

Mount Pleasant Central School District

Spanish I, World Languages



We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.-Video listening assessment

- Quiz (telling time & interpreting class schedule)
- Presentation, Project “All About Me”

How can we communicate with speakers of a different language? This introductory course teaches students to develop communication skills in a variety of real-life settings. Students will carry out simple conversations, ask and answer questions about daily life, and use common expressions within the Spanish culture. A main goal is to gain cultural insights and develop an appreciation for the diverse Spanish-Speaking world. Students will present their likes and dislikes and design a cultural invitation.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Introduction -Preliminary	September	<ul style="list-style-type: none"> - greetings - salutations - introductions - goodbyes - age 	<ul style="list-style-type: none"> - Hello - Goodbye - Nice to meet you - Likewise - See you soon - How old are you? 	<p>Standard 1: Interpretive Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p> <p>-Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken,</p>	<ul style="list-style-type: none"> - create dialogue conversations with greetings and closing statements - maintain a conversation about ourselves 	<ul style="list-style-type: none"> -Recognition that conversation varies in the U.S. versus in Spanish-Speaking countries. 	<ul style="list-style-type: none"> - Comic strip dialogue conversation

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				visual*, or written communication to exchange information and express feelings, preferences, and opinions.			
Unit 1- How are you?	October	<ul style="list-style-type: none"> - likes/dislikes - days of the week - months - emotions 	<ul style="list-style-type: none"> - How are you? - I am well - Birthday - Dates - Seasons 	Standard 3: Presentational Communication - Learners present information and ideas on a variety of topics adapted to various audiences of listeners,	<ul style="list-style-type: none"> - discuss likes and dislikes - design a cultural invitation using date, days of week, etc. - form a calendar that displays a monthly schedule 	<ul style="list-style-type: none"> -Greetings and cultural norms contribute to personal identity and social connection by means of expression. 	<ul style="list-style-type: none"> -Day of the Dead invitation - Calendar Presentation

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				readers or viewers to describe, inform, narrate, explain, or persuade.			
Unit 2- In the class	November-December	<ul style="list-style-type: none"> - telling time - schedules - extracurriculars - classes/materials 	<ul style="list-style-type: none"> - What time is...? - At what time is math, science, etc. class? - What do you need for each class? - before, during, after school 	-Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions	<ul style="list-style-type: none"> - construct and respond to questions relating to school - analyze a short film - apply prior knowledge in creating a written response. 	- Understanding how time, schedules, and personal interests allow students to express preferences and connect in meaningful ways.	

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Unit 3- Family	January - February	<ul style="list-style-type: none"> - describing family members using adjectives - verbs: ser and estar 	<ul style="list-style-type: none"> - family - parents - grandparents - siblings - aunts/uncles 	Standard 3: Presentational Communication - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.	<ul style="list-style-type: none"> - research the Spanish Royal Family and create a presentation - utilization of interactive games to promote vocabulary learning 	- Promoting cultural awareness and authentic material for vocabulary in fostering understanding of traditional values of a royal hierarchy.	<ul style="list-style-type: none"> - Royal Family Presentation - Family tree with adjectives and descriptions - Unit quiz

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	March	- present tense verbs	- to walk - to dance - to play - to talk		-		
Unit 4- Past times	April-May	- pastimes and hobbies - activities in free time - places for each activity	- to play sports - to go - hobbies, free time - to see	Standard 1: Interpretive Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	- design a slideshow presentation that discusses favorite pastime incorporating vocabulary - Communicate and compare your favorite pastime to a classmate's		- My favorite pastime presentation

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