Lehighton Area School District
Curriculum Framework

Course Title:	Spanish I
Content Area:	World Language: Spanish
Grade Level(s):	9-12
Course Overview:	Students learn the basics of Spanish with a focus on pronunciation and communication designed for tourists: Introductions, ordering food, asking for directions. Students also learn cultural differences and traditions with a focus on the history of Mexico.
PA Core standards	Academic Standards for World Languages
Key Course Text and Materials:	YouTube videos, Coffee Break Spanish Podcast episodes, Google Slides presentations, Student journals
Key Assessments/Projects:	Quizzes, tests, and projects

Big Idea/Unit:	Alphabet, sounds, nouns, articles, adjectives, colors, numbers up to 30, ancient Mexico: the Olmecs and the Mayans			
Pacing:	5 weeks			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will learn and recognize how to pronounce basic Spanish through the alphabet and other basic grammatical structures. They will also learn the origins of Mexican civilizations.	Vocales, Consonantes, sustantivos, articulos definidos/indefinidos, adjetivos, numeros hasta 31, mexico antiguo: Los olmeca y los maya		Vocab/grammar quizzes (3), Unit test (1)

Big Idea/Unit:	Greetings and introductions, telling the time, numbers up to 60, family members, ancient Mexico: Aztec empire (beginnings)			
Pacing:	5 weeks			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will expand their knowledge of Spanish to introduce themselves and others according to cultural norms, telling the time, and how the Aztec empire began expanding.	Saludos, despedidos, las horas, los minutos, los segundos, numeros hasta 60, familiares, mexico antiguo: el imperio azteca		Vocab/Grammar quizzes (3), Unit test (1)

Big Idea/Unit:	Preferences/Comparisons, the verb Tener, regular verbs in Spanish, the verb Vivir, Hernan Cortes conquers Mexico			
Pacing:	5 weeks			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will learn to give preferences and compare two things, uses and meanings of the verbs Tener and Vivir, conjugation patterns for basic verbs in Spanish, and how Hernan Cortes conquered Mexico	prefiero, mas/menos/igual que, cumpleanos, anos, edad, frio, hambre, sed, sueno, verbos, vivir, ciudad, estado, pais, conquistador		Vocab/Grammar quizzes (3), Unit test (1), Family Tree Project

Big Idea/Unit:	Telling the weather, the verb hacer, clothing, #'s 61-100, the Virgin of Guadalupe			
Pacing:	5 weeks			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**

12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will learn to differentiate between weather patterns, express articles of clothing, numbers up to 100, and the cultural significance of the Virgin of Guadalupe	Clima, tiempo, nieve, nevar, sol, llover, llueve, lluvia, nubes, nublado, viento, ropa, camiseta, camisa, pantalones, zapatos, guantes	YouTube videos, Coffee Break Spanish podcast episodes	Vocab/Grammar quizzes (3), Unit test (1)

Big Idea/Unit:	Directions, places around town, means of transportation, verbs for directions, classes in School, colonial Mexico, occupations, Ser vs. Estar
Pacing:	5 weeks

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will learn how to orientate themselves in a Spanish speaking city using phrases and vocab associated with directions, means of transportation, express their daily school schedule, how to talk about jobs/professions, and the difference between Ser and Estar	banco, hotel, hospital, supermercado, gimnasio, museo, parque, plaza, gasolinera, farmacia, restaurante, calle, avenida, llegar, pasar, tomar, girar, cruzar, estar, caminar, derecha, izquierda, al lado de, en frente de, detras de, cerca de, lejos de		Grammar/Vocab quizzes (3), Unit test (1), City Map project (1)

Big Idea/Unit:	Ordering food in a restaurant, restaurant vocabulary and verbs, food and drink vocab, meals of the day, Mexican food, New World food, Mexican Revolution
Pacing:	5 weeks

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will learn how to order food in a Spanish speaking restaurant, how to build their own Spanish menus, meals of the day and how they differ from ours, New World food and cultural exchange after European contact	comida, bebida, comer, beber, restaurante, entrantes, platos fuertes, postres, reservar, ordenar, pedir, quisiera, costar, cuenta, mesero, cliente, gerente, cocinero/a, lavaplatos, anfitrion/a		Grammar/Vocab quizzes (3), Unit test (1), Menu project (1)

Big Idea/Unit:	Gustar, hobbies/pasttimes, Jugar vs. Tocar, sports, instruments, music, Mexican music: styles, instruments, and artists			
Pacing:	5 weeks			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will learn how to express their likes and dislikes, compare them with others in basic conversations, the difference between two verbs that mean to play, and what makes Mexican music unique	gustar, jugar, tocar, pasatiempos/hobbies, instrumentos, deportes, musica, banda, grupo, estilo,		Grammar/Vocab quizzes (3), Unit test (1)

Big Idea/Unit:	Questioning, Cinco de Mayo			
Pacing:	5 weeks			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
12.1.1.A 12.1.1.B 12.1.1.C 12.1.1.D 12.1.1.E	Students will learn how to ask and respond to the 5 w's in Spanish, the historical importance and misremembrance of Cinco de Mayo, and review for the final exams.	quien, que, cuando, donde, por que, cinco de mayo		Grammar/Vocab quiz (1), Unit test (1)