

Conceptual Curriculum Map (CCM) for...

Content Area: World Language

Course: Spanish 42

Lección Preliminar	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1- Demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language. T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p>Global Competencies: CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. CT.2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO:Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal. CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p>		
Focus & Timeframe (3 weeks)	<p>Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions.</p> <p>Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p>	<p>Standards</p> <p>Conceptual Overview</p> <p>Learning geography helps us understand more about the culture of a country.</p> <p>Leccion preliminar can provide a primarily inductive analysis of student;s knowledge and skills of prior study whether through SENDEROS or another program. In addition, students and teacher use of the reflection on such online tools as instructional medial and grammar tutorials can keep this review fresh, communicative, and purposeful.</p>	<p>Rationale</p> <p>Geography influences the culture of a place.</p> <p>Rural and urban dwellers face challenges in various countries.</p> <p>Humanity will face challenges in the coming decades.</p> <p>In order to communicate it is important that students are able to conjugate verbs in the correct context.</p> <p>Different conjugations of verbs let us speak in different time frames.</p>

	<ul style="list-style-type: none"> Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives. Students can interact at a functional level in some familiar contexts. 		
Lección 1 Las relaciones personales	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1- Demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language. T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p>Global Competencies: CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. CT.2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO:Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal. CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p>		
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Focus & Timeframe (3 weeks)	<p>Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions.</p> <p>Presentational Communication: Students can</p>	<p>Personality traits, emotional states, and feelings can impact our personal relationships with others</p> <p>Different countries celebrate love and friendship in different ways.</p> <p>Multicultural relationships can be seen differently.</p> <p>The present tense and the present progressive are important tenses to communicate in everyday life.</p> <p>The verbs SER and ESTAR are used to describe</p>	<p>Culture affects personal relationships.</p> <p>Cultures communicate and interact in family communities and work environments differently.</p> <p>How we build and maintain meaningful and lasting relationships may differ from country to country.</p> <p>In order to communicate it is important that students are able to conjugate verbs in the correct context.</p> <p>Different conjugations of verbs lets us speak in</p>

	<p>communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives. Students can interact at a functional level in some familiar contexts. 	feelings and moods.	different time frames
Lección 2 Las diversiones	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1- Demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language. T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p>Global Competencies: CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. CT.2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO:Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal. CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p>		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe ...	<p>Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can participate in</p>	<p>Music and theater different from country to country and are influenced by its culture.</p> <p>What people think of as fun can differ from person to person.</p> <p>Sports play an imperative parts in most people's lives.</p>	<p>People in different cultures do different things during their free time.</p> <p>Humor is expressed differently in different cultures.</p> <p>The sense of leisure activities is a reflection of the beliefs and customs of a</p>

	<p>spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions.</p> <p>Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives. Students can interact at a functional level in some familiar contexts. 	<p>The verb <i>gustar</i> and similar verbs are used to describe likes and dislikes.</p> <p>Reflexive verbs are used to describe actions done by and for oneself, this is a very different concept from English language.</p>	<p>culture.</p> <p>In order to communicate it is important that students are able to conjugate verbs in the correct context.</p> <p>Different conjugations of verbs lets us speak in different time frames</p>
Lección 3 La vida diaria	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1- Demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language. T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p>Global Competencies: CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. CT.2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO:Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal. CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p>		
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Focus & Timeframe	Interpretive Communication: Students understand the main	Daily routines differ from country to country.	How does culture influence our daily life?

(3 weeks)	<p>idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions.</p> <p>Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> • Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives. • Students can interact at a functional level in some familiar contexts. 	<p>House chores are universal.</p> <p>Shopping and shopping locations can be very different in Spanish speaking countries.</p> <p>The preterite and the imperfect tenses are used to express the past tense.</p>	<p>Wardrobe and gastronomy say a lot about the culture of the country.</p> <p>Shopping experiences differ in different cultures.</p> <p>In order to communicate it is important that students are able to conjugate verbs in the correct context.</p> <p>Different conjugations of verbs lets us speak in different time frames</p>
<p>Lección 4 La salud y el bienestar</p>	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1- Demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.</p> <p>T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language.</p> <p>T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p>Global Competencies: CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.</p>		

	<p>CT.2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.</p> <p>CO:Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.</p> <p>CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p>		
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Lección 5 Los viajes	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p>		

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	<p>understand perspectives.</p> <ul style="list-style-type: none"> Students can interact at a functional level in some familiar contexts. 		
Lección 6 La naturaleza	<p>Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i></p> <p>T.1- Demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language. T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p>Global Competencies: CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. CT.2: Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO:Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal. CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p>		
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	<p>sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <ul style="list-style-type: none"> ● Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives. ● Students can interact at a functional level in some familiar contexts. 		
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