



## **Spanish 1A**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Spanish 1A		
<b>Course Title:</b>	Spanish 1A		
<b>Prerequisite(s):</b>	None		
<b>Course Description:</b> <i>Program of Studies</i>	This course focuses on self-expression and personal connections, guiding students to describe themselves and others while exploring the role of identity in communication. Students will learn to talk about their interests, talents, and daily routines, while examining how family, friends, and cultural traditions influence who they are. By studying greetings, farewells, and social customs, they will understand how interactions shape relationships in Spanish-speaking cultures.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How does who I meet affect how I communicate?</li> <li>● How does where I live influence who I am?</li> <li>● How do my interests and talents shape who I am?</li> <li>● How am I similar to and different from young people in the Spanish-speaking world?</li> <li>● How do we manage our time during the school year?</li> <li>● Where, how, and why do we learn throughout school life?</li> <li>● How do family and friends influence us?</li> <li>● How does where we live influence family life?</li> </ul>		
<b>Course Enduring</b>	<ul style="list-style-type: none"> <li>● Greetings and farewells are considered a crucial part of culture since they are fundamental in</li> </ul>		

<b>Understandings:</b>	<p>establishing social connections and demonstrating respect.</p> <ul style="list-style-type: none"> <li>• The people we interact with shape our communication styles, while the environment in which we live influences our identity, values, and worldview. Both factors interact to continuously mold how we express ourselves and how we perceive the world around us.</li> <li>• We are all unique in our own way.</li> <li>• Our unique interests and talents contribute to defining our identity, while exploring the similarities and differences between ourselves and others, particularly those in the Spanish-speaking world, helps us gain a deeper understanding of cultural identity and human diversity.</li> <li>• Schools are similar and different around the Spanish-speaking world.</li> <li>• Effectively managing our time during the school year is essential for success, and the ways we learn—through diverse environments, methods, and experiences—shape how we grow academically and personally throughout our school life.</li> <li>• Family and friends are important, and every family is unique.</li> <li>• Family and friends play a significant role in shaping our values, behaviors, and identities, while the environment we live in can influence the structure, dynamics, and experiences of family life.</li> </ul>	
<b>Duration:</b> <b>Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input checked="" type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	Entre Culturas 1	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	

<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - ¡Hola, mucho gusto! (Hello, nice to meet you) (~10 weeks) <b>Unit 2</b> - ¿Quién soy yo? (Who am I?) (~10 weeks) <b>Unit 3</b> - La vida en la escuela (School Life) (~10 weeks) <b>Unit 4</b> - Mi familia es tu familia (My family is your family) (~10 weeks)
--------------------------------------	---

<b>Unit Number and Title:</b>	<b>Unit 1 - ¡Hola, mucho gusto! (Hello, nice to meet you)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	EntreCulturas 1 - Unit 1
<b>Unit Overview:</b>	In this unit, students will begin the school year learning to greet others in Spanish and provide basic information about themselves.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How does who I meet affect how I communicate?</li> <li>• How does where I live influence who I am?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Greetings and farewells are considered a crucial part of culture since they are fundamental in establishing social connections and demonstrating respect.</li> <li>• The people we interact with shape our communication styles, while the environment in which we live influences our identity, values, and worldview. Both factors interact to continuously mold how we express ourselves and how we perceive the world around us.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• greetings and farewells.</li> <li>• formal vs. informal language.</li> <li>• singular forms of the verb “estar” present tense to express feelings.</li> <li>• vocabulary related to feelings/emotions.</li> <li>• months and dates.</li> <li>• numbers 1-100.</li> <li>• the present tense of the verb “ser” is used to tell where people are from.</li> <li>• cultural aspects of greetings.</li> <li>• interrogative words (how, what, which, where).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• introduce themselves.</li> <li>• say where they are from.</li> <li>• state their age and birthday.</li> <li>• recognize basic information that people share about themselves.</li> <li>• exchange information to get to know people.</li> <li>• answer how, what, which and where questions.</li> <li>• reflect on how to communicate respectfully when meeting people from other cultures.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - ¿Quién soy yo? (Who am I?)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	EntreCulturas 1 - Unit 1
<b>Unit Overview:Students</b>	Students will describe themselves and others in this unit, including their personality traits and likes and dislikes.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do my interests and talents shape who I am?</li> <li>● How am I similar to and different from young people in the Spanish-speaking world?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● We are all unique in our own way.</li> <li>● Our unique interests and talents contribute to defining our identity, while exploring the similarities and differences between ourselves and others, particularly those in the Spanish-speaking world, helps us gain a deeper understanding of cultural identity and human diversity.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● adjectives used to describe themselves and others.</li> <li>● present tense of the verb “ser.”</li> <li>● present tense of the verb “tener” to describe physical attributes and age.</li> <li>● infinitives associated with free time activities.</li> <li>● singular forms of the verb “gustar” present tense to express likes/dislikes.</li> <li>● interrogative words (how, how many, what).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe themselves and others.</li> <li>● compare themselves to adolescents in Spanish-speaking countries.</li> <li>● tell which activities they like/dislike.</li> <li>● ask and answer questions about other people’s likes/dislikes/favorite activities.</li> <li>● recognize basic information that people share about themselves.</li> <li>● exchange information to get to know people.</li> <li>● present basic information about yourself, your identities, and your preferences.</li> <li>● reflect on how to communicate respectfully when meeting people from other cultures.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - La vida de la escuela (School Life)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	EntreCulturas 1 - Unit 2
<b>Unit Overview:</b>	In this unit, students will discuss their school life, including their classes and teachers. They will talk about what they do both during the school day and after school. In this unit, students will compare their school life with that of students in Spanish-speaking countries.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do we manage our time during the school year?</li> <li>● Where, how, and why do we learn throughout school life?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Schools are similar and different around the Spanish-speaking world.</li> <li>● Effectively managing our time during the school year is essential for success, and the ways we learn—through diverse environments, methods, and experiences—shape how we grow academically and personally throughout our school life.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● subject pronouns.</li> <li>● vocabulary related to school subjects/classes.</li> <li>● vocabulary related to places/rooms in a school building.</li> <li>● numbers for telling time.</li> <li>● days of the week.</li> <li>● present tense of AR verbs associated with activities done during/after school.</li> <li>● definite and indefinite articles.</li> <li>● the form “hay” of the verb “haber” to list items in a classroom.</li> <li>● interrogative words (what, when).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● discuss their classes, including their favorite and least favorite.</li> <li>● identify important places in a school building.</li> <li>● tell time and state at what time they have different classes.</li> <li>● compare their school to schools in Spanish-speaking countries.</li> <li>● say what school supplies they need for their classes.</li> <li>● describe their classes and teachers.</li> <li>● interpret images, videos, and schedules to gain insight into learning in different cultures.</li> <li>● present information about school activities.</li> <li>● investigate how approaches to learning throughout life reflect cultural values.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Mi familia es tu familia (My family is your family)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	EntreCulturas 1 - Unit 3
<b>Unit Overview:</b>	In this unit, students will discuss their families and home lives and compare their families to those of students in Spanish-speaking countries.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul>

	<p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How do family and friends influence us?</li> <li>● How does where we live influence family life?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Family and friends are important and every family is unique.</li> <li>● Family and friends play a significant role in shaping our values, behaviors, and identities, while the environment we live in can influence the structure, dynamics, and experiences of family life.</li> </ul>
<p><b>Learning Goal(s):</b>  <i>Students will know and will be able to use their learning to:</i>          (Content/ Skills)</p>	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to family members.</li> <li>● adjectives used to describe family members.</li> <li>● noun/adjective agreement.</li> <li>● vocabulary related to activities done at home.</li> <li>● the verb “tener” to express obligations.</li> <li>● vocabulary related to rooms of the house.</li> <li>● present tense of regular ER and IR verbs associated with the topic of family.</li> <li>● possessive adjectives: mi/mis, tu/tus, su/sus.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe themselves and their family members.</li> <li>● tell what their family does/likes to do together and separately.</li> <li>● explain what they have to do at home in different places of the house.</li> <li>● interpret short texts about family structures and activities.</li> <li>● exchange information about home life and family.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• present a digital album about home and family.</li><li>• explore the role of family and where we live in shaping identity.</li></ul> |
|--|--|