in the target language
- 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
(emails, letters, messages, notes, and text messages)
- 2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
- 2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration
within a community or culture in which the target language is spoken
- 2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 5.2.N.a Willingly use the target language within the classroom setting

BCCS
High School SPANISH I Curriculum Map
 (Revised 6-3-08)

UNWRAPPED STANDARDS

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Questions about the attributes of places and things in their immediate environment using a list of traits • Information in the target language on familiar topics such as personal interests • Information in everyday situations in the target language about place relating to restaurant, stores • Likes and dislikes in the target language with a classmate • Understanding of oral classroom language and written classroom language in the target language including directions, commands, and requests • Main idea of an audio presentation and simple accessible written materials in the target language • Written interpersonal communication on topics of personal interest such as leisure and school activities • Practices, significance, and products associated w/: civil, religious holiday or celebration AND regional holiday or celebration AND Personal or family holiday or celebration within a community or culture in which the target language is spoken • Typical leisure activities commonly practiced within a community or culture in which the language is spoken • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • target language in classroom setting 	<ul style="list-style-type: none"> • Ask and answer • Inquire and exchange orally and in writing • Ask for and obtain orally and in writing • Share orally and in writing using email, notes and letters • Demonstrate • Understand • Understand • Describe and explain • Describe • reinforce • identify • willingly use

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High School SPANISH I Curriculum Map
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<p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Free time activities are important to quality of life across cultures. 2. Describing where people and places are relative to each other supplies people with vital information. 3. The places you go for your leisure time activities may vary from community to community and culture to culture. 4. Christmas traditions are very important in Spanish-speaking countries and vary from country to country. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What activities do you do in your free time and why is having free time important? How do free time activities vary from culture to culture? 2. What phrases do you use to talk about where people and places are located in relation to each other? 3. Where do you go for your free time activities? What does that say about you and your culture? 4. How do you celebrate the holidays? How do they compare to the Christmas traditions of Spanish-speakers?
<p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities Spinters and flashcards Map of Mexico City City overhead TV Guide page Mexican and Spanish Christmas Traditions readings</p>	<p>ASSESSMENTS</p> <p>Teacher Observation Oral questions Peer Interviews Homework Primer Paso Quiz #1</p> <ul style="list-style-type: none"> • Vocabulary (first half of list) • Grammar (conjugating ar verbs) <p>Primer Paso Quiz #2</p> <ul style="list-style-type: none"> • Vocabulary (second half of list) • Grammar (answering tú form questions) <p>Segundo Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (conjugation of estar, prepositions of place) <p>Tercer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (conjugation of ir) <p>Christmas traditions presentations</p>

UNIT OF STUDY: Chapter Five: El Ritmo de la vida (The Rhythm of life)

- Discuss how often you do things
- Talk about what you and your friend like to do together
- Talk about what you do during a typical week
- Give today's date
- Talk about the weather

TIMELINE: February

STANDARDS:

- 1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life

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- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate

- 1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
- 1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters

- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics
- 1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.
- 1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages)

- 2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
- 2.1.N.H.c Identify one important political issue in a country in which the language is spoken
- 2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
- 2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken

- 2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of country in which the language is spoken

- 3.1.N.a Reinforce previously learned content knowledge through the target language

- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target

- 5.2.N.a Willingly use the target language within the classroom setting

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High School SPANISH I Curriculum Map
 (Revised 6-3-08)

UNWRAPPED STANDARDS

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Basic questions about the weather, self, family, and friends • Information in the target language on familiar topics such as personal interests • Likes and dislikes in the target language with a classmate • Understanding of oral classroom language in the target language including directions, commands, and requests • Interpersonal communication on topics of personal interest such as preferences, leisure activities, and everyday occurrences • Main idea of audio presentation, main idea, supporting details of accessible written materials on familiar topics in the target language • Understanding of written classroom language in the target language on familiar topics • Impact of 3 major historical events on culture of community/country of target language • 3 important features of government system, one political issue, current events, country/capital, major geographic features, neighboring countries and geographic features, current cultural icons, major natural resources, commercial products, services and industries, currency • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • the target language in the classroom 	<ul style="list-style-type: none"> • Ask, answer, and exchange information orally and in writing • Exchange orally and in writing • Share orally and in writing • Demonstrate • Understand • Understand and summarize • Understand • Understand • Reinforce • Identify • Willingly use

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<p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Daily life takes on certain routines that we all have which vary from culture to culture. 2. How often you do activities can indicate how well you like them or how busy your life is. 3. Planning your days and weeks depends on being able to express the date and knowing weather patterns to plan accordingly. 4. Florida is a major Spanish-speaking influence in the United States because of its geographical proximity to Cuba and the migrations of people from Cuba. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What does your typical day/week look like? How does that compare to the typical day of a Spanish-speaker? 2. Do you enjoy the activities in which you engage? What do these activities say about you? 3. What is today's date? What is the weather like? 4. Why did the authors include Florida in a Spanish textbook?
<p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities History of the Cuban Boat Lift ¿Con qué frecuencia...? Survey</p>	<p>ASSESSMENTS</p> <p>Teacher Observation Oral questions Peer Interviews Homework Primer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (negation, con que frecuencia questions) Segundo Paso Quiz #1 <ul style="list-style-type: none"> • Vocabulary (first half of list) • Grammar (Gustar) Segundo Paso Quiz #2 <ul style="list-style-type: none"> • Vocabulary (second half of list) • Grammar (conjugating er and ir verbs) Tercer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (dates in Spanish) Final Assessment: Chapter Test to include listening, reading, and writing sections</p>

UNIT OF STUDY: FAMILY

- Family
- Family relationships
- Family members' physical appearance
- Family activities
- Household chores

STANDARDS:

- 1.1 .N.SL.b Ask and answer basic questions about weather, health/physical conditions of self, family, and friends.**
- 1.1.N.SL.e Ask questions about physical appearance, character, and personality traits of friends, family, classmates, and answer using a list of traits.**

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High School SPANISH I Curriculum Map

(Revised 6-3-08)

- 1.1 .N.SL..M** **Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.**
- H.M.WR.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions of self, family, and friends.
- LIN.RW.e Ask questions in writing about physical appearance, character, and personality traits of friends, family classmates, and answer in writing using a list of traits.
- H.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.
- 1.2.N.L.b** **Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.**
- 1.2.N.R.b** **Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry, or stories.**
- 1.2.N.R.C Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (emails, letters, messages, notes, and text messages).
- 1.3.N.W.C** **Write a brief personal description of familiar topics in the target language such as self, friends, family, home, and school.**
- 2.1 .N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken.
- 3.1 .N.a Reinforce previously learned content knowledge through the target language.
- 4.IN .a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words).
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target language.
- 4.2.N.a Identify basic target language culture practices and compare them to one's own.

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High School SPANISH I Curriculum Map
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UNWRAPPED STANDARDS

CONCEPTS

- Questions about family
- Family physical appearance
- Family life
- Everyday occurrences (chores)
- Main idea of authentic text
- Written personal communications about everyday occurrences (chores)
- Personal descriptions of family
- Family structures in target language culture
- Prior knowledge
- Differences/similarities in vocabulary (cognates)
- Target language cultural practices compared to own

BIG IDEAS

1. Definitions of family vary greatly from culture to culture.
2. Family structures vary greatly within a culture and between cultures.
3. People are very attuned to the similarities and differences among family members.
4. Families across cultures recreate together to maintain connections.
5. Different family members take on different household responsibilities that vary between cultures.

RESOURCES

- Textbook materials
- Family tree graphic organizer
- Overhead transparency family tree
- Overhead transparency of family activities
- Students' personal narratives about family
- Target language narratives about family

SKILLS

- Ask/answer (questions about family)
- Ask (questions about family physical appearance using a list of traits)
- Exchange (information about family life)
- Exchange in writing (information about family and family physical appearance using a list of traits)
- Exchange in writing (information about family life)
- Understand (interpersonal communications about family life and common occurrences; chores)
- Understand (main idea of authentic text)
- Understand (written communication about family life and everyday occurrences; chores)
- Write (a personal description of family)
- Describe (family structure in target language culture)
- Reinforce (prior knowledge)
- Identify (differences/similarities in vocab & grammar)

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High School SPANISH I Curriculum Map

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- Identify and compare (cultural practices between cultures)

ESSENTIAL QUESTIONS

1. What is a family? How is the idea of family similar and/or different across cultures?
2. Are pets family members? Who else is considered a family member even though they are not a blood relative?
3. Who in your family do you look like the most?
4. What types of activities do you do when you hang out with your family? Why do families recreate together?
5. Who is responsible for the chores in your house? Do you have chores? Do you get paid to do them? How do these responsibilities differ among cultures?

ASSESSMENTS

- Sections quizzes consisting of vocabulary identification and grammar usage
- Personal essay about family

UNIT OF STUDY: Making Plans, Getting Ready for them, Turning down an Invitation

Que te gustaria hacer?

Chapter Seven

Timeline: April

STANDARDS:

- 1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrase.
- 1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family
- 1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence
- 1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
- 1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply
- 1.1.M.RW.g Exchange information in writing in the target language about personal and social, community, or current events
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken

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High School SPANISH I Curriculum Map
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- 2.1.N.H.c Identify one important political issue in a country in which the language is spoken

- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
- 2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
- 2.2.N.E.c Recognize the currency of a country in which the language is spoken

- 3.1.N.a Reinforce previously learned content knowledge through the target language

- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language

- 5.2.N.a Willingly use the target language within the classroom

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High School SPANISH I Curriculum Map
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<p>CONCEPTS</p> <ul style="list-style-type: none"> • Memorized invitational phrases • Simply phrases/sentences • Personal & social/community events • E-mails, texts, blogs, webpages, letters, notes • Honorifics/registers in routine written social correspondence • Interpersonal communications about leisure activities & everyday occurrences • Main idea of simple, accessible written materials in target language such as text passages, magazines, newspaper articles/ads, websites, poetry, stories • Gvt system, one political issue, country/capital/major cities, geographic features, neighboring countries, climate/weather, cultural icons, products/natural resources, currency • Prior knowledge • Vocabulary and grammar 	<p>SKILLS</p> <ul style="list-style-type: none"> • Request, offer, invite, reply (orally and in writing) • Exchange information (orally and in writing) • Recognize (honorifics in routine written social correspondence) • Understand (interpersonal communication) • Name/identify (Gvt system, one political issue, country/capital/major cities, geographic features, neighboring countries, climate/weather, cultural icons, products/natural resources, currency) • Select (vocab/grammar w/o direct translation) • Use (target language willingly)
<p>BIG IDEAS</p> <ul style="list-style-type: none"> • Telephone etiquette to make invitations • Extending/accepting invitations • Making plans for social activities • Turning down an invitation and explaining why • Location: Ecuador 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What are common forms of etiquette when talking on the telephone? 2. How do you invite someone to an activity or a place? How do you accept politely? 3. What common/everyday routine(s) do you follow to “get ready?” 4. How do you politely turn down an invitation? Do you feel bad turning someone down? 5. What is special and significant about Ecuador?
<p>RESOURCES</p> <ul style="list-style-type: none"> • Textbook • Communicative activities • Realia • Grammar Tutor • TPRS Storytelling Book • Hispanic yellow pages • Listening Activities 	<p>ASSESSMENTS</p> <p>Primer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar – stem changing verbs used to make invitations <p>Segundo Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar – reflexive verbs <p>Tercer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar – tener expressions <p>Telephone Conversation Dialog</p> <p>Chapter 7 Test</p>

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UNIT OF STUDY: Al Comer

- **Talking about meals and food**
- **Commenting on food**
- **Making polite requests, ordering dinner in a restaurant, asking for/paying the bill in a restaurant**

TIMELINE: May

STANDARDS:

- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
- 1.1.N.SL.k Share opinions and preferences in the target language with their classmates
- 1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
- 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
- 1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics
- 1.3.M.S.a Present skits or short plays in the target language
- 1.3.A.S.c Present oral reports on familiar and unfamiliar topics in target language
- 1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
- 2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration
within a community or culture in which the target language is spoken
- 2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
- 2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
- 2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.2.N.a Identify basic target culture practices and compare them to one's own
- 4.2.N.b Identify basic target culture products and compare them to one's own

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UNWRAPPED STANDARDS

<p>CONCEPTS</p> <ul style="list-style-type: none"> • Likes/dislikes in target language w/classmate orally & in writing using e-mail,notes,letters • Opinions/preferences in target language w/classmate orally & in writing using e-mail, notes, letters • Information in target language about time,place, price, and size to restaurants • Main ideas of audio presentation (CD, lecture, radio,podcast,songs/music) • Understanding of written classroom language in target language on familiar topics • Skits/short plays in target language • Oral reports on familiar/unfamiliar topics in target language • Practices and significance of an important civil/religious holiday, regional holiday/celebration, personal/family holiday celebration within a community or culture of target language • Products needed to carry out basic meals within community/culture of target language • Products native to a community, region, or country of target language • Prior content knowledge in target language • Grammatical structures with and without direct word for word translation • Basic target culture practices and one's own • Basic target culture products 	<p>SKILLS</p> <ul style="list-style-type: none"> • Share orally and in writing w/classmate • Inquire to obtain information • Understand main idea of audio presentation • Demonstrate understanding • Present skit/short plays • Present oral reports • Illustrate and present menu • Explain celebration/holiday practices • Describe food products of target language culture • Identify native products • Compare native products to those of one's own culture • Reinforce prior content knowledge • Select grammatical structures with and without direct word for word translation • Identify basic target culture practices and compare to own • Identify basic target culture products and compare to own
<p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Meeting the basic human need of food is essential for everyone, but changes and takes on different nuances in different cultures. 2. Eating habits (such as the foods eaten and the times people eat) differ from culture to culture. 3. The basic descriptors for foods do not change from culture to culture, but the foods themselves do. 4. Dining and restaurant practices differ from culture to culture. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How do eating habits differ from Spanish-speaking cultures to our own? Why might they differ? 2. How do we describe food? 3. What are the differences in the times of meals and types of foods eaten at meals between Spanish-speaking cultures and our own? Why might these differences exist? 4. Is eating out as an important cultural practice in Spanish-speaking cultures as it is in our culture? Why is important?

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RESOURCES	ASSESSMENTS
<ul style="list-style-type: none"> • Textbook • Grammar Tutor • Listening Activities • Realia: Grocery store ad, room service menu, restaurant menu • Communicative activities • TPRS Storytelling book • Authentic Mexican Cuisine Video • Mi Tierra Video – mealtime 	<p>Teacher Observation Homework Primer Paso Quizzes</p> <ul style="list-style-type: none"> • Vocabulary • Grammar – encantar, o to ue stem-changing verbs <p>Segundo Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar – ser and estar to talk about specific and general characteristics of food <p>Tercer Paso Quizzes</p> <ul style="list-style-type: none"> • Vocabulary • Grammar/Culture – how to set a Spanish table, otro <p>“International Food Tasting Party” project</p>