Course Name: Spanish 1	Teachers: Robbins	School Year 2022-2023
Course Summary: In this beginning Spanish Language course, students will focus on listening and reading comprehension, oral expression, vocabulary building and pronunciation. Through Comprehensible Input, students are introduced to reading and writing in Spanish and presented with the grammar for simple communication. Students will learn about the cultures and current events of various Spanish-speaking countries. This course is intended for students who have not studied Spanish or who did not demonstrate proficiency on the SHS World Language Placement exam. To be successful in this course, students will demonstrate proficiency at the Novice Low/Mid level.		

Unit Title: Alfabeto **Summary: I will learn to spell, pronounce, identify and familiarize Spanish words and the letters that make them up.**	**Unit Length (weeks):** 3 8/16- 9/6
Priority Standards And Evidence Outcomes	Connections, Comparisons, Communications 1.1 Communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics using practiced or memorized words and phrases (interpersonal mode). 1.2 Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing memorized words or familiar words (interpretive mode). 1.3 Present information on very familiar and everyday topics using a variety of practiced or memorized words through spoken, written or signed language

	(presentational mode). E.O. Communications 1. Provide information by answering simple questions on very familiar topics using practiced or memorized words and phrases, with the help of gestures or visuals. 2. Express some basic needs using practiced or memorized words and phrases, with the help of gestures and visuals. 3. Identify memorized or familiar words when they are supported by gestures or visuals in informational texts. 4. Identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. 5. Understand memorized or familiar words when they are supported by gestures or visuals in conversations, discussions and other sources. Connections 1. Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-low range. 2. Reinforce learning in other content areas while using authentic resources when using the target language in the three modes at the novice-low range. Comparisons 1. Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-low range. 2. Identify and compare the sound and writing systems of the target

	language with the student's own language, including stress, intonation and punctuation in the three modes at the novice-low range.
Guiding/Compelling Question Statements of Inquiry **Colorado Essential Skills and Real-World Application:**	Can you effectively identify, comprehend and produce words and individual letter sounds in Spanish? Communications 1. How can I exchange information and ideas in conversations? 2. How can I meet my needs or address situations in conversations? 3. How can I express, react to and support preferences and opinions in conversations? 4. What can I understand, interpret or analyze in authentic informational texts? 5. What can I understand, interpret or analyze in authentic fictional texts? 6. What can I understand, interpret or analyze in conversations, discussions and other sources? Connections 1. How can I connect with other disciplines in order to use the target language to function in academic and career-related situations? Essential Skills and Real World Application: Communications 1. Answer a few simple questions. 2. Identify the sound of a character or word.

	3. Understand isolated words that they have memorized particularly when accompanied by pictures or gestures. 4. Recognize a few letters or characters. 5. Connect some words, phrases or characters to their meanings. 6. What can I understand, interpret or analyze in authentic informational texts? 7. What can I understand, interpret or analyze in authentic fictional texts? 8. What can I understand, interpret or analyze in conversations, discussions and other sources? Connections 1. Use authentic resources (e.g., maps, charts, infographics, weather reports, graphs) to identify information connected to other content areas. Comparisons 1. Observe differences and similarities between the sound and writing systems of the target language and the student's own.
Essential Vocabulary	https://docs.google.com/document/d/1Khe-beygLm6lhfqmpALz0z-hyonIjT7-Ej1X_by2VB8/edit?usp=sharing
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Listening activities, production, text, games
Performance Tasks	Quiz: listening and speaking

Unit Title: Greetings/Goodbyes **Summary: I can correctly greet and ask & answer questions to learn more about another person.**		**Unit length(weeks): 9** 8/16-10/14
Priority Standards	Connections, Comparisons, Communications, Culture	
Guiding Question	Can you describe when to use formal and informal? What questions might you ask to get to know a new person?	
Essential Vocabulary		
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Listening activities, production, text, games, Persona Especial	
Performance Tasks	Quiz: listening and speaking	

Unit Title: Mexican Independence Day and Hispanic Heritage month **Summary: I will be able to compare & contrast between the US's Independence Day and that of Latin America. I will learn about Spanish speaking countries, prominent people in their history, their contribution to the Spanish speaking world and the affect on the US.**		**Unit Length (weeks):** 1 9/12-10/7
Priority Standards	Connections, Comparisons, Cultures	
Guiding Question	When is and how is Mexican Independence day celebrated and how is it similar & different to my country's Independence Day celebrations. What and why is Hispanic Heritage month celebrated and what is the influence on the US.	

Essential Vocabulary	
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Movies, text,
Performance Tasks	Class Discussion Country presentation

Unit Title: Masculine/Feminine/Singular/Plural Definite/Indefinite Articles **Summary: I will understand the role gender plays in the Spanish language, be able to identify it and use it correctly.**	**Unit Length (weeks):** 6 8/29- 10/7
Priority Standards	Comparisons, Communications, Connections
Guiding Question	Can you identify the gender of nouns? What is the effect that gender has on nouns, “the”, and adjectives. How do you use the correct form “a/an/some?”
Essential Vocabulary	
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Listening activities, production, text, games
Performance Tasks	Quiz

Unit Title: Dia de los Muertos **Summary: I will know when, why and how Day of the Dead is celebrated in Latin America. I will do craft projects to help decorate an “ofrenda” as part of a school wide living exhibit. I will have the opportunity to share an item from a**	**Unit Length (weeks):** 3 10/10-11/3

loved one that could be placed on the "ofrenda."	
Priority Standards	Comparisons, Communications, Connections, Culture
Guiding Question	What is, when and how is Day of the Dead celebrated? How is remembering those we've lost different than how Latin culture does? What items are used and what is the meaning behind them? Would you incorporate any of these practices into your own life?
Essential Vocabulary	
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Listening activities, production, text, games, movie
Performance Tasks	Ofrenda

Unit Title: Sentence starters with School Vocab and Adjective Agreement Summary: I will accurately identify objects/people commonly found in a school/classroom. I will be able to express things in need, want, know, have, etc. I will be able to describe an object correctly using color.	**Unit Length (weeks):** 5
Priority Standards	Comparisons, Communications, Connections, Cultures
Guiding Question	How do you express school objects/classes that you do and don't need, want, have, know, study, etc. How do you describe a specific object using colors?
Essential Vocabulary	

Curriculum Resources (Textbooks, novels, labs, music, etc.)	Listening activities, production, text, games
Performance Tasks	Drawing with labels and sentences

Unit Title: Numbers and Hay **Summary: I will learn numbers 0-31 in Spanish and be able to do simple math (addition and subtraction) problems. I will be able to ask/Answer "How many are there?"**	**Unit Length (weeks):** 3

Priority Standards	Comparisons, Communications, Connections
Guiding Question	Numbers 0-31
Essential Vocabulary	
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Listening activities, production, text, games
Performance Tasks	Quiz

Unit Title: Calendar **Summary: I will be able to accurately tell the date in Spanish of today and tomorrow. I will understand the similarities and differences between dates and**	

the calendar of Spanish speaking countries and the US. I can answer when my birthday is.	
Priority Standards	Comparisons, Communications, Connections
Guiding Question	What is today's/tomorrow's date? What are the days of the week and how are they arranged on the Spanish calendar? What are the months of the year and how is the shorthand date written?
Essential Vocabulary	
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Listening activities, production, text, games
Performance Tasks	Calendar project

Unit Title: Movie Maricela **Summary: I will learn about the history of amnesty and its effect on immigrants in the US. I will understand one of many family stories about immigrating to the US, and another about the integration of immigrants into US culture.**	**Unit Length (weeks): 1**
Priority Standards	Comparisons, Communications, Connections, Cultures
Guiding Question	How do you feel about allowing/disallowing immigration before watching this movie? Do you empathize with Maricela's situation and decisions? Do you have a deeper understanding of the history of immigrants, their treatment and their contribution to the US?
Essential Vocabulary	

Curriculum Resources (Textbooks, novels, labs, music, etc.)	Watch and discuss movie
Performance Tasks	Written Paper

Unit Title: Valentines	**Unit Length (weeks):** 1
Priority Standards	Comparisons, Communications, Connections, Culture
Guiding Question	
Essential Vocabulary	
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Text
Performance Tasks	Make Spanish Valentines

Unit Title: Summary:	**Unit Length (weeks):**

Unit Title: Movie Sweet 15	**Unit Length (weeks):** 3
Priority Standards	Comparisons, Communications, Connections, Cultures
Guiding Question	Story of a Quinciñera
Essential Vocabulary	
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Movie/Discussion
Performance Tasks	Paper

	Unit Length (weeks):

**Content and pacing has been submitted at the beginning of the 2021-2022 school year and is subject to change based on need, pacing, and/or professional judgment.*

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Cultures/Intercultural Communication: Interact with cultural competence and understanding

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence