

# Spanish I Curriculum Maps

[Chapter 1: ¡Mucho gusto!](#)

[Chapter 2: ¡Organízate!](#)

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<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 1: ¡Mucho gusto!</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will say hello and goodbye.</li> <li>• Students will introduce people and respond to an introduction.</li> <li>• Students will ask and tell someone’s name.</li> <li>• Students will ask how someone is and say how they are</li> <li>• Students will ask and say how old someone is.</li> <li>• Students will ask where someone is from and say where they are from.</li> <li>• Students will talk about likes and dislikes.</li> <li>• Students will have opportunities to practice speaking, reading, and writing in the target language.</li> <li>• Students will learn vocabulary for greetings and farewells appropriate to both differing geographic locations and relationships to people.</li> <li>• Students will learn the Spanish numbers 0-30.</li> <li>• Students will learn the singular forms of the verb <i>ser</i>.</li> <li>• Students will learn the Spanish personal pronouns.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Vocabulary: greetings</li> <li>• Vocabulary: Numbers 0-30</li> <li>• Holt Spanish Level 1 Textbook pages 16-45</li> <li>• Spanish-speaking countries</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultural connections: various greetings which differ based on geographic location</li> <li>• Cultural connections: How geography and relationships determine the way Spanish-speaking people greet and say farewell to one another.</li> <li>• Curricular connection: math. Students will create simple addition and subtraction problems to ask and answer with other classmates.</li> <li>• Language: the verb <i>ser</i> (to be) in the singular form</li> <li>• Cultural connections: what is the difference between formal and informal form of address</li> <li>• Language exploration: When to use <i>tú</i> and <i>usted</i>.</li> <li>• Vocabulary: sports, music, food, classes at school</li> <li>• Vocabulary: feelings/emotions</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>• <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target</li> </ul>

	<p>culture(s).</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>• <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>• <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>• <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>• <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>• <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>• <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Alphabet manipulatives</li> <li>• Holt Spanish Level 1 Textbook pages 1-11</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 1-8</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades page 3-12</li> <li>• Holt Spanish Level 1 Testing Program pages 1-26</li> </ul>

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 2: ¡Organízate!</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will talk about what they need and want.</li> <li>• Students will describe the contents of their bedroom.</li> <li>• Students will talk about what they need and want to do.</li> <li>• Students will identify school supplies objects needed for each class.</li> <li>• Students will utilize appropriate direct and indirect articles.</li> <li>• Students will change singular nouns to plural and vice versa.</li> <li>• Students will ask others what they need and want.</li> <li>• Students will ask others what they need and want to do.</li> <li>• Students will ask others to describe the contents of their bedroom.</li> <li>• Students will ask how much or how many of an object there is/are.</li> <li>• Students will describe how much or how many of an object there is/are.</li> <li>• Students will learn the present tense of the verb “haber”.</li> <li>• Students will count to 199.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Vocabulary: school supplies</li> <li>• Vocabulary: Numbers 0-199</li> <li>• Holt Spanish Level 1 Textbook pages 46-73</li> <li>• Spanish-speaking countries</li> <li>• Cultural connections: various vocabulary which differs based on</li> </ul>

	<p>geographic location</p> <ul style="list-style-type: none"> <li>• Curricular connection: math. Students will create simple addition and subtraction problems to ask and answer with other classmates.</li> <li>• Language: the verbs <i>querer</i> (to want), <i>necesitar</i> (to need), and <i>haber</i> (to be) in the singular form</li> <li>• Vocabulary: singular subject pronouns (<i>yo, tú, él, ella, and usted</i>)</li> <li>• Grammar: agreement of <i>mucho</i> and <i>cuánto</i></li> <li>• Identification of infinitives</li> <li>• Vocabulary: bedroom items</li> <li>• Expressions with <i>necesitar</i> and <i>querer</i></li> <li>• Cultural connection: Discussion of <i>papelería</i> (Spanish-speaking paper store)</li> <li>• Vocabulary: things to do</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>• <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a</li> </ul>

	<p>few common gestures and cultural practices associated with the target culture(s).</p> <ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>● <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>● <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>● <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>● <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>● <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>● <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>● <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>● <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>● Supplemental hand-outs</li> <li>● Alphabet manipulatives</li> <li>● Holt Spanish Level 1 Textbook pages 46-73</li> <li>● Holt Spanish Level 1 Cuaderno de Gramática pages 9-17</li> <li>● Holt Spanish Level 1 Cuaderno de Actividades pages 13-24</li> <li>● Holt Spanish Level 1 Testing Program pages 27-52</li> </ul>

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 3 ;Organízate!</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will talk about classes.</li> <li>• Students will describe the sequence of their day.</li> <li>• Students will tell time.</li> <li>• Students will tell at what time something happens.</li> <li>• Students will talk about being late or in a hurry.</li> <li>• Students will talk about things they like and why.</li> <li>• Students will identify various academic classes.</li> <li>• Students will ask someone else about their schedule and the sequence of their day.</li> <li>• Students will ask someone at whether or not they like their classes and why.</li> <li>• Students will tell someone that they are late.</li> <li>• Students will describe people.</li> <li>• Students will describe themselves.</li> <li>• Students will describe their classes.</li> <li>• Students will utilize proper noun-adjective agreement.</li> <li>• Students will describe and compare the various grading scales which differ from country to country.</li> <li>• Students will describe “hora latina” and it’s social implications.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> </ul>



<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: academic classes</li> <li>• Vocabulary: telling time phrases to describe morning, afternoon, or evening</li> <li>• Holt Spanish Level 1 Textbook pages 78-107</li> <li>• Spanish-speaking countries</li> <li>• Cultural connections: various vocabulary which differs based on geographic location</li> <li>• Language: telling time with the verb <i>ser</i></li> <li>• Vocabulary: singular subject pronouns (<i>yo, tú, él, ella, and usted</i>)</li> <li>• Vocabulary: time expressions</li> <li>• Grammar: use of the preposition <i>de</i> to describe possession of an item</li> <li>• Grammar: noun-adjective agreement</li> <li>• Vocabulary: adjectives used to describe people and classes</li> <li>• Grammar: use of the verb <i>ser</i> to describe people and classes</li> <li>• Grammar: “tag questions”, asking a question by adding the phrase <i>¿no?</i> or <i>¿verdad?</i> (“right?”) to the end of a statement</li> <li>• Cultural connection: “hora latina”- the cultural norm of arriving slightly late for casual social engagements will be discussed</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>• <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to</li> </ul>

	<p>targeted themes.</p> <ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>● <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>● <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>● <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>● <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>● <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>● <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>● <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>● <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>● Supplemental hand-outs</li> <li>● Holt Spanish Level 1 Textbook pages 78-107</li> <li>● Holt Spanish Level 1 Cuaderno de Gramática pages 18-26</li> <li>● Holt Spanish Level 1 Cuaderno de Actividades pages 25-36</li> <li>● Holt Spanish Level 1 Testing Program pages 53-78</li> </ul>

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 4 ¿Qué haces por la tarde?</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will talk about what they like to do.</li> <li>• Students will talk about what they do not like to do.</li> <li>• Students will discuss what they do during free time.</li> <li>• Students will discuss what others do during free time.</li> <li>• Students will talk about where you go during free time.</li> <li>• Students will talk about where others go during free time.</li> <li>• Students will identify various free time activities.</li> <li>• Students will ask someone else what they do in their free time.</li> <li>• Students will ask someone if they do a specific activity.</li> <li>• Students will identify with whom an activity is done.</li> <li>• Students will describe the location of a place in town.</li> <li>• Students will describe where someone is.</li> <li>• Students will compare free time activities popular in the U.S. with activities popular in other countries.</li> <li>• Students will utilize proper verb conjugation.</li> <li>• Students will identify the days of the week.</li> <li>• Students will tell whether they do something once or repeatedly once a week.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> </ul>

<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: free time activities</li> <li>• Vocabulary: days of the week</li> <li>• Holt Spanish Level 1 Textbook pages 108-135</li> <li>• Spanish-speaking countries</li> <li>• Cultural connections: free time activities vary in some countries</li> <li>• Language: sentence structure</li> <li>• Vocabulary: plural subject pronouns (<i>yo, tú, él, ella, and usted</i>)</li> <li>• Vocabulary: places around town</li> <li>• Grammar: use of the preposition <i>con</i> to describe with whom an activity is done</li> <li>• Grammar: verb conjugation</li> <li>• Vocabulary: directional phrases</li> <li>• Grammar: use of the verb <i>ir</i> to tell where someone is going</li> <li>• Cultural connection: transportation/town configuration</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>• <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>• <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>• <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>• <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>• <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>• <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>• <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Video Series</li> <li>• Holt Spanish Level 1 Textbook pages 108-135</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 27-36</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 37-48</li> <li>• Holt Spanish Level 1 Testing Program pages 79-104</li> </ul>

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 5: El ritmo de la vida</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will talk about how often they do something.</li> <li>• Students will talk about what you and your friends like to do together.</li> <li>• Students will discuss what they do during a typical week.</li> <li>• Students will discuss what others do during a typical week.</li> <li>• Students will identify today's date.</li> <li>• Students will talk about the weather.</li> <li>• Students will identify various activities they do in different weather conditions.</li> <li>• Students will ask someone else what they do in various weather conditions.</li> <li>• Students will ask someone if they do a specific activity in a certain type of weather.</li> <li>• Students will ask what the weather is like.</li> <li>• Students will ask who someone is.</li> <li>• Students will describe who someone is based on what they are doing.</li> <li>• Students will compare how weather conditions vary around the world and how that may affect free time activities.</li> <li>• Students will utilize proper verb conjugation.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> </ul>

<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: additional free time activities</li> <li>• Vocabulary: months of the year</li> <li>• Holt Spanish Level 1 Textbook pages 140-167</li> <li>• Spanish-speaking countries</li> <li>• Cultural connections: free time activities vary in some countries based on weather conditions</li> <li>• Language: sentence structure</li> <li>• Vocabulary: frequency words and phrases</li> <li>• Vocabulary: weather conditions</li> <li>• Grammar: use of the question word <i>quién/quienes</i> to ask who someone is</li> <li>• Grammar: verb conjugation</li> <li>• Vocabulary: months of the year</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>• <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a</li> </ul>

	<p>few common gestures and cultural practices associated with the target culture(s).</p> <ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>● <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>● <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>● <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>● <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>● <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>● <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>● <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>● <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>● Supplemental hand-outs</li> <li>● Holt Spanish Level 1 Video Series</li> <li>● Holt Spanish Level 1 Textbook pages 140-167</li> <li>● Holt Spanish Level 1 Cuaderno de Gramática pages 37-44</li> <li>● Holt Spanish Level 1 Cuaderno de Actividades pages 49-60</li> <li>● Holt Spanish Level 1 Testing Program pages 105-130</li> </ul>



<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 6: Entre Familia</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will describe their families.</li> <li>• Students will describe people, specifically their hair and eye color.</li> <li>• Students will discuss things their family does together.</li> <li>• Students will relationships between others based on a family tree.</li> <li>• Students will discuss problems.</li> <li>• Students will give advice.</li> <li>• Students will utilize various possessive adjectives in order to refer to their relatives.</li> <li>• Students will ask someone else about their family.</li> <li>• Students will describe family pets.</li> <li>• Students will compare their families with various other types of families.</li> <li>• Students will compare living situations of families in the U.S. with families in other counties/cultures.</li> <li>• Students will identify various chores done around the house.</li> <li>• Students will tell where various chores are completed in the house.</li> <li>• Students will utilize proper verb conjugation.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Vocabulary: family relationships</li> <li>• Vocabulary: chores</li> </ul>

	<ul style="list-style-type: none"> <li>• Holt Spanish Level 1 Textbook pages 168-197</li> <li>• Spanish-speaking countries</li> <li>• Cultural connections: family living situations in different communities, cultures, and countries</li> <li>• Language: sentence structure</li> <li>• Vocabulary: hair/eye color descriptions</li> <li>• Vocabulary: activities done with one's family</li> <li>• Grammar: use of "go-go" verbs to describe what a family does</li> <li>• Grammar: verb conjugation</li> <li>• Grammar: use of the personal "a"</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</li> <li>• <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify</li> </ul>

	<p>familiar people, places, and objects based on simple oral and/or written descriptions</p> <ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>● <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>● <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>● <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>● <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>● <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>● <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>● <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>● Supplemental hand-outs</li> <li>● Holt Spanish Level 1 Video Series</li> <li>● Holt Spanish Level 1 Textbook pages 168-195</li> <li>● Holt Spanish Level 1 Cuaderno de Gramática pages 45-52</li> <li>● Holt Spanish Level 1 Cuaderno de Actividades pages 61-72</li> <li>● Holt Spanish Level 1 Testing Program pages 131-156</li> </ul>

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 7: ¿Qué te gustaría hacer?</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language.</li> <li>• Students will learn basic phrases for talking on the telephone.</li> <li>• Students will extend and accept invitations.</li> <li>• Students will make plans with others.</li> <li>• Students will talk about getting ready.</li> <li>• Students will turn down an invitation and explain why.</li> <li>• Students will identify and describe various places and events.</li> <li>• Students will use expressions with <i>tener</i> to convey information about being hungry, being tired, being in a hurry, and needing to do something.</li> <li>• Students will utilize e→ir stem-changing verbs when discussing wants, needs, and preferences.</li> <li>• Students will recognize and discuss differences in phone number structure around the world.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</li> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and</li> </ul>

	<p>cultural practices?</p> <ul style="list-style-type: none"> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don't know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: phrases for talking on the telephone</li> <li>• Phrases to extend an invitation</li> <li>• Vocabulary: expressions of apology</li> <li>• Cultural connection: means of transportation vary internationally</li> <li>• Language: e→ie stem-changing verbs including <i>tener, querer, venir, preferir, and empezar</i></li> <li>• The conditional tense to ask or answer what someone <i>would like</i> to do</li> <li>• Vocabulary: places and events</li> <li>• Vocabulary: verbs to describe getting oneself ready</li> <li>• Grammar: reflexive verbs</li> <li>• Phrases used to turn down an invitation and explain why you cannot attend the event/activity</li> <li>• Cultural connection: differences in phone number structure will be discussed</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a</li> </ul>

	<p>few common gestures and cultural practices associated with the target culture(s).</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 202-229</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 53-60</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 73-84</li> <li>• Holt Spanish Level 1 Testing Program pages 171-196</li> </ul>

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> Spanish 1	<b>Unit of Study: Chapter 8: ¡A Comer!</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language.</li> <li>• Students will talk about meals and food.</li> <li>• Students will comment on and critique various food items.</li> <li>• Students will make polite requests in the context of a restaurant.</li> <li>• Students will order from a menu.</li> <li>• Students will express likes/dislikes.</li> <li>• Students will express hunger/thirst.</li> <li>• Students will ask for the bill at a restaurant and discuss how to pay and how to calculate the tip.</li> <li>• Students will identify tableware items.</li> <li>• Students will describe a restaurant, including the quality of the food, the service, and the atmosphere.</li> <li>• Students will compare American meals/mealtimes to those of Spanish speaking countries.</li> <li>• Students will compare American cuisine with some cuisine of Spanish-speaking countries.</li> <li>• Students will learn numbers 200-100,000.</li> <li>• Students will utilize stem-changing verbs and the verbs <i>ser</i>, <i>estar</i>, <i>encantar</i>, <i>tener</i>.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea)</li> </ul>

	<p>that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</p> <ul style="list-style-type: none"> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don’t know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Vocabulary: food items</li> <li>• Phrases for commenting on the taste of food</li> <li>• Grammar: differences between <i>ser</i> and <i>estar</i> when commenting on food</li> <li>• Grammar: the conditional tense to make polite requests</li> <li>• Phrases to ask for the bill in a restaurant and discuss means of payment and how to tip</li> <li>• Culture connection: differences between American and Hispanic meal times</li> <li>• Vocabulary: tableware</li> <li>• Culture connection: differences between American and Hispanic cuisine</li> <li>• The verb <i>encantar</i> to express that you really like or love something</li> <li>• Grammar: o→ue stem changing verbs (<i>almorzar</i>- to eat lunch)</li> <li>• Phrases with the verb <i>tener</i> to express being hungry or thirsty</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally</li> </ul>



	<p>authentic materials using electronic information sources related to targeted themes.</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 202-229</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 61-69</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 85-96</li> <li>• Holt Spanish Level 1 Testing Program pages 197-222</li> </ul>

**Grade:** 9<sup>th</sup>-12<sup>th</sup>  
**Subject:** Spanish 1

**Unit of Study: Chapter 9: ¡Vamos de Compras!**

**Big Idea/Rationale**

- Students will have opportunities for practice in speaking, reading, and writing in the target language.
- Students will make suggestions for a gift.
- Students will ask for suggestions for a gift.
- Students will ask for and give direction in a town.
- Students will comment on clothing.
- Students will make comparisons between two objects.
- Students will express preferences.
- Students will ask about prices and paying for something.
- Students will learn various phrases to use when shopping in a store.
- Students will describe the material that an article of clothing is made of.
- Students will utilize expressions related to cost of various items.
- Students will utilize demonstrative adjectives to refer to “this” or “that”.
- Students will identify the store where they purchase a specific item.

**Enduring Understandings**

- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- Real-world and situational practice in the target language increase the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- Actively thinking about what I already know helps me better understand.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.
- To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.
- I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.
- If I ask the right questions and give thoughtful responses, I can keep someone talking to me.
- I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.

**Essential Questions**

- What are the most effective strategies for learning new vocabulary and

	<p>cultural practices?</p> <ul style="list-style-type: none"> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don't know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: gift items</li> <li>• Phrases to ask for and give opinions about gift ideas</li> <li>• Indirect object pronouns</li> <li>• Vocabulary: Stores around town</li> <li>• Review of phrases to express where things are located</li> <li>• Phrases to ask for directions</li> <li>• Vocabulary: articles of clothing</li> <li>• Curricular connection: math. Students will add up the amount of a purchase using their Spanish numbers</li> <li>• Phrases to ask what someone plans to wear to a particular place or event</li> <li>• Phrases to tell someone what you plan to wear to a particular place or event</li> <li>• Phrases to make comparisons between two objects</li> <li>• Questions to ask in a store when shopping</li> <li>• Demonstrative adjectives</li> <li>• Expressions to tell your preferences</li> <li>• Expressions to ask someone's opinion about an item</li> <li>• Vocabulary: expressions about the price of items</li> <li>• The verb <i>costar</i> to tell how much something costs</li> <li>• Culture connection: American versus Hispanic stores (Hispanic stores are more specific than American department stores for example)</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 264-291</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 70-78</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 97-108</li> <li>• Holt Spanish Level 1 Testing Program pages 223-248</li> </ul>