

## Conceptual Curriculum Map (CCM) for...

Content Area: World Language

Course: Spanish 31H

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| <b>Lección Preliminar</b>                            | <p><b>Long-Term Outcomes/Transfer Goals:</b><br/> <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.<br/> T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language.<br/> T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p><b>Global Competencies:</b><br/> CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.<br/> 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.<br/> 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.<br/> CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p> |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Focus &amp; Timeframe</b><br><br><b>(3 weeks)</b> | <p><b>Standards</b></p> <p><b>Interpretive Communication:</b><br/> 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><b>Interpersonal Communication:</b><br/> 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><b>Presentational Communication:</b> 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><b>Intercultural Communication:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Conceptual Overview</b></p> <p>The way one celebrates their holidays is influenced by their traditions and cultures.</p> <p>Reviewing and recycling past material helps us have a successful year ahead.</p> | <p><b>Rationale</b></p> <p>Popular celebrations reveal the culture of each country.</p> <p>It is important to keep popular festivities alive.</p> <p>Travelers can show respect for the traditions of the places they are visiting</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> |

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|                                                      | <ul style="list-style-type: none"> <li>Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives.</li> <li>Students can interact at a functional level in some familiar contexts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Lección 1</b><br><b>La</b><br><b>naturaleza</b>   | <b>Long-Term Outcomes/Transfer Goals:</b><br><i>Students will be able to independently use their learning to...</i><br><br>T.1- Demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language.<br>T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language.<br>T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.<br><br><b>Global Competencies:</b><br>CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.<br>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.<br>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.<br>CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community. |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      |
|                                                      | <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Conceptual Overview</b>                                                                                                                                                                                                                                                                         | <b>Rationale</b>                                                                                                                                                                                                                                                                                                                                                     |
| <b>Focus &amp; Timeframe</b><br><br><b>(3 weeks)</b> | <b>Interpretive Communication:</b><br>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.<br><br><b>Interpersonal Communication:</b><br>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.<br><br><b>Presentational Communication:</b> Students can                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Landscapes and nature are different from country to country.<br><br>Humans are in charge of conserving the world.<br><br>Recycling and conservation has different meanings in different countries.<br><br>The subjunctive mood in Spanish is used to express emotion, doubt, disbelief, and denial | How do humans and the natural world interact?<br><br>There are best practices to preserve culture and natural resources.<br><br>Nature teaches humans about diversity<br><br>In order to communicate it is important that students are able to conjugate verbs in the correct context.<br><br>Different conjugations of verbs lets us speak in different time frames |

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|                                         | <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><b>Intercultural Communication:</b></p> <ul style="list-style-type: none"> <li>Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives.</li> <li>Students can interact at a functional level in some familiar contexts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| <b>Lección 2</b><br><b>En la ciudad</b> | <p><b>Long-Term Outcomes/Transfer Goals:</b><br/> <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.<br/> T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language.<br/> T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p><b>Global Competencies:</b><br/> CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.<br/> 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.<br/> 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.<br/> CI:Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.</p> |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
|                                         | <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Conceptual Overview</b>                                                                                                                                                                                                | <b>Rationale</b>                                                                                                                                                                                                                            |
|                                         | <p><b>Interpretive Communication:</b><br/> 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><b>Interpersonal Communication:</b><br/> Students can participate in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Activities and routines are different in different cities.</p> <p>Different stores have different purposes.</p> <p>Cities differ based on where they are located.</p> <p>Use the subjunctive in adjective clauses.</p> | <p>Cities and communities are organized in different ways depending on the country and its location.</p> <p>People in different cultures plan errands and travel around the city differently.</p> <p>Where we live impacts how we live.</p> |

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|                                         | <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><b>Presentational Communication:</b> 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><b>Intercultural Communication:</b></p> <ul style="list-style-type: none"> <li>• Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives.</li> <li>• Students can interact at a functional level in some familiar contexts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Nosotros/as commands</p> <p>Past participles used as adjectives</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> |
| <b>Lección 3</b><br><b>El bienestar</b> | <p><b>Long-Term Outcomes/Transfer Goals:</b><br/> <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.<br/> T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language.<br/> T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p><b>Global Competencies:</b><br/> CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.<br/> 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.<br/> 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.<br/> 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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|                                         | <b>Interpretive Communication:</b><br>Students understand the main                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | There are many different ways to have a healthy life                   | What does it mean to be mentally and emotionally                                                                                                                                               |

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| <p><b>Lección 4</b><br/><b>El mundo del trabajo</b></p> | <p><b>Long-Term Outcomes/Transfer Goals:</b><br/><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.<br/>T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language.<br/>T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p><b>Global Competencies:</b><br/>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>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>Lección 5</b><br><b>Un festival</b>           | <p><b>Long-Term Outcomes/Transfer Goals:</b><br/><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"> <li>Students can interact at a functional level in some familiar contexts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Lección 6</b><br><b>Las</b><br><b>actualidades</b> | <p><b>Long-Term Outcomes/Transfer Goals:</b><br/> <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.<br/> T.2 - Interpret, analyze, and evaluate texts through a cultural lens in the target language.<br/> T.3 - Compare and contrast cultural products and practices in order to draw conclusions and make informed decisions in the target language.</p> <p><b>Global Competencies:</b><br/> CT.1: Students will be able to analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.<br/> 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.<br/> 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.<br/> 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><b>Intercultural Communication:</b></p> <ul style="list-style-type: none"> <li>● Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives.</li> <li>● Students can interact at a functional level in some familiar contexts.</li> </ul> |  |  |
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