

Moon Area School District Curriculum Map

Course: Spanish 1
Grade Level: Typically 9-10
Content Area: World Languages
Frequency: Full-Year Course

Big Ideas

1. Big Ideas listed under each unit

Essential Questions

2. EQ's listed under each unit

Primary Resource(s) & Technology:

Realidades Textbook Series, online software resources,
Microsoft Teams, Promethean Boards, Student Laptops

Pennsylvania and/or focus standards referenced at:

www.pdesas.org

www.education.pa.gov

<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

Unit	Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Unit: Para Empezar	<ul style="list-style-type: none">• What are some good strategies to help us communicate with someone in the language we are studying?	1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced)	<ul style="list-style-type: none">• En la escuela: greetings and leave takings, introductions, forms of address, ask and tell how you and others are, responses to classroom commands, numbers, time, body parts; lexical uses of	August - September

	<ul style="list-style-type: none"> • What language phrases do we need to know to survive in a foreign country? • What skills and knowledge do we need to interact with others in a second language? • How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? • How does second language study help us in other areas of the curriculum? • How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better 	<p>2.2 (Introduced)</p>	<p>ser and estar, plural commands En la clase: classroom objects, alphabet, date, days of the week; nouns, singular definite articles, cuántos/as, lexical use of hay; El tiempo: weather conditions, seasons; lexical use of hacer</p> <ul style="list-style-type: none"> • En la escuela: greet people at different times of the day • introduce themselves • respond to classroom commands • begin using / become familiar with numbers • tell time • identify body parts • differentiate between señor, señora, and señorita • differentiate between tú and Usted • En la clase: talk about things in the classroom • ask questions about new words and phrases • use the Spanish alphabet to spell words • talk about things related to the calendar • El tiempo: describe weather conditions • identify the seasons 	
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	understand our own culture?			
Unit: 1A: ¿Qué te gusta hacer?	<ul style="list-style-type: none"> • What skills and knowledge do we need to interact with others in a second language? • What are some good strategies to help us understand a second language? • How can we prepare information, concepts, and ideas to share with listeners and/or readers? • What can the products (art, music) of another culture reveal about the values and viewpoints of the people of that culture? • How does second language study help us in other areas of the curriculum? • What knowledge and insight can we gain from Spanish study that otherwise would not be available to us? • How does comparing and contrasting the target 	1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced) 3.2 (Introduced)	<ul style="list-style-type: none"> • Activities, likes and dislikes; lexical uses of gustar; various infinitives; negatives words; structures and ability to express agreement and disagreement; music and dances of different Spanish-speaking countries; an understanding of cultural differences regarding dancing • Read, listen to, and understand information about the activities people like and don't like to do • talk about activities • say what they like and don't like to do; as others what they like to do • determine what an infinitive is; learn about negative statements • read about favorite activities of some teenagers • understand cultural perspectives regarding dancing • orally present info about self 	Sep-Oct

	<p>language with English help us better understand the structure and vocabulary of English?</p> <ul style="list-style-type: none"> • Why does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? • How does appreciation of cultural diversity enhance cross-cultural understanding? • How can we continue to study and enjoy a second language after leaving school (music)? 			
<p>Unit: 1B: Y tú, ¿cómo eres?</p>	<ul style="list-style-type: none"> • What language phrases do we need to know to survive in a foreign country? • What skills and knowledge do we need to interact with others in a second language? • What are some good strategies to help us understand a second language? • How can we prepare information, concepts, and 	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<ul style="list-style-type: none"> • Adjectives to describe people; words to ask about or answer what someone is like; lexical and grammatical uses of: adjectives, definite and indefinite articles, word order - placement of adjectives; an understanding of cultural perspectives on friendship • Read, listen to, and understand information about personality traits • talk about what people are like 	<p>Oct-Nov</p>

	<p>ideas to share with listeners and/or readers?</p> <ul style="list-style-type: none"> • How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? • What can the products (art) of another culture reveal about the values and viewpoints of the people and their culture? • How does the second language study help us in other areas of the curriculum (social studies)? • How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? • How does appreciation of cultural diversity enhance cross-cultural understanding? • How can we continue to study and enjoy a second language after leaving school? 		<ul style="list-style-type: none"> • ask people to talk about themselves and others • describe their own personality traits • read and understand an article about personality traits • compare different views on what makes a good friend • understand cultural perspectives on friendship 	
<p>Unit: 2A: Tu día en</p>	<ul style="list-style-type: none"> • What are some good strategies to help us 	<p>1.1 (Introduced) 1.2 (Introduced)</p>	<ul style="list-style-type: none"> • Class subjects, ordinal numbers, school activities, things you need 	<p>Nov-Dec</p>

<p>la escuela</p>	<p>communicate with someone in Spanish?</p> <ul style="list-style-type: none"> • What skills and knowledge do we need to interact with others in a second language? • What are some good strategies to help us understand a second language? • How can we prepare information, concepts, and ideas to share with listeners and/or readers? • How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? • What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? <ul style="list-style-type: none"> • How does the second language help us in other areas of the curriculum? • How does comparing and contrasting Spanish with English help us better understand the structure and vocabulary of English? 	<p>1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<p>for school, adjectives to describe classes; lexical uses and grammar of: subject pronouns and present tense of regular -ar verbs; the 24-hour clock; courses students take in Spanish-speaking countries</p> <ul style="list-style-type: none"> • Read, listen to, and understand information about the school day • discuss the school day • ask and tell about likes and dislikes • learn to use subject pronoun • learn to use regular verbs that end in -ar • understand connection between Spanish and Latin • ask and answer questions about self and others based off of regular -ar verbs • differentiate between subject pronouns and how to answer questions (singular vs. plural) 	
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	<ul style="list-style-type: none"> • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 			
Unit: 2B: Tu sala de clases	<ul style="list-style-type: none"> • What are some good strategies to help us communicate with someone in Spanish? • What are some good strategies to help us understand a second language? • What skills do we need to interpret written forms of communication? • How can context help us guess at the meaning of vocabulary that is used in real materials? • How can we prepare information, concepts, and ideas to share with listeners? • How can learning about the practices of various Hispanic cultures give us insight into the values and 	5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)	<ul style="list-style-type: none"> • vocabulary for: classroom items, furniture, and parts; prepositions of location; lexical and grammatical uses of: estar, plural nouns, and articles; school uniforms discussion; an understanding of cultural perspectives on school and physical education class in Latin America • read, listen to, and understand information about the classroom and where objects are located • communicate about a classroom • ask and tell how someone feels • talk about where someone or something is located • learn to use the verb estar, • the plurals of nouns, the plurals of articles • learn about cultural differences in Hispanic schools • write a description of the classroom 	Dec-Jan

	<p>viewpoints of the people of that culture?</p> <ul style="list-style-type: none"> • What can the products (art, realia) of another culture reveal about the values and viewpoints of the people of that culture? • How does second language study help us in other areas of the curriculum? • How does comparing and contrasting Spanish with English help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in Hispanic culture help us better understand our own culture? • Where in the local or world community can we use the Spanish that we are learning? 		<ul style="list-style-type: none"> • learn about cultural differences in schools 	
<p>Unit: 3A: ¿Desayuno o almuerzo?</p>	<ul style="list-style-type: none"> • What skills and knowledge do we need to interact with others in Spanish? • What skills do we need to interpret written, spoken, 	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced)</p>	<ul style="list-style-type: none"> • foods and beverages for breakfast and lunch; verbs to talk about eating and drinking; adverbs; lexical and grammatical uses of: present tense -er and -ir verbs; me gusta(n) and me encanta(n); 	<p>Jan-Feb</p>

	<p>and non-verbal forms of communication?</p> <ul style="list-style-type: none"> • How can context help us guess at the meaning of vocabulary that is used in real materials (menus, recipes)? • How can we prepare information, concepts, and ideas to share with listeners and/or readers? • How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? • What can the products (art, food) of Hispanic culture reveal about the values and viewpoints of the people? • How does studying Spanish help us in other areas of the curriculum? • How does comparing and contrasting Spanish with English help us better understand the structure and vocab of English? • Why does comparing and contrasting cultural practices, products, and perspectives in Hispanic 	<p>2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<p>comprehension of cultural differences regarding snacks; fruits and vegetables from the Americas</p> <ul style="list-style-type: none"> • read, listen to, and understand information about foods and beverages for breakfast and lunch • talk about foods and beverages for breakfast and lunch • ask and tell what people eat and drink for breakfast and lunch • express likes and dislikes • learn to use the present tense of -er and -ir verbs, me gustan, and me encantan • maintain a conversation about what one likes, including preferred food 	
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	<p>culture help us better understand our own culture?</p> <ul style="list-style-type: none"> • Where in the local or world community can we use the Spanish that we are learning? • How can we continue to study and enjoy Spanish after leaving school? 			
<p>Unit: 3B: Para mantener la salud</p>	<ul style="list-style-type: none"> • What skills and knowledge do we need to interact with others in a second language? • What are some good strategies to help us communicate with someone in Spanish? • What are some good strategies to help us understand Spanish? • How can we prepare information, concepts, and ideas to share with listeners and/or readers? • How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 	<p>1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced) 3.2 (Introduced)</p>	<ul style="list-style-type: none"> • foods and beverages; health and exercise vocabulary; expressions to indicate hunger, thirst, a preference, agreement and disagreement; quantities; lexical and grammatical uses of: the plurals of adjectives, the verb ser • read, listen to, and understand information about: food groups and foods on the Food Guide Pyramid, activities to maintain good health, ways to describe food • talk about dinner foods • express food preferences • describe people and foods • talk about healthy and unhealthy lifestyles • learn to use the plurals of adjectives and the verb ser 	<p>Feb-March</p>

	<ul style="list-style-type: none"> • What can the products (art, music, festivals) of another culture reveal about the values and viewpoints of the people of that culture? • How does second language study help us in other areas of the curriculum? • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 			
Unit: 4A: ¿Adónde vas?	<ul style="list-style-type: none"> • What are some good strategies to help us communicate with someone in Spanish? • What are some good strategies to help us understand a second language? • What skills do we need to interpret written, spoken, and non-verbal forms of communication? • How can context help us guess at the meaning of vocabulary that is used in real materials? 	5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced) 3.2 (Introduced)	<ul style="list-style-type: none"> • leisure activities; places in a city; expressions for where you go and with whom; expressions for when things are done and where someone is from; lexical and grammatical uses of: the verb ir and interrogative words; question asking; games from Spanish-speaking cultures • read, listen to, and understand information about places to go when you're not in school • communicate about leisure activities • tell where you go and with whom 	March- April

	<ul style="list-style-type: none"> • What knowledge and skills do we need to make oral or written presentations in a variety of formats? • How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? • What can the products (art) of another culture reveal about the values and viewpoints of the people of that culture? • How does second language study help us in other areas of the curriculum? • What knowledge and insight can we gain from world language study that otherwise would not be available to us? • How does comparing and contrasting Spanish with English help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in Spanish 		<ul style="list-style-type: none"> • learn to use the verb ir • learn how to ask questions • differentiate between interrogative words • read about after-school and weekend activities 	
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	<p>help us better understand our own culture?</p> <ul style="list-style-type: none"> Where in the local or world community can we use Spanish? 			
<p>Unit: 4B: ¿Quieres ir conmigo?</p>	<ul style="list-style-type: none"> What skills and knowledge do we need to interact with others in Spanish? What are some good strategies to help us understand a second language? How can we prepare information, concepts, and ideas to share with listeners and/or readers? How can learning about the practices or another culture give us insight into the values and viewpoints of the people of that culture? What can the products of another culture reveal about the values and viewpoints of the people of that culture? How does second language study help us in other areas of the curriculum? 	<p>1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced) 3.2 (Introduced)</p>	<ul style="list-style-type: none"> leisure activities; adjectives for how someone feels; expressions to extend, accept, or decline invitations; expressions for what time something happens; lexical and grammatical uses of: ir + a + infinitive; the verb jugar; an understanding of cultural differences regarding extracurricular activities read, listen to, and understand information about activities outside of school talk about activities outside of school; extend, accept, and decline invitations tell when an event happens say what you are going to do learn to use ir + a + infinitive, and the verb jugar recognize specialized sports vocabulary understand cultural perspectives regarding extracurricular activities write an invitation to an event 	<p>April-May</p>

	<ul style="list-style-type: none"> • What knowledge and insight can we gain from world language study that otherwise would not be available to us? • How does comparing and contrasting Spanish with English help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in Spanish help us better understand our own culture? • How can we continue to study and enjoy Spanish after leaving school? 			
Unit: 5A: Una fiesta de cumpleaños	<ul style="list-style-type: none"> • What skills and knowledge do we need to interact with others in Spanish? • How can context help us guess at the meaning of vocabulary that is used in real materials? • What knowledge and skills do we need to make oral or written presentations in a variety of formats (poster)? • How can learning about the practices of another culture 	5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced) 3.2 (Introduced)	<ul style="list-style-type: none"> • family members; parties; lexical and grammatical uses of the verb tener and possessive adjectives; family celebrations; an understanding of some ways that Spanish-speaking families celebrate special occasions; quinceañera • Read, listen to, and understand information about families • parties and celebrations 	May-June

	<p>give us insight into the values and viewpoints of the people of that culture?</p> <ul style="list-style-type: none">• What can the products (papel picado) of another culture reveal about the values and viewpoints of the people of that culture?• How does second language study help us in other areas of the curriculum?• What print and non-print resources are available to help us connect with another language and culture?• How does comparing and contrasting Spanish with English help us better understand the structure and vocabulary of English?• Why does comparing and contrasting cultural practices, products, and perspectives in Hispanic culture help us better understand our own culture?• Where in the local or world community can we use the Spanish we are learning?		<ul style="list-style-type: none">• communicate about families and parties• ask and tell what people have• ask and tell people's ages• tell whom something belongs• learn to use the verb tener and possessive adjectives• read about a fiesta de quince años• learn to make papel picado• describe pictures of one's family	
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