

1st QUARTER (49 days)	
Preliminary unit: La clase de español (The Spanish class)	
Essential question: Why to study Spanish?	
Objectives.	Contents: vocabulary, grammar, culture.
<ul style="list-style-type: none"> • Know the objectives, contents and procedures of the Spanish course. • Greet and make introductions. • Collect personal data. • Establish classroom rules and routines. • Explore reasons for learning Spanish. • Explore and understand the importance and presence of Spanish in the world. 	Key vocabulary of the classroom Greetings and introductions Saying hello and goodbye Key words for personal data: name, last name... Actions related to personal motivations.
Evaluation criteria: integrated performance assessment	Standards
-Understand the objectives, contents, and procedures of the Spanish course. -Understand and accept classroom rules and routines. -Greet and introduce themselves. -Express their reasons for learning Spanish. -Know the importance and presence of Spanish in the world.	WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases and questions about self and personal experiences though gestures drawings, pictures, and actions. WL.K12.NM.3.1 Introduce self and other using basic, culturally appropriate greetings. Wl.k12.nm.7.1 Identify key words and phrases in the target language based on previous knowledge.
Unit 1: El abecedario (the alphabet)	
Essential question: What are the rules that govern the writing and pronunciation of Spanish?	
Objectives	Contents: vocabulary, grammar, culture.
<ul style="list-style-type: none"> • Spell and pronounce Spanish words. • Spell and write names. • Explore strategies for learning Spanish. • Play tongue twisters 	Alphabet Sound-spell correspondences: two or more different spellings for a single sound (ge/je). A spelling for two sounds (ca/ce). Two spellings that represent a single sound (che, lle, que). Spanish tongue twisters.
Evaluation criteria: integrated performance assessment	Standards
Spell their name in Spanish. Write key words in Spanish. Understand the rules for spelling and writing Spanish.	WL.K12.NM.1.5. Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories. WL.K12.NM.2.1. Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals. WL. K12.NM. 5.2. Fill out a simple form with basic information.
Unit 2: Saludos y presentaciones. (Greetings and introductions)	
Essential question: What roles do I play in my family and community?	

Objectives	Contents: vocabulary, grammar, culture.
<ul style="list-style-type: none"> • Greet and say goodbye • Introduce oneself or others formally and informally. • Identify oneself and others. • Describe people´s physical and personality characteristics. • Express one´s age and ask for the age of others. • Express origin and nationality. • Formulate questions. 	Personal pronouns Verbs: ser, tener Demonstrative adjectives and pronouns. Descriptive adjectives. Gender and number agreement. Vocabulary of countries and nationalities.
Evaluation criteria: integrated performance assessment	Standards
-Introduce oneself or others formally and informally. -Give personal information about oneself or others. -Understand the changes in words caused by verbal conjugation or gender and number agreement.	WL.K12.NM.3.1 Introduce self and others using basic, culturally appropriate greetings. WL.K12.NM.3.2 Participate in basic conversations using words, phrases, and memorized expressions. WL.K12.NM.4.2. Present personal information about self and others.
Unit 3: Cosas de clase: objetos de la clase, la fecha, el horario, las materias (About the classroom: object in the classroom, filling the date, the schedule, subjects and classes) Essential question: What are the similarities and differences between schools in the US and those in the Hispanic countries?	
Objectives:	Contents: vocabulary, grammar, culture
<ul style="list-style-type: none"> • Identify people and things. • Express existence and location. • Describe one´s classroom. • Identify the location of objects. • Write the date. • Speak about self-schedule and that of others. • Tell the time. 	The gender and the number of the nouns. The article Basic glossary of the classroom. Days of the week Months of the year Numbers The hour Verb <i>estar</i> for location Verb <i>haber</i> to express existence. Prepositions and prepositional locutions of place.
Evaluation criteria: integrated performance assessment:	Standards:
-Identify and locate objects of the classroom. -Express existence. -Describe one´s classroom. -Provide information about their class schedule. -Apply the rules of gender and number agreement.	WL.K12.NM.1.1 Demonstrate understanding of simple information supported by visuals through a variety of media. WL.K12.NM.3.5. Understand and use in context common concepts (such as numbers, days of the week, etc) in simple situations. WL.K12.NM.5.4 Write simple sentences that help in day-to-day life communication. WL.K12.NM.5.6 Prewrite by drawing pictures to support ideas related to a task.
Diagnostic: During the first weeks of the course students will do some tests to determine their level of linguistic competence, tests especially focused on vocabulary, grammatical structures, reading and writing.	
STEAM PROJECT: An STEM PROJECT will be developed during the quarters 1 and 2. This year we will make a research about natural and artistic monuments in Hispanic world offering information and a visual approach through videos, photographs, pictures and dioramas.	
2nd QUARTER (41 days)	

Unit 4: La familia (the family)	
Essential question: Are the families culturally conditioned? What are the most notable differences between families in United States and those with an Hispanic origin?	
Objectives	Contents: vocabulary, grammar, culture
<ul style="list-style-type: none"> • Make a family tree. • Describe family members by talking about their age, relationship, and general characteristics, likes and dislikes. • Know the ways of life of Hispanic families and compare them with the reality of the students. • Learn about traditions and celebrations related to family life: saints, birthdays, father's day, mother's day, All Saints' Day, Christmas... • Representation of the family in Hispanic art: sculpture, literature, painting 	Vocabulary of people Vocabulary of family Physical and personality characteristics Personality characteristics Personal pronouns Verbs “ser”, “tener” Descriptive adjectives and gender and number agreement. Possessive adjectives and pronouns. Numbers. Samples of Hispanic families Intercultural activities with Spanish students.
Evaluation criteria: integrated performance assessment:	Standards
-Identify family relationships. -Identify and describe your family members and people in pieces of art. -Make a family tree taking information from picture or text.	WL. K12. NM. 1.6 Follow short, simple directions. WL.K12.NM.2.1. Demonstrate understanding of written familiar words and phrases, and simple sentences supported by visuals. WL. K12. NM. 2.2 Demonstrate understanding of short, simple literary stories. WL. K12. NM. 3.4. Exchange essential information about self, family, and familiar topics. WL. K12. NM.3.6. Use appropriate gestures, body language, and intonation to clarify a message. WL. K12. NM. 8.3 Identify celebrations typical of the target culture and one’s own.
Unit 5: Describir personas: moda y tendencias: características físicas, morales, ropa, complementos...	
Essential question: Can you know someone by the image they project?	
Objectives:	Contents: vocabulary, grammar, culture:
<ul style="list-style-type: none"> • Describe people according to their physical and moral characteristics and the clothes they wear. • Express likes and dislikes • Describe and compare clothing and footwear. • Ask and answer about the existence of a product. • Compare prices of items. 	Descriptive adjectives about physical and psychological characteristics Adjectives to describe mood. Clothing Footwear. Characteristics of clothing and footwear. Descriptive adjectives of size, color, shape, texture... Stores in a shopping center. Comparatives. Verbs: tener, llevar, lucir. Traditional clothing in Spanish culture.
Evaluation criteria: Integrated performance assessment.	Standards:
Describe people according to their physical,	WL.K12.NM.1.4 Demonstrate understanding of

<p>emotional characteristics. Describe people according to their clothing and footwear. Express likes and dislikes and compare styles. Recognize traditional clothing of some Hispanic countries.</p>	<p>simple information supported by visuals through a variety of media. WL. K12. NM. Understand and respond appropriately to simple directions. WL. K12.NM.4.2: Present personal information about self and others. WL. K12. NM. 5.1 Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. WL.K12.NM.6.4 Recognize products of culture such as clothing.</p>
3rd QUARTER (50 days)	
Unit 6: Geografía del mundo hispano.	
Essential question: What is the relationship between the person and their environment?	
Objectives:	Contents: vocabulary, grammar, and culture:
<ul style="list-style-type: none"> • Locate countries on the map. • Describe places. • Describe the customs, geographical aspects, and diversity of a Spanish country. • Plan a trip taking into account the dates and the budget. 	<p>Names of countries and people. Cardinal points Verb “estar” and preposiciones for location. Descriptive adjectives of size, color, shape, texture... Big numbers</p>
Evaluation criteria: integrated performance assessment.	Standards:
<p>-Share information about an Spanish country that have studied. -Share information about a trip that have been scheduled.</p>	<p>WL.K12.NM.5.5. Write about previously acquired knowledge and experiences. WL.K12.NM.6.4. Recognize products of culture (e.g. food, shelter, clothing, transportation, toys, songs, celebrations...) WL.K12.NM.7.1. Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.</p>
Unit 7: Hábitos y rutinas es España y América.	
Essential question: Are our habits and routines culturally determined?	
Objectives:	Contents: vocabulary, grammar, and culture
<ul style="list-style-type: none"> • Describe daily routine. • Express obligation or necessity. • Describe and compare schedules. • Telling the time. • Compare routines in Spain and USA through an intercultural activity. 	<p>Verbs of daily routine. Pronominal verbs Present tense Expressions of frequency Expressions of obligation or necessity</p>
Evaluation criteria: integrated performance assessment.	Standards:
<p>-Describe their daily routine. -Express frequency -Ask and answer questions about daily routine and customs. -Compare routines accordingly to cultural issues.</p>	<p>WL.K12.NM.4.2 Present personal information about self and others. WL. K12.NM.5.2. Fill out a simple form with basic information. WL. K12.NM.9.2. Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.</p>
Unit 8: La casa. Tipos de Vivienda. The house. Features of houses.	
Essential question: How does housing reflect the way of life of an individual or a society?	
Which features of homes and neighborhoods are influenced by culture?	
Objectives:	Contents: vocabulary, grammar, culture

<ul style="list-style-type: none"> Describe your house. Understand and elaborate advertisements to share a flat. 	Vocabulary of the house. Descriptive adjectives related to the house. Furniture Gender and number agreement. Verbal conjugation.
Evaluation criteria: integrated performance assessment.	Standards:
Describe their house.	WL.K12.NM.2.3 Demonstrate understanding of simple written announcements with prompting support. WL.K12. NM. 3.4 Exchange essential information about self, family and familiar topics WL.K12.NM.4.6. Present simple information about a familiar topic using visuals.
Unit 9: En la cocina: alimentos, recetas y más Essential question: What are the benefits of the Mediterranean diet? Do our eating habits affect our quality of life?	
Objectives:	Contents: vocabulary, grammar, culture:
<ul style="list-style-type: none"> Make the shopping list. Make a food pyramid. Use expressions commonly used to talk about meals. Express degrees of like and dislike. Follow a recipe. Elaborate a recipe. Interactuate in a restaurant. Give and follow directions. Express desires and preferences. Explore cultural aspects of Hispanic cook. 	Food Meals Beverages Common expressions used at the restaurant. Common expressions used at the market. Present imperative. Querer + infinitive/ noun
Evaluation criteria: integrated performance assessment.	Standards.
Identify and describe authentic dishes of Spanish cuisine. To ask and answer questions about food and express likes and dislikes. Ask and answer questions about a menu in a restaurant. Follow directions to elaborate a recipe.	WL.K12.NM.1.4. Demonstrate understanding of simple information supported by visuals. WL.K12.NM. 2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals. WL.K12.NM.3.1 Understand and respond appropriately to simple directions. WL.K12.NM.6.4: Recognize products of culture: foods, customs...
4th QUARTER	
Unid 10: En la ciudad: moverse por la ciudad. Establecimientos, oficios y profesiones. How does culture affect our work and leisure activities?	
Objectives:	Contents: vocabulary, grammar, and culture:
Identify professions and workplaces. Ask and answer questions to follow directions in the city. Give commands. Express future career paths. Make a table game	Workplaces Professions Imperative Ir a + infinitive Tener que+ infinitive Verbs of movement.
Evaluation criteria: integrated performance	Standards:

assessment.	
-Give and follow directions in order to move on the city. -Identify professions and workplaces. -Design a board game	WL.K12.NM.4.3. Express likes and dislikes. WL.K12.NM.5.4. Write simple sentences that help in day-to-day life communication.
Unit 11: Antes y ahora	
Essential question: How can we do learn from the past?	
Objectives:	Contents: vocabulary, grammar, culture.
<ul style="list-style-type: none"> • Talk about routines in the past. • Establish comparison between past and present life. • Learn about pre-Columbian cultures. 	Past tense: pretérito imperfect. Expressions of time. Pronominal verbs
Evaluation criteria: integrated performance assessment.	Standards:
-Talk about routines in the past. -Establish comparison between past and present life. -Learn about pre-Columbian cultures.	WL.K12.NM.5.3 Write simple sentences about self and others. WL.K12.NM.4.2 Present personal information about self and others.
Unit 12: Vidas ejemplares. Exemplary lives	
Essential question: How historical figures shape role models in a culture	
Objetives	Content: vocabulary, grammar, culture
Talk and write about self life. Approach representative figures of Hispanic culture	Past tense: pretérito perfecto simple
Evaluation criteria: integrated performance assessment.	Standards:
Write an autobiography. Present a research about a representative figure of Hispanic culture.	WL.K12.NM.9.2 Recognize in simple presentations, activities, and cultural events in local, global and/or online communities WL.K12.NM.5.3 Write simple sentences about self and others. WL.K12.NM.4.2 Present personal information about self and others.
STEAM PROJECT: An STEM PROJECT will be developed during the quarters 3 and 4. This year will develop an intercultural activity with Secondary schoolers in Madrid about cultural features in Spain and United States.	