

## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: September	Unit/Theme: Identity/Social Relationships: Personal & Public Identities
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Who am I &amp; how do I relate to others?</li> <li>● How do others see me?</li> <li>● How am I unique?</li> <li>● How are personality traits related to career choices?</li> <li>● Whom do I consider to be part of my family?</li> <li>● What are some important celebrations?</li> <li>● Where is Spanish spoken? Who are the Spanish-speaking people of the world?</li> </ul>	
<p>NYS Standards:</p> <p><b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2 - Culture</b> Students will develop cross-cultural skills &amp; understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Introductions</li> <li>● Adjectives</li> <li>● Professions</li> <li>● Nationalities</li> <li>● Family</li> <li>● Pets &amp; Animals</li> </ul> <p>Grammar/Structure:</p> <ul style="list-style-type: none"> <li>● Ser</li> <li>● Tener</li> <li>● Agreement</li> </ul>
<p>Student Objectives (The student will...): ACTFL "I can" statements</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can recognize names of people and some words to describe them.</li> <li>● I can understand information on forms such as student IDs &amp; applications.</li> <li>● I can recognize dates of events.</li> <li>● I can identify where people are from.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can introduce myself.</li> <li>● I can express how I feel &amp; describe myself.</li> <li>● I can talk about my family.</li> <li>● I can give the date of my birthday, holiday, or event.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can name my family members, ages, &amp; relationships to me.</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>● Vocab quiz</li> <li>● Interpersonal/Speaking: Hot Seats of key questions</li> <li>● Presentational/Writing: paragraph about self &amp; family</li> </ul>	

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<ul style="list-style-type: none"><li>● Interpretive: Multiple choice listening &amp; reading passages</li></ul>	
<p>Recommended Texts:</p> <ul style="list-style-type: none"><li>● Class notes (paper copies for each student as well as online on Google Classroom)</li></ul>	Resources:

## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: October	Unit/Theme: Contemporary Life: Leisure & Science, Technology & the Arts: Fashion & Clothing
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How does what I choose to do define who I am?</li> <li>● What teenage activities are the same or different in Spanish-speaking countries?</li> <li>● How do I communicate using social media?</li> <li>● What is my style?</li> </ul>	
<p>NYS Standards:</p> <p><b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2 - Culture</b> Students will develop cross-cultural skills &amp; understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Leisure activities</li> <li>● Places &amp; events</li> <li>● Clothing</li> <li>● Colors &amp; materials</li> <li>● Numbers to 1000</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Conjugating verbs</li> <li>● The verb "ir"</li> </ul>
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can identify leisure activities from videos &amp; texts.</li> <li>● I can identify clothing items from websites, videos, and texts.</li> <li>● I can understand the names of clothing items &amp; their costs from ads.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can ask who, what, when, or where questions about an event.</li> <li>● I can talk about what I like.</li> <li>● I can decide what to do with a partner.</li> <li>● I can give my opinion about an activity.</li> <li>● I can exchange advice to choose an outfit.</li> <li>● I can make plans with a friend.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can write &amp; talk about my daily life.</li> <li>● I can state my favorite free time activities.</li> <li>● I can say what I like &amp; dislike to wear in different occasions.</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>● Vocab quiz</li> <li>● Leisure/Clothing IPA (integrated performance assessment - will assess all 3 skills above)</li> </ul>	
Recommended Texts:	Resources:

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| <ul style="list-style-type: none"><li>• Class notes (paper copies for each student as well as online on Google Classroom)</li></ul> |  |
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## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: November	Unit/Theme: Contemporary Life: House & Home
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What is my house like?</li> <li>● How do houses in the U.S. compare with housing in _____?</li> <li>● What are important characteristics of a home?</li> <li>● What are the responsibilities in a home? Who does them?</li> </ul>	
<p>NYS Standards:</p> <p><b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2 - Culture</b> Students will develop cross-cultural skills &amp; understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Rooms of a house</li> <li>● Descriptions of a house</li> <li>● Numbers above 1000</li> <li>● Chores</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Tener que</li> <li>● Conjugating verbs including verbs with an irregular yo form</li> </ul>
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can identify rooms of a house from videos &amp; texts.</li> <li>● I can identify items in a room.</li> <li>● I can identify words to describe a house.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can ask &amp; answer questions about my house &amp; other houses.</li> <li>● I can decide with a partner which type of house would be best.</li> <li>● I can give my opinion of a house.</li> <li>● I can say my address.</li> <li>● I can talk with a partner to decide what responsibilities and chores we have to do.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can create an advertisement for a house.</li> <li>● I can describe why a house would be good for a certain type of person/family.</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>● Vocab quiz</li> <li>● Interpersonal: Hot Seats for key unit questions</li> <li>● Presentational: House advertisement (visual &amp; written)</li> </ul>	
<p>Recommended Texts:</p> <ul style="list-style-type: none"> <li>● Class notes (paper copies for each student as well as online on Google Classroom)</li> </ul>	<p>Resources:</p>

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## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: December	Unit/Theme: Contemporary Life: Food & Meal Taking
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How do meals &amp; dining habits compare across cultures?</li> <li>● What foods are commonly eaten in various Spanish-speaking countries?</li> <li>● How do I order in Spanish?</li> </ul>	
<p>NYS Standards:</p> <p><b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2 - Culture</b> Students will develop cross-cultural skills &amp; understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Foods</li> <li>● Place settings</li> <li>● Adjectives to describe foods &amp; restaurants</li> <li>● Cooking verbs</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● No new topics</li> </ul>
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can identify ingredients in a food.</li> <li>● I can identify steps to prepare a food.</li> <li>● I can identify nutritional categories from food labels.</li> <li>● I can understand characteristics of food.</li> <li>● I can read a menu.</li> <li>● I can identify characteristics of a restaurant from restaurant reviews.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can say if I like or dislike certain foods.</li> <li>● I can ask &amp; answer questions about food.</li> <li>● I can talk with a partner about what we would like for each meal.</li> <li>● I can order in a restaurant.</li> <li>● I can make simple recommendations about food.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can give details about a restaurant and give my opinion.</li> <li>● I can write some details about foods I like &amp; dislike for each meal.</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>● Vocab quiz</li> <li>● Interpersonal/Speaking: Hot Seats of key questions, ordering food scenario</li> <li>● Presentational/Writing: Written meal plans based on food preferences</li> <li>● Interpretive: Multiple choice listening &amp; reading passages</li> </ul>	
Recommended Texts:	Resources:

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| <ul style="list-style-type: none"><li>• Class notes (paper copies for each student as well as online on Google Classroom)</li></ul> |  |
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## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: January & February	Unit/Theme: Global Awareness: Health & welfare
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How can I express what hurts?</li> <li>● How do I live a healthy lifestyle?</li> <li>● What does it mean to “be healthy”?</li> <li>● What are common illnesses in other countries? What are their remedies? Are they similar to or different from those it the US?</li> </ul>	
<p>NYS Standards:</p> <p><b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2 - Culture</b> Students will develop cross-cultural skills &amp; understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Body parts</li> <li>● Illnesses &amp; symptoms</li> <li>● Remedies</li> <li>● Tener expressions</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● The verb “doler”</li> </ul>
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can identify body parts.</li> <li>● I can identify common illnesses &amp; symptoms from videos &amp; texts.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can exchange with others some ideas about ways to stay healthy.</li> <li>● I can explain how I feel &amp; give my symptoms.</li> <li>● I can give symptoms of an illness.</li> <li>● I can make recommendations about health &amp; wellness.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can present about illnesses and recommendations to stay healthy.</li> <li>● I can write about my lifestyle and give my opinion on if it is healthy.</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>● Body vocab quiz</li> <li>● Midterm will be given during this unit (in January). This will assess all previous units and model the format of the end of year proficiency exam.</li> <li>● Interpersonal/Speaking: speaking tasks involving conversations with a doctor, pharmacist, etc. , Health Hot Seats on key unit questions</li> <li>● IPA: <ul style="list-style-type: none"> <li>○ Interpretive: illness reading</li> <li>○ Interpersonal: symptoms yes/no conversation</li> </ul> </li> </ul>	

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<ul style="list-style-type: none"><li>○ Presentational/Speaking: write note</li></ul>	
<p>Recommended Texts:</p> <ul style="list-style-type: none"><li>● Class notes (paper copies for each student as well as online on Google Classroom)</li></ul>	Resources:

## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: March	Unit/Theme: Contemporary Life: Community & Science, Technology & the Arts: Physical Environment
Essential Questions: <ul style="list-style-type: none"> <li>● What are the important places in my community?</li> <li>● What are characteristics of a community?</li> <li>● How do I find my way in a city?</li> <li>● What makes a community “good”?</li> </ul>	
NYS Standards: <b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication. <b>Standard 2 - Culture</b> Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> <li>● Stores</li> <li>● Public places</li> <li>● Directions</li> <li>● Geography terms (lake, river, forest, etc.)</li> <li>● Weather/seasons</li> </ul>
Student Objectives (The student will...): Interpretive: <ul style="list-style-type: none"> <li>● I can identify places in a city from maps, brochures, and other texts</li> <li>● I can read &amp; listen to basic weather expressions from maps &amp; videos</li> <li>● I can read &amp; understand basic information about foreign cities</li> </ul> Interpersonal: <ul style="list-style-type: none"> <li>● I can ask &amp; answer questions about where I’m going</li> <li>● I can make plans with a friend</li> <li>● I can decide where to go</li> <li>● I can recommend places in town</li> <li>● I can say what I like/dislike about a town</li> </ul> Presentational: <ul style="list-style-type: none"> <li>● I can name places in my community, town, city, state or country.</li> <li>● I can tell others about important features of my community.</li> </ul>	
Assessments: <ul style="list-style-type: none"> <li>● Community places vocab quiz</li> <li>● Interpersonal: conversation about preferences in their town/community, giving directions scenario</li> <li>● Presentational: Flyer advertising community places</li> </ul>	
Recommended Texts: <ul style="list-style-type: none"> <li>● Class notes (paper copies for each student as well as online on Google Classroom)</li> </ul>	Resources:

## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: April	Unit/Theme: Global Awareness: Travel & Vacation
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How does our concept of vacation differ from that of the target culture?</li> <li>● How could I plan a trip to a Spanish-speaking country?</li> <li>● What would I need to travel in the US? Internationally?</li> <li>● Why should people travel? What are the benefits?</li> </ul>	
<p>NYS Standards:</p> <p><b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2 - Culture</b> Students will develop cross-cultural skills &amp; understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● Modes of transportation</li> <li>● Travel related vocab (tickets, flight, train, etc...)</li> </ul>
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can identify travel information from plane &amp; train schedules</li> <li>● I can understand social media posts about travel.</li> <li>● I can read articles and identify key details about a destination.</li> <li>● I can identify travel activities and information from itineraries.</li> <li>● I can identify vacation activities and general ideas about a vacation from audio/video &amp; text.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can make decisions with a partner about travel (where, when, how, etc.)</li> <li>● I can request and provide information about a trip.</li> <li>● I can give my opinion on vacation itineraries</li> <li>● I can compare vacation activities for different trips with a partner.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can create a travel itinerary and list.</li> <li>● I can describe travel &amp; vacation activities.</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>● Vocab quiz: transportation &amp; airport words</li> <li>● Reading &amp; Listening multiple choice/matching</li> <li>● Integrated Performance Assessment (planning a trip) <ul style="list-style-type: none"> <li>○ Interpretive: read itineraries &amp; watch travel videos</li> <li>○ Interpersonal: discuss likes/dislikes for trip</li> </ul> </li> </ul>	

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<ul style="list-style-type: none"><li>○ Presentational: writing, describe preference</li></ul>	
<p>Recommended Texts:</p> <ul style="list-style-type: none"><li>● Class notes (paper copies for each student as well as online on Google Classroom)</li></ul>	Resources:

## General Brown Central School District Curriculum Map

Course Title: Spanish 1	Prepared By: Stephanie Karandy
Time Frame: May	Unit/Theme: Contemporary Life: Education
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How is my school day similar to or different from the school day in Spanish-speaking countries?</li> <li>● What classes are taken in the US? In Spanish-speaking countries?</li> </ul>	
<p>NYS Standards:</p> <p><b>Standard 1 - Communication</b> Students will be able to use a language other than English for communication.</p> <p><b>Standard 2 - Culture</b> Students will develop cross-cultural skills &amp; understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● School subjects</li> <li>● School supplies</li> <li>● School verbs (learn, teach, study, etc.)</li> <li>● Colors</li> <li>● Telling time</li> <li>● Days and dates</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Review of tener</li> </ul>
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can identify common classes from schedules and videos</li> <li>● I can understand ads for school supplies.</li> <li>● I can determine the days and times of classes based on a printed schedule</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can discuss my schedule with a partner.</li> <li>● I can ask &amp; answer questions about classes including my favorite/ least favorite classes.</li> <li>● I can talk with a partner about what is found in a classroom.</li> <li>● I can talk about what is in my classroom or my backpack.</li> <li>● I can say what I like or dislike about schedules from another country and my schedule</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can describe my school &amp; schedule.</li> <li>● I can compare my school to another.</li> </ul>	
<p>Assessments:</p> <ul style="list-style-type: none"> <li>● School vocab quiz (supplies/classes/school objects)</li> <li>● Interpersonal: School scenario A/B conversations</li> <li>● Presentational: written note</li> </ul>	
<p>Recommended Texts:</p> <ul style="list-style-type: none"> <li>● Class notes (paper copies for each student as well as online on Google Classroom)</li> </ul>	<p>Resources:</p>

## **General Brown Central School District Curriculum Map**

5 Grammar Points:

1. Adjective agreement
2. Present tense verbs (regular)
3. Irregular verbs: ser, tener, gustar
4. Definite & indefinite articles
5. Simple future (ir + a + infinitive)