Conceptual Curriculum Map (CCM) for...

Content Area: World Language Course: Spanish 31H

Lección Preliminar	T.1- Demonstrate cultural compe they communicate with others in	es/Transfer Goals: e to independently use their learning to ultural competence, appreciation for diversity, and a global mindset as with others in the target language.	
		valuate texts through a cultural lens in the target language. ultural products and practices in order to draw conclusions and he target language.	
	draw conclusions, make informed CT.2: Students will be able to refl	be able to analyze and evaluate evidence, arguments, claims and beliefs to make informed decisions, and solve problems. be able to reflect on their own thinking when presented with alternative I revise and/or reconsider their thinking.	
	dialogue, and take the initiative r		
	CI:Students will be able to exhibit	·	=
	to innovate and make valuable co	ontributions to the community.	
	Standards	Conceptual Overview	Rationale
Focus &	Interpretive Communication:	The way one celebrates	Popular celebrations reveal
Timeframe	Students understand the main idea and some pieces of	their holidays is influenced by their traditions and	the culture of each country.
(3 weeks)	information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 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. 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.	cultures. Reviewing and recycling past material helps us have a successful year ahead.	It is important to keep popular festivities alive. Travelers can show respect for the traditions of the places they are visiting In order to communicate it is important that students are able to conjugate verbs in the correct context. Different conjugations of verbs lets us speak in different time frames
	Intercultural Communication:		

	 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 La	Long-Term Outcomes/Transfer G Students will be able to independ		
naturaleza	T.1- Demonstrate cultural compet they communicate with others in T.2 - Interpret, analyze, and evalu T.3 - Compare and contrast cultur make informed decisions in the ta	n the target language. late texts through a cultural len ral products and practices in ord	s in the target language.
	Global Competencies: CT.1: Students will be able to ana draw conclusions, make informed CT.2: Students will be able to reflepoints of view, and revise and/or CO:Students will be able to respedialogue, and take the initiative restricted in the control of the con	d decisions, and solve problems ect on their own thinking when reconsider their thinking. ectfully engage with others in co needed to accomplish a shared t curiosity, imagination, flexibili	. presented with alternative onstructive and critical goal.
	Standards	Conceptual Overview	Rationale
Focus & Timeframe	Interpretive Communication: Students understand the main idea and some pieces of	Landscapes and nature are different from country to country.	How do humans and the natural world interact?
(3 weeks)	information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating	Humans are in charge of conserving the world. Recycling and conservation has different meanings in different countries. The subjunctive mood in Spanish is used to express emotion, doubt, disbelief,	There are best practices to preserve culture and natural resources. Nature teaches humans about diversity In order to communicate it is important that students are able to conjugate verbs in the correct context.
	sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can	and denial	Different conjugations of verbs lets us speak in different time frames

communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication: 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. **Long-Term Outcomes/Transfer Goals:** Lección 2 Students will be able to independently use their learning to... En la ciudad 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. **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. Standards **Conceptual Overview** Rationale Focus & **Interpretive Communication:** Activities and routines are Cities and communities are Students understand the main different in different cities. organized in different ways **Timeframe** depending on the country idea and some pieces of information on familiar topics Different stores have and its location. from sentences and series of different purposes. People in different cultures connected sentences within texts that are spoken, written, Cities differ based on where plan errands and travel or signed. they are located. around the city differently. **Interpersonal Communication:** Use the subjunctive in Where we live impacts how adjective clauses. Students can participate in we live.

spontaneous spoken, written, Nosotros/as commands or signed conversations on In order to communicate it familiar topics, creating is important that students sentences, and series of Past participles used as are able to conjugate verbs sentences to ask and answer a adjectives in the correct context. variety of questions. Different conjugations of Presentational verbs lets us speak in **Communication:** Students can different time frames communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. **Intercultural Communication:** 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. **Long-Term Outcomes/Transfer Goals:** Lección 3 Students will be able to independently use their learning to... El bienestar 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. **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. **Standards Conceptual Overview** Rationale

There are many different

ways to have a healthy life

Interpretive Communication:

Students understand the main

Focus &

Timeframe

What does it mean to be

mentally and emotionally

(3 weeks)

idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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.

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.

Intercultural Communication:

- 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.

and stay in shape.

There are different types of activities one can do to alleviate stress.

Family and friends can help with mental health.

The present perfect

The past perfect

The present perfect subjunctive

healthy?

Some factors in life affect our mental and emotional well-being.

There are many ways people stay healthy in Spanish speaking countries.

In order to communicate it is important that students are able to conjugate verbs in the correct context.

Different conjugations of verbs lets us speak in different time frames

Lección 4 El mundo del trabajo

Long-Term Outcomes/Transfer Goals:

Students will be able to independently use their learning to...

- 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.

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.

	points of view, and revise and/or CO:Students will be able to respe dialogue, and take the initiative r CI:Students will be able to exhibit to innovate and make valuable co	to reflect on their own thinking when presented with alternative and/or reconsider their thinking. respectfully engage with others in constructive and critical ative needed to accomplish a shared goal. exhibit curiosity, imagination, flexibility, and perseverance in order ble contributions to the community.	
	Standards	Conceptual Overview	Rationale
Focus & Timeframe (3 weeks)	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. 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. 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. Intercultural Communication: 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.	Speaking two or more languages can open many doors for those seeking jobs opportunities How can one prepare themselves for a job interview Professions and occupations, workplace Future tense Past perfect Present perfect subjunctive	How do people pursue a career and find jobs? There are different ways people can prepare themselves to follow a career of their choice. Working conditions different depending on the country. In order to communicate it is important that students are able to conjugate verbs in the correct context. Different conjugations of verbs lets us speak in different time frames
Lección 5 Un festival	Long-Term Outcomes/Transfer G Students will be able to independ		

de arte

- 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.

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.

Conceptual Overview

things to different people.

Art can mean different

The arts, movies, and

The conditional tense

The conditional perfect

The past perfect subjunctive

television

Focus & Timeframe (3 weeks)

Standards 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.

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.

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.

Intercultural Communication:

 Students investigate their own and other cultures and make comparisons between products and practices to help them

Rationale

Art represents personal expression, exploration, and insight.

One can learn about culture through its art forms.

There are many important accomplishments in the arts in the Spanish-speaking world.

In order to communicate it is important that students are able to conjugate verbs in the correct context.

Different conjugations of verbs lets us speak in different time frames

understand perspectives. • Students can interact at a functional level in	
some familiar contexts.	

Lección 6 Las actualidades

Long-Term Outcomes/Transfer Goals:

Students will be able to independently use their learning to...

- 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.

Global Competencies:

Standards

Presentational

Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected

- 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.

Conceptual Overview

Focus & Timeframe (3 weeks)

Interpretive Communication: Students understand the main	Global challenges impact everyone.	Media can shape events in different ways.
idea and some pieces of information on familiar topics	Each person has different	The world faces many
from sentences and series of connected sentences within	worries about the world.	different challenges.
texts that are spoken, written, or signed.	People can help to solve world problems.	Protests and strikes play a role in society in the Spanish-speaking world.
Interpersonal Communication:	Current events and politics,	
Students can participate in	the media, and natural	In order to communicate it
spontaneous spoken, written, or signed conversations on	disasters	is important that students are able to conjugate verbs
familiar topics, creating sentences, and series of	Si clauses	in the correct context.
sentences to ask and answer a variety of questions.	Summary of the uses of the subjunctive	Different conjugations of verbs lets us speak in different time frames

Rationale

	T
	sentences through spoken,
	written, or signed language.
	, , , , , , , , , , , , , , , , , , , ,
	1
	Intercultural Communication:
I	 Students investigate
	their own and other
	cultures and make
İ	comparisons between
	products and
İ	practices to help
	them understand
	perspectives.
	 Students can interact
	at a functional level in
	some familiar
I	
1	contexts.
1	