

Table of Contents

UNIT NARRATIVE.....	1
CONTENT STANDARDS.....	2
UNDERSTANDINGS AND QUESTIONS	3
ROADMAP.....	4
UNPACKED STANDARDS.....	29
VERTICAL STANDARDS.....	31
VOCABULARY GLOSSARY.....	32

UNIT NARRATIVE

In this introductory unit, students will begin their journey into Spanish by learning to greet new people, introduce themselves, and say goodbye appropriately. Through fun, interactive activities, students will practice naming familiar classroom objects and people around them, asking and answering how many items are present using numbers, and telling time in Spanish. They'll listen to and read simple descriptions of classmates and everyday objects to build their vocabulary and comprehension skills. Students will also "interview" a new Spanish teacher, asking basic personal questions to apply their language in a real-world context.

Cultural exploration is woven into the unit as students compare greetings and personal space customs in Spanish-speaking countries to their own. They'll also discover the social and cultural importance of plazas in Latin American and Spanish cities and learn about the growing and diverse Hispanic communities across the U.S. This unit emphasizes foundational language skills—reading (with a focus on recognizing cognates), writing, and listening for familiar words—while sparking curiosity and cultural appreciation.

This unit is tied to the AP Spanish Language and Culture theme of Las Familias y Comunidades.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

World-Readiness Standards for Learning Languages (ACTFL)		Supporting Standards
Communication (C1)	<ol style="list-style-type: none"> Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode) Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode) Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode) 	N/A
Cultures (C2)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied. 	N/A
Connections (C3)	<ol style="list-style-type: none"> Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively. Access and evaluate information and diverse perspectives that are available through Spanish and its cultures. 	N/A
Comparisons (C4)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 	N/A
Communities (C5)	<ol style="list-style-type: none"> Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world. Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	N/A

Major Content	Supporting & Additional Content
<p>Communication (C1)</p> <ul style="list-style-type: none"> Greetings and Goodbyes Asking and telling time Describing where you are from <p>Cultures (C2) and Connections (C3)</p> <ul style="list-style-type: none"> Hispanic population in the United States Plazas of Argentina and their function Greeting in Spanish-speaking countries <p>Comparisons(C4)</p> <ul style="list-style-type: none"> Differences and similarities in how people greet each other in Spanish-speaking countries. Different ways of telling time in Spanish 	<p>Writing:</p> <ul style="list-style-type: none"> Students will learn to write a telephone/address list in Spanish. Students integrate lesson vocabulary, including cognates and structures. In this unit, students learned to use definite and indefinite articles in Spanish and to categorize nouns as feminine/masculine and singular /plural according to their grammatical gender and number.

Communities (C5)

- The Plaza and its role in daily life in Latin America
- Advertisement targeted to Latino communities in the United States

Grammar

- Definite and indefinite articles
- Nouns
- Conjugating and using the verb *ser*

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

Big Ideas:

1. Communication is a foundational skill in learning a new language:
 - Students can use simple vocabulary and structures to greet others, introduce themselves, ask basic questions, and exchange information.
2. Language connects people and reflects culture:
 - Customs around the greetings, personal space, and public life—like plazas—vary across cultures and help us understand values in Spanish-speaking communities.
3. Recognizing patterns in language:
 - Recognizing patterns in language like cognates and number structures helps us understand and use Spanish more confidently.
4. Spanish is a living language in the U.S. and around the world.
 - Learning about Hispanic communities in the U.S. shows how Spanish plays an important role in local and national identities.

Processes:

1. Interpersonal Communication:
 - Engage in simple conversation by greeting others, introducing yourself, asking and answering basic questions, and saying goodbye.
2. Interpretive Listening and Reading:
 - Identify key words and cognates in spoken and written Spanish to understand descriptions of people and classroom objects.
3. Presentational Speaking and Writing:
 - Use learned vocabulary and sentence structures to describe yourself and others, tell time, and talk about your surroundings.
4. Cultural Comparison:

- Reflect on and compare your own cultural practices with those in Spanish-speaking countries, especially in relation to greetings, social norms, and public spaces.

Key Questions

1. How do people greet one another?
2. How do people make introductions?
3. What influences do Spanish speakers have in the U.S and Canada?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lección Preliminar 1 ¿Cómo te llamas? Vocabulario</p>	<p>SWBAT introduce themselves and others by filling in the blank spaces of a dialogue between different people meeting each other and by role-playing the conversations.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 		
<p>Lección Preliminar 2 ¿Cómo te llamas? Spanish Alphabet</p>	<p>SWBAT spell Spanish names and basic words by identifying and writing down letters of the alphabet being read out loud.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 		
<p>Lección Preliminar 3 ¿Cómo te llamas? Numbers 0-30</p>	<p>SWBAT learn and use numbers 1-30 in Spanish by asking someone’s age and expressing their own.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lección Preliminar 4 ¿Cómo te llamas? Fotonovela</p>	<p>SWBAT analyze basic information about the text's video program main characters and create a mini poster about themselves using the characters' introductions as a model.</p> <p>SWBAT retell information about the history of the Spanish language in the U.S., cities with large and growing Hispanic populations, and Salvadoran culture of Washington D.C.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	to develop critical thinking and to solve problems creatively.		
<p>Lección Preliminar 5 ¿Cómo te llamas? Classroom objects Days of the week</p>	<p>SWBAT analyze and apply vocabulary related to classroom objects and days of the week. SWBAT apply the verb “haber” in simple statements to talk about how many of something there is/are.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		
<p>Lesson 1 Introduction to vocabulary</p>	<p>SWBAT apply and categorize basic greetings, farewells, and expressions of courtesy by creating a vocabulary graphic organizer that includes word definition, grammatical category, and sentence.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
Lesson 2 Vocabulary in context	<p>SWBAT practice using basic greetings, introductions, and expressions by exchanging simple spoken information about themselves and others and by interpreting a series of basic statements through a variety of media.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		
Lesson 3 Fotonovela Bienvenida, Marissa	<p>SWBAT examine comprehensible input from free-flowing discourse by watching the Fotonovela and interpret the use of basic greetings through listening comprehension.</p> <p>ACFTL Standards:</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 		
<p>Lesson 4 Cognates and Cultural Reading: “Los saludos y el espacio personal”</p>	<p>SWBAT identify and retell information about customs and traditions of Spanish-speaking cultures, such as greetings and forms of address that demonstrate politeness by analyzing a short article about personal space in Spanish-speaking countries.</p> <p>SWBAT identify what cognates are and how we can use them to help us understand a new language.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>heard, read, or viewed on a variety of topics.</p> <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 5 Nouns and articles</p>	<p>SWBAT to differentiate Spanish nouns by number and gender and match them to the correct definite and indefinite articles by taking guided notes and classifying survey activity.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>comparisons of the Spanish language and their own.</p>		
<p>Lesson 6 Nouns and articles practice</p>	<p>SWBAT to differentiate Spanish nouns by number and gender and match them to the correct definite and indefinite articles by completing listening, speaking, and writing activities.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 7 Present tense of ser</p>	<p>SWBAT conjugate the irregular verb “ser” in the present tense by taking guided notes and creating conjugation graphic organizers/anchor charts.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 8 The verb ser in context</p>	<p>SWBAT formulate sentences and questions to talk about where people are from and what classroom objects belong to whom by conjugating ser in the present tense and using the corresponding subject pronouns both in speaking and writing.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 9 Numbers in Spanish	<p>SWBAT say how many items or people are there in a place by using the correct form of HABER + numbers in Spanish.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
Lesson 10 Telling time	<p>SWBAT tell time in Spanish by using the form “ser” of the verb “ser” and numbers.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>heard, read, or viewed on a variety of topics.</p> <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 11 Reading comprehension “Mafalda”</p>	<p>SWBAT interpret a short biography on Joaquin Salvador Lavedo and analyze a comic strip by using prefixes and suffixes to identify cognates and applying unit vocabulary in context.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 12 Introduction to writing in Spanish</p>	<p>SWBAT integrate unit vocabulary including cognates and structures by creating a short list with names, phone numbers, and email addresses.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 13 Listening comprehension</p>	<p>SWBAT interpret a short dialogue and answer comprehension questions by applying listening comprehension strategies and creating a list of the familiar words they recognize as they listen.</p> <p>ACFTL Standards:</p> <p>Communication</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
Lesson 14 En Pantalla	<p>SWBAT analyze an advertisement geared toward Hispanics in the United States by applying listening comprehension strategies and using visual clues.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>relationship between the products and perspectives of the cultures studied.</p> <p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 15 Flash Cultura</p>	<p>SWBAT identify important social meeting places in Buenos Aires and analyze Argentinian cultural practices by interpreting a short cultural video about this city's plazas.</p> <p>SWBAT compare Argentinian cultural practices when meeting people to those of their own culture by describing the practices they see in the Flas Cultura video and their own.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>information and diverse perspectives that are available through the language and its cultures.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 16 Panorama Cultural</p>	<p>SWBAT summarize demographic and cultural information on Hispanics in the United States and Canada by describing data from a chart, a table, and a map.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>are available through the language and its cultures.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
Lesson 17 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 1 Exam.	<p>Unit 1 Exam Review</p> <p>You may want to use the Descubre Recapitulación Activities and the Self-Assessment.</p>	<p>Descubre Recapitulación</p> <p>Descubre Auto Evaluación</p>
<p>Refer to your region's calendar for scanning deadlines.</p>	<p style="text-align: center;">Unit 1 Exam</p> <p>(On the S & S document, there are two assessment days for this unit—one is to administer the TIA Pre-Test and the other one to administer the Unit Exam--. Please, make sure to follow the established testing window)</p>		
Flex/Success Day			
Optional/Cultural Lessons Mes de la Hispanidad	<p>Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile.</p> <p>Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.</p>		Lesson Internalization Protocol

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS

Standards	Specificity	Notes/Explanations/Examples
<p>ACTFL C1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Interpersonal communication in spoken or written form. In this unit, students learn to create basic Spanish sentences using the present tense of ser and estar. • Knowledge: Sharing information, reactions, feelings, opinions. In this unit, students learn vocabulary related to classroom objects, people descriptions, telling time and greetings. • Concepts: Meaning negotiation in conversations. In this unit, students learn common Spanish courtesy expressions to greet and say goodbye to people, numbers, telling time, and the use of adjectives and nouns in Spanish. <p>Define Expectations: Students should learn to interact effectively in Spanish to greet, introduce themselves, say goodbye, name objects and people, use numbers for quantity and time, understand simple descriptions, and extract basic information about others through conversation.</p> <p>Instruction and Assessment Strategies:</p> <ol style="list-style-type: none"> 1. Greeting and Introductions: Role-playing activities, dialogues, peer interactions. 2. Naming Objects and People: Flashcards, labeling activities, partner quizzes. 3. Numbers and Time: Time-telling exercises, counting activities, quizzes. 4. Describing Things: Picture description tasks, listening exercises, matching activities. 5. Interview Skills: Role-plays, question prompts, peer feedback, teacher observation. 	<p><i>This standard is applied in this unit to prepare students to engage in conversations, express themselves, and comprehend simple language structures, which are foundational skills necessary for intermediate and advanced languages learning, including the following AP Spanish Language standards:</i></p> <p>5.A Understand and apply appropriate communication strategies in interpersonal speaking.</p> <p>5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</p> <p>6.A Understand and apply appropriate communication strategies in interpersonal writing.</p> <p>6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</p>
<p>ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Understanding, interpreting, and analyzing what is heard, read, or viewed. • Knowledge: Various topics in Spanish. • Concepts: Comprehension, interpretation, and analysis in a multicultural context. <p>Define Expectations: Students should be able to comprehend, interpret, and analyze information presented in Spanish across different topics and contexts.</p>	<p><i>In an AP Spanish Language course, this standard would continue to build on reading and listening comprehension skills, preparing students for more nuanced and complex interpretive tasks at a higher level of proficiency. It aligns with the following AP Spanish Language and Culture standards:</i></p> <p>1.A Describe the literal meaning of the text.</p> <p>1.B Describe data.</p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Role-playing activities for greetings and introductions. • Vocabulary games for naming objects and people. • Practice exercises on numbers, quantities, and telling time. • Listening comprehension tasks with simple descriptions in Spanish. • Interview task with a new Spanish teacher to assess listening and speaking skills. • Cultural discussions on greetings, personal space, and plazas. • Cognitive games to recognize cognates in Spanish. • Writing prompts for constructing basic sentences. • Listening exercises focusing on known vocabulary in Spanish conversations. 	<p><i>3.A Interpret the distinguishing features of a text.</i></p> <p><i>3.B Interpret the meaning of a text.</i></p> <p><i>4.A Determine the meaning of a variety of vocabulary.</i></p> <p><i>4.B. Use words appropriate for a given context.</i></p>
<p>ACTFL C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Presentational communication • Knowledge: Information, concepts, and ideas • Concepts: Adaptation to various audiences, using appropriate media <p>Define Expectations: Students should be able to present information, concepts, and ideas in Spanish to inform, explain, persuade, and narrate on various topics. They should use suitable media and adjust their communication style based on the audience (listeners, readers, viewers).</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Instruction: Role-playing greetings, introducing classmates, conducting interviews, discussing cultural aspects, analyzing cognates, and practicing writing and listening exercises. • Assessment: Conduct oral presentations, interviews, written assignments, listening comprehension tasks, and cultural awareness projects. 	<p><i>In Spanish I Unit I, students will work towards achieving this standard through activities such as greetings, introducing themselves, cultural explorations, language recognition, and basic communication tasks. To align this standard with AP Spanish Language, students can expand on these skills to present more complex information, ideas, and arguments fluently and accurately in Spanish at a higher proficiency level. It aligns with the following AP Spanish Language and Culture standards:</i></p> <p><i>7.A Plan and research an issue or topic for presentational speaking.</i></p> <p><i>7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</i></p> <p><i>7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.</i></p> <p><i>7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</i></p> <p><i>8.A Plan and research an issue or topic for presentational writing.</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
		<p><i>8.B Use appropriate writing strategies to communicate an idea in presentational writing.</i></p> <p><i>8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.</i></p> <p><i>8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.</i></p>

VERTICAL STANDARDS-Spanish Standards are not scaffolded. What is scaffolded is the themes and the skills- these stay the same.

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

Spanish II	Spanish III	AP Spanish
Using ser and estar together when writing short paragraphs Being able to use numbers to 100. Being able to use time to tell what is happening.	Using ser and estar when writing an essay Cultural comparison between when and how people greet each other.	Cultural Connections Reading and analyzing graphs, charts, and tables Interpretive listening Using varied grammatical structures

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
<i>List and define key vocabulary terms</i>						
Related Vocabulary						
<i>¡Hola!</i>	<i>¿Qué hay de nuevo?</i>	<i>No hay de qué</i>	<i>Me llamo...¿Y usted?</i>	<i>(no hay)</i>	<i>El chico</i>	<i>El/la joven</i>
<i>Buenos días.</i>		<i>Perdón</i>		<i>Argentina</i>	<i>La chica</i>	<i>El lápiz</i>
<i>Buenas tardes.</i>	<i>¿Qué pasa?</i>	<i>Por favor</i>	<i>Mucho gusto</i>	<i>Canadá</i>	<i>La computadora</i>	<i>La lección</i>
<i>Buenas noches.</i>	<i>¿Qué tal?</i>	<i>Señor (Sr.)</i>	<i>El gusto es mío</i>	<i>Costa Rica</i>	<i>La comunidad</i>	<i>La maleta</i>
<i>¡Adiós!</i>	<i>(Muy) bien,</i>	<i>Señora (Sra.)</i>	<i>Encantado/a</i>	<i>Cuba</i>	<i>El/la conductor/a</i>	<i>La mano</i>
<i>Nos vemos.</i>	<i>gracias.</i>	<i>Señorita (Srta.)</i>	<i>Igualmente</i>	<i>Ecuador</i>	<i>La conversación</i>	<i>El mapa</i>
<i>Hasta luego.</i>	<i>Nada</i>	<i>Don</i>	<i>Éste/Ésta es...</i>	<i>España</i>	<i>La cosa</i>	<i>La mujer</i>
<i>Hasta la vista.</i>	<i>No muy bien</i>	<i>Doña</i>	<i>¿De dónde es usted?</i>	<i>Estados Unidos (E.E.U.U.)</i>	<i>El cuaderno</i>	<i>La nacionalidad</i>
<i>Hasta mañana.</i>	<i>Regular</i>	<i>Le presento a...</i>	<i>¿De dónde eres?</i>	<i>México</i>	<i>El día</i>	<i>El número El país</i>
<i>Hasta pronto.</i>	<i>Con permiso</i>	<i>Te presento a...</i>	<i>Soy de...</i>	<i>Puerto Rico</i>	<i>El diario</i>	<i>La palabra</i>
<i>Saludos a...</i>	<i>De nada</i>	<i>El nombre</i>	<i>¿Cuántos (as)?</i>	<i>Ser</i>	<i>El diccionario</i>	<i>El/la pasajero/a</i>
<i>Chau</i>	<i>Lo siento</i>	<i>¿Cómo se llama usted?</i>	<i>¿de quién...?</i>	<i>El autobús</i>	<i>La escuela</i>	<i>El problema</i>
<i>¿Cómo está usted?</i>	<i>(Muchas) gracias</i>	<i>¿Cómo te llamas?</i>	<i>¿de quiénes?</i>	<i>La capital</i>	<i>El/la estudiante</i>	<i>El/la profesor/a</i>
<i>¿Cómo estás?</i>					<i>La foto(grafía)</i>	<i>El/turista</i>
					<i>El hombre</i>	<i>el video</i>