

World Language Curriculum Mapping 2019-2020

Spanish I: Descubre 1

Grades 9-11

Quarter/Month	Essential Questions:	Standards:	Content and Structure:	Assessments:
First Quarter September: <i>Hola ¿qué tal?</i>	1. How do people greet one another? 2. How do people make introductions? 3. What influence do Spanish speakers have in the U.S. and Canada?	Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.2 Communities	<ul style="list-style-type: none"> • Alphabet • Greetings and goodbyes • Identifying yourself and others • Courtesy expressions • Nouns and articles • Numbers 0-30 	<ul style="list-style-type: none"> • Formative (2-3 per week) • Summative (1-2) • 1 detailed reading comprehension passage • *at least 1 listening assessment per vocab context
October: <i>Hola ¿qué tal?/En la clase</i>	1. How do students talk about their classes and school life? 2. How do people ask and answer questions about their daily activities? 3. How is school in Latin America the same as and different from school in the U.S.?	Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.2 Communities	<ul style="list-style-type: none"> • Present tense of <i>ser</i> (with descriptive adjectives) • Telling time • The classroom and school life • Fields of study and school subjects • Days of the week • Class schedules 	<ul style="list-style-type: none"> • Formative (2-3 per week) • Summative (2-3) • Minimum of 1 short writing with prompt • 1 speaking with prompt(s) (i.e. <i>comunicación</i>, p. 5)
November: <i>En la clase</i> First quarter ends 11/8	1. How do students talk about their classes and school life? 2. How do people ask and answer questions about their daily activities? 3. How is school in Latin America the same as and different from school in the U.S.?	Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.2 Communities	<ul style="list-style-type: none"> • Forming questions 	<ul style="list-style-type: none"> • 1 detailed reading comprehension passage • *at least 1 listening assessment per vocab context • 1 quarterly common assessment

<p>Second Quarter</p> <p>November: <i>En la clase</i></p>	<p>1. How do students talk about their classes and school life?</p> <p>2. How do people ask and answer questions about their daily activities?</p> <p>3. How is school in Latin America the same as and different from school in the U.S.?</p>	<p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.2 Communities</p>	<ul style="list-style-type: none"> • Present tense of –ar verbs • Present tense of <i>estar</i> • Numbers 31 and up 	<ul style="list-style-type: none"> • Formative (2-3 per week) • Summative (1-2) • Minimum of 1 short writing with prompt 1 speaking with prompt(s)
<p>December: <i>La familia</i></p>	<p>1. How do people describe their families and family members?</p> <p>2. How do people talk about how they spend their time?</p> <p>3. How are a person’s surnames determined in the Spanish-speaking world?</p>	<p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities 5.1</p>	<ul style="list-style-type: none"> • The family • Identifying People • Professions and occupations • Descriptive/Possessive adjectives 	<ul style="list-style-type: none"> • Formative (2-3 per week) • Summative (1-2) • 1 speaking with prompt(s) • Minimum of 1 short writing with prompt • 1 detailed reading comprehension passage • *at least 1 listening assessment per vocab context

<p>January: Los pasatiempos</p> <p><i>Second quarter ends 1/24</i></p>	<ol style="list-style-type: none"> How do people talk about pastimes, weekend activities, and sports? How do people make plans and extend invitations? What sports and sports figures are popular in the Spanish-speaking world? 	<p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities 5.2</p>	<ul style="list-style-type: none"> Present tense of –er and ir verbs Present tense of <i>tener</i> and <i>venir</i> Pastimes Sports Places in the city 	<ul style="list-style-type: none"> Formative (2-3 per week) Summative (1-2) 1 detailed reading comprehension passage *at least 1 listening assessment per vocab context Mid-term assessment
<p>Third Quarter</p> <p>January: Los pasatiempos</p>	<ol style="list-style-type: none"> How do people talk about pastimes, weekend activities, and sports? How do people make plans and extend invitations? What sports and sports figures are popular in the Spanish-speaking world? 	<p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities 5.2</p>	<ul style="list-style-type: none"> Present tense of <i>ir/dar</i> Stem-changing verbs 	<ul style="list-style-type: none"> Formative (2-3 per week)
<p>February:</p> <p>Los pasatiempos /Las vacaciones</p>	<ol style="list-style-type: none"> How do people discuss and plan a vacation? How do people talk about how they feel? What are some popular vacation destinations in the Spanish-speaking world and why? 	<p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities 5.2</p>	<ul style="list-style-type: none"> Continue with Present tense of <i>ir/dar</i> Continue with Stem-changing verbs Verbs with irregular <i>yo</i> forms Travel and vacation Months of the year 	<ul style="list-style-type: none"> Formative (2-3 per week) Summative (1-2) Minimum of 1 short writing with prompt 1 speaking with prompt(s)
<p>March:</p> <p>Las vacaciones/¡De compras!</p>	<ol style="list-style-type: none"> How do people talk about shopping and describe clothing? How do people talk about events in the past? 	<p>Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2</p>	<ul style="list-style-type: none"> <i>Estar</i> with conditions and emotions The present progressive Seasons and weather Ordinal numbers 	<ul style="list-style-type: none"> Formative (2-3 per week) Summative (2-3) Minimum of 1 short writing with prompt

	3. What types of markets are common in the Spanish-speaking world and why?	Communities	<ul style="list-style-type: none"> • <i>Ser</i> and <i>estar</i> • Direct object nouns and pronouns • Clothing and shopping • Negotiating a price and buying 	<ul style="list-style-type: none"> • 1 speaking with prompt(s)
April: <i>jDe compras!</i> Third quarter ends 4/3	1. How do people talk about shopping and describe clothing? 2. How do people talk about events in the past? 3. What types of markets are common in the Spanish-speaking world and why?	Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities	<ul style="list-style-type: none"> • Colors/More adjectives • <i>Saber</i> and <i>conocer</i> 	<ul style="list-style-type: none"> • 1 detailed reading comprehension passage • *at least 1 listening assessment per vocab context • 1 quarterly common assessment
Fourth Quarter April: ¡De compras!	1. How do people talk about shopping and describe clothing? 2. How do people talk about events in the past? 3. What types of markets are common in the Spanish-speaking world and why?	Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities	<ul style="list-style-type: none"> • Indirect object pronouns • Preterite tense of regular verbs • Demonstrative adjectives and pronouns 	<ul style="list-style-type: none"> • Formative (2-3 per week) • Summative (1-2) • Minimum of 1 short writing with prompt • 1 speaking with prompt(s)
May: La rutina diaria	1. How do people describe their daily routines? 2. How do people talk about what they and others like and dislike? 3. Can you describe some special customs from the Spanish-speaking world?	Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities 5.1	<ul style="list-style-type: none"> • Daily routine • Personal hygiene • Time expressions • Reflexive verbs • Indefinite and negative words • Preterite of <i>ser</i> and <i>ir</i> 	<ul style="list-style-type: none"> • Formative (2-3 per week) • Summative (2-3) • Minimum of 1 short writing with prompt • 1 speaking with prompt(s)
June: La comida	1. How do people talk about what they eat at each meal? 2. How do people make comparisons about people, places, and things?	Communications 1.1, 1.2, 1.3 Comparisons 4.1, 4.2 Culture 2.1, 2.2 Connections 3.1, 3.2 Communities 5.1	<ul style="list-style-type: none"> • Verbs like <i>gustar</i> • Food • Food descriptions • Meals • Preterite of stem-changing verbs 	<ul style="list-style-type: none"> • Formative (2-3 per week) • Summative (1-2) • 1 detailed reading comprehension passage

	3. What are some common foods and dishes in the Spanish-speaking world?		<ul style="list-style-type: none"> • Double object pronouns • Comparisons • Superlatives 	<ul style="list-style-type: none"> • *at least 1 listening assessment per vocab context • 1 common end-of-year exam
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***Please see your department head for a detailed explanation of the writing assessment requirements at your school.**

***Common assessments include multiple-choice questions, reading comprehension, a speaking assessment, and a listening assessment.**

***Please refer to the National Standards and be sure to include all forms of communication (Personal, Interpersonal, and Presentational).**