Spanish 1B

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☑ 7 ☑ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** World Languages **Course:** Spanish 1B		
Course Title:	Spanish 1B		
Prerequisite(s):	Spanish 1A *or* Teacher Recommendation		
Course Description: *Program of Studies*	In this course, students build the language skills, personal attitudes, and cultural insights necessary to experience life across cultures, using Spanish to connect with people. This course aligns directly with A.C.T.F.L. world readiness standards, incorporating can-do statements and proficiency guidelines, preparing students for real-world language use at the novice level. Themes such as art and music, food, celebrations, leisure activities, and travel. Additionally, the course will focus on the 5Cs of language learning - connections, communications, cultures, comparisons, and communities.		
Course Essential Questions:	● How do art and music allow people to express their imagination? ● How do I express my creativity? ● How is artistic expression similar and different around the Spanish-speaking world? ● How are our ideas about balanced diets formed? ● How do food practices shape cultural identity? ● How does where we live influence what we eat? ● What leisure activities define my community and me? ● How do popular celebrations reflect history and culture? ● How do leisure activities create bridges between cultures?		

	• How do surroundings shape one's identity? • How do people connect across the world? • How do my actions affect the world beyond me?	
Course Enduring Understandings:	In this course, students will explore how art, music, food, and leisure activities shape cultural identity and foster connections across communities. Through an inquiry-based approach, students will examine how creative expression transcends language, allowing individuals to communicate emotions, traditions, and perspectives. They will also investigate how food practices are influenced by geography, history, and cultural traditions, shaping personal and collective identities.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s) ☐ N/A
Course Materials/Resources:	EntreCulturas 1	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1** - El Arte y la Música (Art and Music) (~6-8 weeks) **Unit 2 -** La comida es cultura (Food is culture) (~10-12 weeks) **Unit 3 -** A Pasarla Bien (Let's Have a Good Time!) (~10-12 weeks) **Unit 4 -** Caminando por el mundo (Walking Through the World) (~10-12 weeks)	

Unit Number and Title:	**Unit 1 -** El Arte y La Música (Art and Music)
Duration:	~ 4-6 weeks
Resource(s):	EntreCulturas 1: Unidad (Unit) 4 Mariachi and Unidad (Unit) 5- La Bachata, El Merengue
Unit Overview:	In this unit, students will explore the arts and music around the world and express personal preferences and opinions.
	Learning Goals
Standard(s):	**Communication (Interpretive, Interpersonal, Presentational)** ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) **Cultures (Relating Cultural Practices & Products to Perspectives)** ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) **Connections (Making Connections & Acquiring Information)** ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) **Comparisons (Language & Cultural Comparisons)** ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) **Communities (Using Language Beyond the Classroom & Lifelong Learning)** ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	● How do art and music allow people to express their imagination? ● How do I express my creativity? ● How is artistic expression similar and different around the Spanish-speaking world?
Enduring Understanding(s):	● Art and music serve as powerful tools for expressing imagination, allowing individuals to communicate ideas, emotions, and stories beyond the limits of words. ● Through creative processes, artists and musicians transform their inner visions into tangible forms that inspire, connect, and provoke thought in others.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● works of visual art from Spain, Mexico, and Colombia. ● vocabulary related to types of visual art. ● adjectives to describe famous works of art. ● music /songs from the Spanish-speaking world. ● vocabulary related to musical instruments. ● adjectives to describe the rhythm and lyrics of a song. ● interrogatives to exchange information about personal preferences. ● verbs to express opinion such as: gustar, encantar, preferir. ● all forms of verbs in the present tense related to what people do to express their creativity. ● comparative sentences using “más _____ que” ; “menos _____ que.” ● comparative statements using “mejor que; peor que.” **Skills:** (Students will be able to…) ● give examples of art and music in the Spanish-speaking world. ● describe works of art and music in the Spanish-speaking world. ● ask and answer questions about their artistic/musical preferences and state their reasoning. ● express their opinion about artwork and music in the Spanish-speaking world. ● identify how they and others express their creativity and imagination through art, music or other means. ● compare and contrast artists in the US to artists in the Spanish-speaking world.

Unit Number and Title:	**Unit 2 -** La comida es cultura (Food is culture)
Duration:	~10-12 weeks
Resource(s):	EntreCulturas 1 Unidad (Unit) 4
Unit Overview:	In this unit, students will share preferences, opinions and habits about food choices and purchases in Mexico and the United States. They will compare how food plays an integral role in celebrations around the world.
Learning Goals	
Standard(s): **ACTFL**	**Communication (Interpretive, Interpersonal, Presentational)** ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) **Cultures (Relating Cultural Practices & Products to Perspectives)** ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) **Connections (Making Connections & Acquiring Information)** ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) **Comparisons (Language & Cultural Comparisons)** ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) **Communities (Using Language Beyond the Classroom & Lifelong Learning)** ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	● How are our ideas about balanced diets formed? ● How do food practices shape cultural identity? ● How does where we live influence what we eat?
Enduring Understanding(s):	● The foods we enjoy with friends and family are an important part of our own culture. ● Learning about and sharing food connects us with others across cultures. ● The foods we eat are influenced by cultural traditions, geography, and available resources.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● vocabulary related to food and drink (including food groups). ● popular foods from Mexico. ● adjectives to describe food. ● vocabulary related to where people eat and shop for food. ● present tense of select stem changing verbs (e-ie) such as querer and recomendar + food item. ● 3rd person singular and plural of the verb costar (o-ue). ● demonstrative adjectives. ● present tense of the verbs “gustar” and “encantar.” ● exclamatory expressions. **Skills:** (Students will be able to…) ● identify categories of food in a guide to healthy eating. ● compare dietary recommendations for Mexico to those in the United States. ● ask and answer questions about food preferences. ● exchange information about foods eaten at different mealtimes. ● present information about a culturally significant dish. ● identify some similarities and differences between foods in Mexico and in their community. ● compare common places people eat in different communities. ● express what they and others want to eat. ● interact to make a simple purchase in a Mexican market.

	● compare a Mexican market to a market in their community. ● make requests and recommendations about food.

Unit Number and Title:	**Unit 3 -** ¡A pasarla bien! (Let's have a good time!)
Duration:	~10-12 weeks
Resource(s):	EntreCulturas 1
Unit Overview:	In this unit, students will discuss their favorite leisure time activities and compare them with popular activities in Spanish-speaking countries. They will learn how to make plans and express preferences for leisure activities in short presentations.
Learning Goals	
Standard(s):	**Communication (Interpretive, Interpersonal, Presentational)** ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) **Cultures (Relating Cultural Practices & Products to Perspectives)** ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) **Connections (Making Connections & Acquiring Information)** ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) **Comparisons (Language & Cultural Comparisons)** ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) **Communities (Using Language Beyond the Classroom & Lifelong Learning)** ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	● What leisure activities define my community and me? ● How do popular celebrations reflect history and culture? ● How do leisure activities create bridges between cultures?
Enduring Understanding(s):	● Around the world, people preserve and share cultural celebrations. ● Leisure activities are important to cultural identity.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● vocabulary related to leisure activities and celebrations. ● present tense of select stem changing verbs (o-ue). ● present tense of select irregular yo forms such as "go" verbs. ● present tense of the verb "Ir" to express future plans (Ir + a + infinitive). ● modes of transportation. ● vocabulary related to emotions and feelings regarding plans and activities. ● the verb estar in all present tense forms. ● adjectives used to describe celebrations and leisure activities. ● noun/adjective agreement. **Skills:** (Students will be able to…) ● express preferences for leisure activities. ● provide a short description of a celebration they enjoy. ● ask and answer questions about celebrations and leisure activities. ● compare leisure activities and celebrations in the U.S. to those in Spanish- speaking countries. ● make plans for leisure activities. ● express plans for the future. ● use the verb "ir" with "en" or "a" for different modes of transportation. ● describe how they and others feel when making plans. ● identify some similarities and differences between celebrations in the Dominican Republic and those in their own community.

Unit Number and Title:	**Unit 4 -** Caminando por el mundo (Walking Through the World)
Duration:	~10-12 weeks
Resource(s):	EntreCulturas 1 Unidad (Unit) 6
Unit Overview:	In this unit, students will share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in their community and in the Spanish-speaking world.
Learning Goals	
Standard(s):	**Communication (Interpretive, Interpersonal, Presentational)** ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) **Cultures (Relating Cultural Practices & Products to Perspectives)** ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) **Connections (Making Connections & Acquiring Information)** ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) **Comparisons (Language & Cultural Comparisons)** ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) **Communities (Using Language Beyond the Classroom & Lifelong Learning)** ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	● How do surroundings shape one's identity? ● How do people connect across the world? ● How do my actions affect the world beyond me?
Enduring Understanding(s):	● The natural world and the cultural features of the towns and cities we inhabit shape who we are. ● Communication through language fosters connections among people from diverse backgrounds, enabling shared experiences and mutual understanding.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● vocabulary related to weather expressions and geographical features of a region. ● vocabulary related to articles of clothing. ● vocabulary related free time activities. ● reflexive verbs to describe daily routines and a typical day on vacation. ● the present progressive tense. ● adverbs to express frequency and rate of action. **Skills:** (Students will be able to…) ● describe the weather using "hace" and "está" expressions. ● interpret the metric system. ● describe the geographical features of a region. ● interpret images and texts to learn about climate and weather in diverse regions of the Spanish-speaking world. ● understand key details when someone describes a region's climate and weather. ● share how geography and culture shape identity in your own and other communities. ● compare weather where they live with weather in various Spanish speaking countries. ● use the present tense of reflexive verbs such as "vestirse, lavarse, ponerse," and adverbs to describe daily routines at home and a typical day on vacation. ● identify ways to travel in their own and other communities. ● identify ways in which our actions impact other communities around the world