

## Curriculum Map: Spanish I 2022-23

Course: SPAN 1 WOL Sub-topic: Uncategorized

Grade(s): 8 to 12

**Course Description:** The purpose of Spanish I is to introduce the students to the Spanish language and Hispanic culture. This will be done through emphasis on listening, speaking, reading, and writing skills. In Spanish I the students will learn simple sentence structure, elementary grammar, and every day vocabulary. The students will be introduced to cultural topics through the use of music, guided internet searches, and activities involving such things as holiday celebrations and cooking. This will formulate positive attitudes and a better understanding of the Spanish-Speaking people and their way of life.

**Course Textbooks, Workbooks, Materials Citations:** Textbook/Workbook: Glencoe Spanish I, ¡Buen Viaje!  
Materials: Flipped Culture Lessons for the Spanish Classroom (Teacher's Discovery)  
Quizlet  
Duolingo

### Unit: Preliminary Chapter A

Timeline: Week 1 to 5

**Unit Description:** This chapter is the beginning of building new skills in the foreign language.

**Unit Essential Questions:** How is the alphabet in Spanish different from my native language?  
Where do people speak Spanish, and how many Spanish-speakers are there?  
How can I get information I need?

**Unit Big Ideas:** Learning the alphabet  
awareness of the vastness of the Spanish-speaking world  
How to ask questions  
Important Spanish for the classroom

**Unit Materials:** BV I textbook and workbook  
Señor Jordan YouTube Channel  
Quizlet.com  
Duolingo.com  
Tío Spanish YouTube Channel  
Spanish Songs via YouTube

**Unit Assignments:** 4 quizzes  
1 test  
1 TPR quiz with procedural Spanish  
1 pronunciation quiz with nationalities  
Memory tournament with question words

**Unit Key Terminology & Definitions :** alphabet  
POV  
ser (to be)  
nationalities  
numbers 0 to 100  
procedural Spanish in the classroom

**STANDARDS: STANDARDS**

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

[12.1.S1.A \(Advanced\)](#) Recite target language alphabet and associated sounds and basic words with proper accentuation.

(\* standards consolidated from Topic level)

**Topic: Alphabet**

Minutes for Topic: 172

**Core Lesson Description:** introduction to the Spanish alphabet

**Core Lesson Student Learning Objectives:** gain awareness of phonemes in Spanish through learning the alphabet

**Core Lesson Materials:** alphabet packet  
alphabet song

**Core Lesson Key Terminology & Definitions:** el alfabeto - alphabet  
LL  
RR  
CH

**STANDARDS**

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

[12.1.S1.A \(Advanced\)](#) Recite target language alphabet and associated sounds and basic words with proper accentuation.

**Topic: Point of View, Verb Chart, What is Conjugation?**

Minutes for Topic: 172

**Core Lesson Description:** an overview of point of view, utilization of a verb chart for verb conjugation/subject pronouns

**Core Lesson Big Ideas:** point of view  
verb conjugation

**Core Lesson Key** yo soy

**Terminology & Definitions:**

tú eres  
él/ella/usted es  
nosotros somos  
vosotros sois  
ellos/ellas/ustedes son  
ser

**Topic: The verb Ser**

Minutes for Topic: 88

**Core Lesson Key Terminology & Definitions:**

ser  
yo soy  
tú eres  
él/ella/usted es  
nosotros somos  
vosotros sois  
ellos/ellas/ustedes son

**Topic: Nationalities**

Minutes for Topic: 44

**Core Lesson Description:** nationalities to use with the verb ser, including some popular countries in South America, Central America, and Europe.

**Core Lesson Key Terminology & Definitions:**

estadounidense venezolano chileno  
ecuatoriano argentino panameño  
dominicano puertorriqueño cubano  
mexicano colombiano español(a)

**Topic: Question Words**

Minutes for Topic: 132

**Core Lesson Key Terminology & Definitions:**

¿dónde? ¿quién? ¿de dónde? ¿qué?  
¿de qué? ¿cómo? ¿a qué? ¿cuántos?  
¿quiénes? ¿cuánto? ¿cuándo? ¿por qué?

**Topic: Picking a Spanish Name for Class**

Minutes for Topic: 88

**Topic: Numbers 1-100**

Minutes for Topic: 132

**Core Lesson Key Terminology & Definitions:**

1 uno 11 once 21 veintiuno  
2 dos 12 doce 22 veintidós  
3 tres 13 trece 23 veintitrés  
4 cuatro 14 catorce 24 veinticuatro  
5 cinco 15 quince 25 veinticinco  
6 seis 16 dieciséis 26 veintiséis  
7 siete 17 diecisiete 27 veintisiete  
8 ocho 18 dieciocho 28 veintiocho  
9 nueve 19 diecinueve 29 veintinueve

10 diez 20 veinte 30 treinta

Counting by tens:

0 cero 40 cuarenta 80 ochenta

10 diez 50 cincuenta 90 noventa

20 veinte 60 sesenta 100 cien

30 treinta 70 setenta 100+ ciento \_\_\_\_\_

### Topic: Survival Spanish: Navigating the FL Classroom

Minutes for Topic: 132

#### Core Lesson Key Terminology & Definitions:

Abran los libros. Buena suerte. por favor

Ponlo en tu carpeta. Pásenlos al frente. Hay tarea.

escribe tu compañero mañana

oración completa dobla describe

dibuja contesta llena

¿Puedo usar el baño? ¿Puedo tomar agua? Escoge alguien.

### Unit: Preliminary Chapter B

Timeline: Week 6 to 9

#### Unit

The second set of necessary Spanish for elementary communication with other Spanish-speakers. Here we will learn to greet one another and be courteous.

#### Unit Essential Questions:

How can we have an authentic conversation with a waiter or waitress?

How can we say hello and goodbye during different parts of the day/night?

How can we describe the day, month?

#### Unit Big Ideas: Students will:

- greet one another
- say goodbye to one another
- be courteous using key vocab
- tell the date (month and day)

#### Unit Materials: BV I textbook and workbook

Señor Jordan YouTube Channel

Quizlet.com

Duolingo.com

Tío Spanish YouTube Channel

Spanish Songs via YouTube

#### Unit

#### Assignments:

conversation with a partner

communication with many students to practice hello, goodbye

3 quizzes

1 test

#### Unit Key Terminology & Definitions :

greetings

salutations

months

days of the week

thank you  
you're welcome  
simple food items

### Topic: Hello's and Goodbye's

Minutes for Topic: 132

#### Core Lesson Key Terminology & Definitions:

bien	buenos días	buenas tardes
buenas noches	gracias	hola
muy	¿Qué tal?	señor
señora	señorita	tú
y		

### Topic: Courtesy in the Café

Minutes for Topic: 220

#### Core Lesson Key Terminology & Definitions:

el bocadillo	el café	la coca-cola
la cortesía	de nada	la enchilada
la limonada	No hay de qué.	la pizza
el sándwich		

### Topic: Telling the Date

Minutes for Topic: 44

#### Core Lesson Key Terminology & Definitions:

el día	la fecha	el fin de semana
hoy	el mes	el primero
la semana		
	Los días de la semana	
lunes	martes	miércoles
jueves	viernes	sábado
domingo		
	Los meses del año	
enero	febrero	marzo
abril	mayo	junio
julio	agosto	septiembre
octubre	noviembre	diciembre

### Unit: Chapter 1

Timeline: Week 10 to 13

#### Unit

**Description:** In this chapter, we begin placing together the building blocks introduced in both preliminary chapters. Nouns and adjectives become a central focus as elementary grammar is the focus in Chapter one.

**Unit Essential Questions:** Who is Don Quijote? Why is he important?

What does a noun look like in Spanish?

What is gender in Spanish?

How do nouns and adjectives interact in Spanish?

Where are the Spanish-speaking countries of the world?

**Unit Big Ideas:** Students will:

- identify nouns
- identify adjectives
- use noun-adjective clauses
- show a knowledge of the differences in this process between the native and foreign language
- identify Spanish-speaking countries around the world
- become familiar with Don Quijote

**Unit Materials:** BV I textbook and workbook

Señor Jordan YouTube Channel

Quizlet.com

Duolingo.com

Tío Spanish YouTube Channel

Spanish Songs via YouTube

**Unit** 3 quizzes

**Assignments:**

1 test

Google Sheets for articles

BV 1 Text and workbook exercises

Guess the classmate game

**Unit Key Terminology & Definitions :**

boy

girl

friend

nice

smart

tall

short

Don Quijote

Sancho Panza

Countries of the SS world

Capitals of the SS world

ocean

continent

desert

island

**Topic: Nouns and Adjectives**

Minutes for Topic: 308

**Topic: Articles**

Minutes for Topic: 176

**Topic: Noun-Adjective Agreement**

Minutes for Topic: 176

**Topic: Culture: Don Quijote and Sancho Panza**

Minutes for Topic: 88

**Topic: Connections: Geography**

Minutes for Topic: 44

**Unit: Chapter 2**

Timeline: Week 14 to 19

**Unit**

This chapter will focus on expanding the grammar learned in Chapter one. Here we will learn how to pluralize nouns and adjectives and continue to focus on the key differences between these processes in the foreign language and native language of the student.

**Description:**

**Unit Essential Questions:** How are Hispanics ingrained in the fabric of my society?

How is pluralization different in Spanish than it is in my native language?

How and why is telling time different?

What words are similar to describe my school schedule?

**Unit Big Ideas:** Students will:

- Pluralize nouns and adjectives
- Describe their daily schedule
- Identify key cognates
- Tell time in the FL
- Identify what a Mexican American is
- Learn how Hispanics are a key part of the US demographic and history

**Unit Materials:** BV I textbook and workbook

Señor Jordan YouTube Channel

Quizlet.com

Duolingo.com

Tío Spanish YouTube Channel

Spanish Songs via YouTube

**Unit** 3 quizzes

**Assignments:**

1 test

1 conversation

1 presentation

Clock making

BV 1 Text and workbook exercises

**Unit Key Terminology &** Languages

**Definitions :** Sciences

Histories

Special courses

girls  
boys  
friends  
courses  
Mexican Americans

**Topic: Who are they and who are we?**

Minutes for Topic: 88

**Topic: Courses and Classes**

Minutes for Topic: 132

**Topic: Pluralization**

Minutes for Topic: 132

**Topic: Telling time**

Minutes for Topic: 220

**Topic: Culture: Mexican Americans and Cuban Americans**

Minutes for Topic: 88

**Topic: Culture: San Antonio and Coyoacán**

Minutes for Topic: 44

**Unit: Chapter 3 and Chapter 4**

Timeline: Week 21 to 28

**Unit**

**Description:** In these two combined chapters, students continue on learning how to describe their lives in the foreign language. They begin to expand their vocabulary to describe every day items in more detail. Most importantly, the students learn more verbs!

**Unit Essential Questions:** How are schools different in Spanish-speaking countries?

What words can I use to describe my clothing?

What is the system for counting above one hundred?

**Unit Big Ideas:** Students will:

- conjugate AR verbs in a step by step process
- expand their understanding of noun-adjective agreement
- identify clothing and colors
- count by hundreds
- count to a million
- conjugate the verb ir (to go)
- identify key differences and similarities in Spanish schools and US American schools

**Unit Materials:** BV I textbook and workbook

Señor Jordan YouTube Channel

Quizlet.com

Duolingo.com

Tío Spanish YouTube Channel

Spanish Songs via YouTube

**Unit**

**Assignments:**

4 quizzes

2 tests

2 conversations with a partner/group



around the world with AR verbs

Señor Jordan YouTube

BV 1 Textbook and workbook exercises

**Unit Key Terminology & Definitions :** clothing  
colors  
100-1.000.000  
uniform  
AR verbs  
ir (to go)  
del  
al  
school materials

**Topic: School Materials**  
Minutes for Topic: 88

**Topic: Clothing and Colors**  
Minutes for Topic: 132

**Topic: Shopping**  
Minutes for Topic: 88

**Topic: Talking about School Activities**  
Minutes for Topic: 44

**Topic: Counting by Hundreds**  
Minutes for Topic: 132

**Topic: AR verbs**  
Minutes for Topic: 220

**Topic: The verb Ir**  
Minutes for Topic: 44

**Topic: Del and Al**  
Minutes for Topic: 44

**Topic: Culture: Schools in Spain**  
Minutes for Topic: 88

**Unit: Chapter 5**  
Timeline: Week 29 to 33

**Unit Description:** Students will develop a knowledge of food in this chapter. It is a very important part of learning a foreign language: to ask for food you like and will eat while traveling! Additionally, students will learn the other two types of verbs in the language: er and ir verbs.

**Unit Essential Questions:** What are the names of fruits and veggies in Spanish?  
What kind of food do other people eat around the Spanish-speaking world?  
Are ER and IR verbs similar to Ar verbs?

**Unit Big Ideas:** Students will:

- identify fruits, veggies, meats
- identify popular food items from the US and abroad
- conjugate Er and IR verbs
- compare and contrast daily food schedules
- compare and contrast food buying in different places around the Spanish-speaking world

**Unit Materials:** BV I textbook and workbook

Señor Jordan YouTube Channel

Quizlet.com

Duolingo.com

Tío Spanish YouTube Channel

Spanish Songs via YouTube

**Unit Assignments:**

3 quizzes

1 test

food bingo

1 conversation with partner/group

Food video with Emril

ER/IR verbs around the world

BV 1 Textbook and workbook exercises

**Unit Key Terminology & Definitions :**

fruits

vegetables

meat

starches

drinks

supermarket

market

er verbs

ir verbs

**Topic: In the Café**

Minutes for Topic: 220

**Topic: In the Supermarket**

Minutes for Topic: 220

**Topic: ER and IR Verbs**

Minutes for Topic: 220

**Topic: Culture: Markets and Shopping in the Hispanic World**

Minutes for Topic: 88

**Unit: End of Year Review**

**Unit**

**Description:**

This time period is dedicated to help students wrap up as this is an elective and final exams cannot be taken on the last days of school.

**Unit Big  
Ideas:**

Students will:

- Review material
- Study for final exam
- Summarize their learning in essay format
- Evaluate themselves and the course

**Topic: Review/Assessment**

Minutes for Topic: 264