

Conceptual Curriculum Map (CCM)

Content Area: World Language

Course: Spanish Grade 8

Version 2: Curriculum Mapping in conjunction with Long-Term Outcomes

<p>Lección 4</p> <p>Los pasatiempos</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 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.</p> <p>Global Competencies: 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>Focus & Timeframe</p> <p>...</p>	<p>Standards</p> <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: * 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>	<p>Conceptual Overview</p> <p>Students will learn about pastimes, weekends, activities, sports and places within the community.</p> <p>Make plans and invitations</p> <p>Present tense of the verbs, ir, stem-changing verbs, and irregular yo verbs</p>	<p>Rationale</p> <p>Popular pastimes and weekend activities differ from country to country</p> <p>Leisure activities differ between cultures , and one can learn a lot about a person based on their leisure activities.</p> <p>Sports and sports figures that are popular in spanish-speaking countries vs those of the United States</p> <p>In order to communicate it is important that students are able to use verbs in the correct context</p>
<p>Lección 5</p> <p>Las vacaciones</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 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language.</p>		

	Global Competencies: 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.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe ...	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.	Students will learn discuss and plan a vacation Describe a hotel Students will be able to describe feeling and conditions using the verb estar Students will be able to talk about the seasons and weather Discuss what is happening at the moment using the present progressive	Weather, climate, and geography affect activities we do Vacation preferences differ between people Spanish speaking countries have many desirable vacation destinations Events and conditions affect our emotions and how we respond to different situations In order to communicate it is important that students are able to use verbs in the correct context
Lección 6 De Compras	Long-Term Outcomes/Transfer Goals: <i>Students will be able to independently use their learning to...</i> T.1-demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 -be able to interpret, analyze, and evaluate texts using a cultural lens as they draw conclusions, make informed decisions, and solve global problems in the target language. Global Competencies: 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.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe ...	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and	Students will be able to discuss and describe clothing	It is important to make clothing choices based on preferences and weather

	<p>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>Clothing and fashion differ based on culture</p> <p>Styles and clothing preferences are unique to the individual</p> <p>It is tradition to negotiate a price when buying</p> <p>Preterite tense of regular verbs</p>	<p>It is important to recognize that different cultures have diverse styles of dress</p> <p>Culture affects the way we interact with vendors when we make purchases</p> <p>Personality is expressed through style and fashion</p> <p>Different conjugations of verbs lets us speak in different time frames</p>
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