



Jasper City Schools Curriculum Map
 Jasper High School
 Spanish I



Course Name: Spanish I

Unit Name : Lección preliminar (Preliminary Lesson) - Hola

Time Frame: 7 – 10 days

Unit Standards
 1.1 Engage in conversation
 1.2 Understand language
 1.3 Present information
 4.1 Compare languages, Pronunciación
 4.2 Compare cultures

(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)

WIDA 1.English language learners communicate for Social and Instructional purposes within the school setting.

Unit Essential Questions How do cultural products, practices, and perspectives influence social interaction?

- Unit Essential Vocabulary**
- Greetings
 - Introductions
 - The alphabet
 - Saying where you are from
 - Numbers 1-10
 - Exchanging phone numbers
 - Days of the week
 - The weather
 - Classroom phrases

- Resources**
- Interactive Student Edition *¡Avancemos! Level 1* (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio)
 - *¡Avancemos! Level 1* Student Workbooks
 - Variety of other online resources

Assessment(s)
Formative Student Edition: Repaso de la lección, p. 26, Act. 1, Repaso de la lección, p. 27, Act. 3, Repaso de la lección, p. 26, Act. 2 p. 27, Act. 3, Hola, ¿qué tal?, p. 5, Para y piensa ¡Mucho gusto!, p. 9, Para y piensa ¿De dónde eres?, p. 15, Para y piensa Mi número de teléfono, p. 17, Para y piensa Los días de la semana, p. 19, Para y piensa ¿Qué tiempo hace?, p. 21, Para y piensa Repaso de la lección, p. 27, Act. 4 R, El abecedario, p. 11, Para y piensa Repaso de la lección, p. 27, Act. 3, Hola, ¿qué tal?, p. 5, Para y piensa Mucho gusto, p. 9, Para y piensa Repaso de la lección, p. 26– 27, Acts. 2–4

Summative Examen Lección preliminar, p. 1, Acts. A–B, Examen Lección preliminar, p. 4, Acts. J–K, Examen Lección preliminar, p. 5, Act. L, Examen Lección preliminar, p. 6, Act. M



**Walker High School
Spanish I**

Course Name: Spanish I

Unit Name: Unidad 1 – Un rato con los amigos – Estados Unidos (Unit 1 – Hanging Out with Friends – United States)

Time Frame: 7-10 days

Unit Standards

1.1 Engage in conversation
1.3 Present information
2.2 Products and perspectives
4.2 Compare cultures
5.1 Spanish in the community

1.2 Understand language
2.1 Practices and perspectives
3.1 Knowledge of other disciplines

(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)

WIDA

1. English language learners communicate for Social and Instructional purposes within the school setting.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Unit Essential Questions

How do culture and geography affect free-time activities and the foods one eats?

Unit Essential Vocabulary

After-School activities
Snack foods
Beverages
Subject pronouns
Ser – to be / Gustar – to like
Definite and indefinite articles
Noun-adjective agreement

Resources

- Interactive Student Edition *¡Avancemos! Level 1* (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio)
- *¡Avancemos! Level 1* Student Workbooks
- Variety of other online resources

Assessment(s)

Formative

Repaso de la lección, p. 52, Act. 1; p. 76, Act. 1, Repaso inclusivo, p. 80, Act. 1, Comparación cultural, pp. 78–79, Lectura y escritura Repaso inclusivo, p. 81, Act. 7, Repaso de la lección, p. 53, Act. 4, Repaso inclusivo, p. 80, Act. 3, Repaso de la lección, p. 53, Act. 4, Repaso inclusivo, p. 80, Act. 2; p. 81, Act. 6, Repaso de la lección, p. 52, Act. 2, Comparación cultural, pp. 78–79 Act. 2, Lectura y escritura Repaso inclusivo, p. 80, Act. 4; p. 81, Act. 7

Summative

Examen Lección 1, p. 16, Acts. A–B Examen Lección 2, p. 33, Acts. A–B, Examen Unidad 1, p. 45, Acts. A–B, Examen Lección 1, p. 19, Acts. H–I Examen Lección 2, p. 36, Acts. I–J, Examen Unidad 1, p. 48, Acts. I–J, Interpretive Reading Task, Conversation Cards, pp. 1–4, Interpersonal Communication Task, Examen Lección 1, p. 21, Act. L Examen Lección 2, p. 38, Act. M, Examen Unidad 1, p. 50, Act. M, Examen Lección 1, p. 22, Act. M Examen Lección 2, p. 39, Act. N, Examen Unidad 1, pp. 46–47, Acts. C–H, Examen Unidad 1, p.51, Act. N, Presentational Writing Task



Jasper City Schools Curriculum Map
 Jasper High School
 Spanish I



Course Name: Spanish I	
Unit Name : Unidad 2 – Vamos a la escuela – México (Unit 2 – Let’s Go to School – Mexico)	
Time Frame:	7-10 days
Unit Standards	<p>1.1 Engage in conversation 1.3 Present information 2.2 Products perspectives 3.2 Acquire information 4.1 Compare languages 4.2 Compare cultures 5.1 Spanish in the community</p> <p>1.2 Understand language 2.1 Practices and perspectives 3.1 Knowledge of other disciplines</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> (Interpretive listening and reading; interpersonal communication; presentational speaking and writing) </div>
WIDA	<p>1. English language learners communicate for Social and Instructional purposes within the school setting. 3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p>
Unit Essential Questions	How do cultural products, practices, and perspectives influence education and a student's experience?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Daily schedules • Telling time • Numbers 11-100 • Describing classes • Describing location • Expressing feelings • Tener – to have / Estar – to be / Ir – to go
Resources	<ul style="list-style-type: none"> • Interactive Student Edition <i>¡Avancemos! Level 1</i> (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio) • <i>¡Avancemos! Level 1</i> Student Workbooks • Variety of other online resources
Assessment(s)	<p>Formative Repaso de la lección, p. 106, Act. 1; p. 130, Act. 1, Repaso inclusivo, p. 134, Act. 1, Comparación cultural, pp. 132- 133, Lectura y escritura Repaso inclusivo, p. 135, Act. 7, Conversation Cards, pp. 5–8 Learning Scenarios, pp. 3–4, Repaso inclusivo, p. 134, Act. 3; p. 135, Acts. 5–6, Repaso de la lección, p. 107, Acts. 3–4; p. 131, Act. 4, Repaso inclusivo, p. 134, Act. 2, Repaso de la lección, p. 107, Act. 4, Repaso inclusivo, p. 135, Acts. 4, 7 Comparación cultural, p. 132– 133, Lectura y escritura,</p> <p>Summative Examen Lección 1, p. 62, Act. B Examen Lección 2, p. 79, Act. A, Examen Unidad 2, p. 91, Act. A, Examen Lección 1, p. 65, Acts. H–I Examen Lección 2, p. 82, Acts. H–I, Examen Unidad 2, p. 94, Acts. H–I, Interpretive Reading Task, Interpersonal Communication Task, Examen Lección 1, p. 84, Act. L Examen Lección 2, p. 84, Act. L, Examen Unidad 2, p. 96, Act. L, Presentational Speaking Task, Examen Lección 1, p. 63, Act. C; p. 68, Act. M Examen Lección 2, p. 81, Acts. E–F; p. 85, Act. M, Examen Unidad 2, p. 92, Act. D; p. 93, Act. E p. 97, Act. M</p>



Jasper City Schools Curriculum Map
Walker High School
Spanish I



Course Name: Spanish I													
Unit Name: Unidad 3 – Comer en familia – Puerto Rico (Unit 3 – Eating With the Family – Puerto Rico)													
Time Frame:	7-10 days												
Unit Standards	<table border="0"> <tr> <td>1.1 Engage in conversation</td> <td>1.2 Understand language</td> </tr> <tr> <td>1.3 Present information</td> <td>2.1 Products and perspectives</td> </tr> <tr> <td>2.2 Products and perspectives</td> <td>3.1 Knowledge of other disciplines</td> </tr> <tr> <td>3.2 Acquire information</td> <td></td> </tr> <tr> <td>4.1 Compare languages, Pronunciación</td> <td rowspan="3" style="border: 1px solid black; padding: 5px;">(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)</td> </tr> <tr> <td>4.2 Compare cultures</td> </tr> <tr> <td>5.1 Spanish in the community</td> </tr> </table>	1.1 Engage in conversation	1.2 Understand language	1.3 Present information	2.1 Products and perspectives	2.2 Products and perspectives	3.1 Knowledge of other disciplines	3.2 Acquire information		4.1 Compare languages, Pronunciación	(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)	4.2 Compare cultures	5.1 Spanish in the community
1.1 Engage in conversation	1.2 Understand language												
1.3 Present information	2.1 Products and perspectives												
2.2 Products and perspectives	3.1 Knowledge of other disciplines												
3.2 Acquire information													
4.1 Compare languages, Pronunciación	(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)												
4.2 Compare cultures													
5.1 Spanish in the community													
WIDA	<p>1. English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>												
Unit Essential Questions	How do culture and geography affect what, when, where, and with whom one eats?												
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Meals and food • Asking questions • Family • Giving dates • Numbers from 200 to 1,000,000 • Using <i>gustar</i> (to like) with nouns • Possessive adjectives • Comparatives 												
Resources	<ul style="list-style-type: none"> • Interactive Student Edition <i>¡Avancemos! Level 1</i> (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio) • <i>¡Avancemos! Level 1</i> Student Workbooks • Variety of other online resources 												
Assessments	<p>Repaso de la lección, p. 160, Act. 1; p. 184, Act. 1, Repaso inclusivo, p. 188, Act. 1, Comparación cultural, p. 186–187, Lectura y escritura Repaso inclusivo, p. 189, Act. 7, Repaso de la lección, p. 161, Act. 3, Repaso inclusivo, p. 188, Act. 3; p. 189, Act. 5, Repaso de la lección, p. 160, Act. 2; p. 161, Act. 4. p. 184, Act. 2; p. 185, Act. 4, Repaso inclusivo, p. 188, Act. 2; p. 189, Acts. 5–6, Repaso de la lección, p. 160, Act. 2; p. 161, Act. 4; p. 184, Act. 2; p. 185, Acts. 3–4, Comparación cultural, pp. 186–187, Escritura Repaso inclusivo, p. 189, Act. 7</p> <p>Examen Lección 1, p. 108, Act. A–B Examen Lección 2, p. 125, Act. A–B, Examen Unidad 3, p. 137, Act. B, Interpretive Listening Task, Examen Lección 1, p. 111, Act. H–I Examen Lección 2, p. 128, Act. I–J, Examen Unidad 3, p. 140, Act. I–J, Interpersonal Communication Task, Examen Lección 1, p. 113, Act. L Examen Lección 2, p. 130, Act. M, Presentational Speaking Task, Examen Lección 1, p. 109, Act. D; p. 110, Act G; p. 114, Act. M Examen Lección 2, p. 126, Act. E; p. 127, Acts. F, H; p. 131, Act. N, Examen Unidad 3, p. 143, Act. N</p>												
Formative													
Summative													



Jasper City Schools Curriculum Map
 Jasper High School
 Spanish I



Course Name: Spanish I	
Unit Name : Unidad 4 – En el centro – España (Unit 4 – Downtown – Spain)	
Time Frame:	7-10 days
Unit Standards	1.1 Engage in conversation 1.2 Understand language 1.3 Present information 2.1 Practices and perspectives 2.2 Products and perspectives 3.1 Knowledge of other disciplines 3.2 Acquire information 4.1 Compare languages 4.2 Compare cultures 5.1 Spanish in the community
WIDA	1. English language learners communicate for Social and Instructional purposes within the school setting.
Unit Essential Questions	How does culture influence shopping and leisure activities?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Clothing • Shopping • Places and events • Getting around town • In a restaurant • Direct object pronouns • Stem –changing verbs
Resources	<ul style="list-style-type: none"> • Interactive Student Edition <i>¡Avancemos! Level 1</i> (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio) • <i>¡Avancemos! Level 1</i> Student Workbooks • Variety of other online resources
Assessment(s)	<p>Formative</p> Repaso de la lección, p. 214, Act. 1; p. 238, Act. 1, Repaso inclusivo, p. 242, Act. 1, Comparación cultural, pp. 240–241, Lectura y escritura Repaso inclusivo, p. 243, Act. 7, Repaso inclusivo, p. 242, Act. 3; p. 243, Act. 5, Repaso de la lección, pp. 214– 215, Acts. 2–3; p. 238–239, Acts. 2–4, Repaso inclusivo, p. 242, Act. 2, p. 243, Act. 6, Repaso de la lección, pp. 214–, Acts. 2; p. 215, Act. 4; p. 239, Acts. 3–4, Comparación cultural, pp. 240–241, Lectura y escritura Repaso inclusivo, p. 242, Act. 4; p. 243, Acts. 6–7, <p>Summative</p> Examen Lección 1, p. 154, Acts. A–B Examen Lección 2, p. 171, Acts. A–B, Examen Unidad 1, p. 183, Acts. A–B, Interpretive Listening Task, Examen Lección 1, p. 157, Acts. H–I Examen Lección 2, p. 174, Acts. H–, Examen Unidad 1, p. 186, Acts. I–J, Examen Lección 1, p. 159, Act. L, Interpersonal Communication Task, Examen Lección 2, p. 159, Act. L; p. 176, Act. L, Examen Unidad 1, p. 188, Act. M, Presentational Speaking Task, Examen Lección 1, p. 156, Act. G; p. 160, Act. M Examen Lección 2, p. 172 Act. D; p. 177, Act. M, Examen Unidad 1, p. 189, Act. N

(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)



Jasper City Schools Curriculum Map
Walker High School
Spanish I



Course Name: Spanish I	
Unit Name: Unidad 5 – Bienvenido a nuestra casa – Ecuador (Unit 5 – Welcome to our House – Ecuador)	
Time Frame:	7-10 days
Unit Standards	<p>1.1 Engage in conversation 1.3 Present information 2.2 Products and perspectives 3.1 Knowledge of other disciplines 4.1 Compare languages 4.2 Compare cultures</p> <p>1.2 Understand language 2.1 Practices and perspectives</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)</p> </div>
WIDA	<p>1. English language learners communicate for Social and Instructional purposes within the school setting. 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
Unit Essential Questions	How do culture, geography, and history affect life at home and in the community?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Describing a house • Household items • Furniture • Planning a party • Chores • Ser – to be / Estar – to be • Ordinal numbers • Irregular verbs • Affirmative tú commands
Resources	<ul style="list-style-type: none"> • Interactive Student Edition <i>¡Avancemos! Level 1</i> (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio) • <i>¡Avancemos! Level 1</i> Student Workbooks • Variety of other online resources
Assessment(s)	<p><i>Repaso de la lección</i>, p. 268, Act. 1, p. 292, Act. 1, <i>Repaso inclusivo</i>, p. 296, Act. 1, <i>Repaso inclusivo</i>, p. 296, Act. 1, <i>Repaso de la lección</i>, p. 293, Act. 3, <i>Repaso inclusivo</i>, p. 296, Acts. 2–3, p. 297, Acts. 5–6, <i>Repaso de la lección</i>, p. 268, Act. 2; p. 269, Act. 4; p. 293, Act. 4, <i>Repaso inclusivo</i>, p. 207. Act. 3; p. 297, Acts. 5–6, <i>Repaso inclusivo</i>, p. 296, Act. 4; p. 297, Act. 7, <i>Comparación cultural</i>, pp. 294–295, <i>Lectura y escritura</i>,</p> <p><i>Examen Lección 1</i>, p. 215, Act. A–B, <i>Examen Lección 2</i>, p. 232, Act. A–B, <i>Examen Unidad 5</i>, p. 244, Acts. A–B, <i>Examen Lección 1</i>, p. 218, Acts. I–J, <i>Examen Lección 2</i>, p. 235, Acts. H–I, <i>Examen Unidad 5</i>, p. 247, Acts. I–J, Interpretive Reading Task, Interpersonal Communication Task, <i>Examen Lección 1</i>, p. 220, Act. M, <i>Examen Lección 2</i>, p. 237, Act. L, <i>Examen Unidad 5</i>, p. 237, Act. L; p. 249, Act. M, <i>Examen Lección 1</i>, p. 221, Act. N, <i>Examen Lección 2</i>, p. 238, Act. M, Presentational Writing Task</p>
Formative	
Summative	



Jasper City Schools Curriculum Map
Jasper High School
Spanish I



Course Name: Spanish I													
Unit Name : Unidad 6 – Mantener un cuerpo sano – República Dominicana (Unit 6 – Maintaining a Healthy Body – Dominican Republic)													
Time Frame:	7-10 days												
Unit Standards	<table border="0"> <tr> <td>1.1 Engage in conversation</td> <td>1.2 Understand language</td> </tr> <tr> <td>1.3 Present information</td> <td>2.1 Practices and perspectives</td> </tr> <tr> <td>2.2 Products and perspectives</td> <td>3.1 Knowledge of other disciplines</td> </tr> <tr> <td>4.1 Acquire information</td> <td></td> </tr> <tr> <td>4.2 Compare cultures</td> <td></td> </tr> <tr> <td>5.1 Spanish in the community</td> <td></td> </tr> </table>	1.1 Engage in conversation	1.2 Understand language	1.3 Present information	2.1 Practices and perspectives	2.2 Products and perspectives	3.1 Knowledge of other disciplines	4.1 Acquire information		4.2 Compare cultures		5.1 Spanish in the community	
1.1 Engage in conversation	1.2 Understand language												
1.3 Present information	2.1 Practices and perspectives												
2.2 Products and perspectives	3.1 Knowledge of other disciplines												
4.1 Acquire information													
4.2 Compare cultures													
5.1 Spanish in the community													
WIDA	<div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> (Interpretive listening and reading; interpersonal communication; presentational speaking and writing) </div> <p>1. English language learners communicate for Social and Instructional purposes within the school setting. 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>												
Unit Essential Questions	How do geography and culture affect sports, health, and fitness?												
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Sports • Staying healthy • Parts of the body • Jugar – to play / Saber – to know (facts/ideas) / Conocer – to know (people/places) • The personal a • Preterite form of -ar verbs 												
Resources	<ul style="list-style-type: none"> • Interactive Student Edition <i>¡Avancemos! Level 1</i> (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio) • <i>¡Avancemos! Level 1</i> Student Workbooks • Variety of other online resources 												
Assessment(s)	<p><i>Repaso de la lección</i>, p. 322, Act. 1; p. 346, Act. 1, <i>Examen Lección 1</i>, p. 261, Acts. A–B, <i>Examen Lección 2</i>, p. 278, Acts. A–B, <i>Examen Lección 1</i>, p. 264, Acts. H–I, <i>Examen Lección 2</i>, p. 281, Acts. H–I, <i>Repaso de la lección</i>, p. 346, Act.2, Learning Scenarios pp. 11-12, Conversation Cards pp. 17-24, <i>Repaso de la lección</i>, p. 323, Act. 4; p. 346, Act. 2, <i>Examen Lección 1</i>, p. 266, Act. L <i>Examen Lección 2</i>, p. 283, Act. L, <i>Repaso de la lección</i>, p. 322, Act. 2; p. 323, Acts. 3–4, <i>Examen Lección 1</i>, p. 267, Act. M, <i>Examen Lección 2</i>, p. 284, Act. M</p>												
Formative													
Summative	<p><i>Repaso inclusivo</i>, p. 350, Act. 1, <i>Examen Unidad 6</i>, p. 290, Acts. A–B, <i>Repaso inclusivo</i>, p. 351, Act. 7, <i>Comparación cultural</i>, pp. 348–349, <i>Lectura y escritura</i>, <i>Examen Unidad 6</i>, p. 293, Acts. I–J, Interpretive Reading Task, <i>Repaso inclusivo</i>, p. 350, Act. 3; p. 351, Act. 5, Interpersonal Communication Tasks, <i>Repaso inclusivo</i>, p. 350, Act. 2; p. 351, Act. 6, <i>Examen Unidad 6</i>, p. 295, Act. M, <i>Comparación cultural</i>, pp. 348–349, <i>Lectura y escritura</i>, <i>Repaso inclusivo</i>, p. 350, Act. 4; p. 351, Act. 7, <i>Examen Unidad 6</i>, p. 296, Act. N, Presentational Writing Task</p>												



Jasper City Schools Curriculum Map
Walker High School
Spanish I



Course Name: Spanish I	
Unit Name: Unidad 7 - ¡Una semana fenomenal! – Argentina (Unit 7 – A Phenomenal Week! – Argentina)	
Time Frame:	7-10 days
Unit Standards	<p>1.1 Engage in conversation 1.3 Present information 2.2 Products and perspectives 3.1 Knowledge of other disciplines 4.1 Compare languages 4.2 Compare cultures</p> <p>1.2 Understand language 2.1 Practices and perspectives</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>(Interpretive listening and reading; interpersonal communication; presentational speaking and writing)</p> </div>
WIDA	<p>1. English language learners communicate for Social and Instructional purposes within the school setting. 4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p>
Unit Essential Questions	How do developments in science and technology affect communication and entertainment?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Sending e-mails • Talking about when events occur • Making a phone call • Places of interest • Preterite of -er and -ir verbs • Affirmative and negative words • Pronouns after prepositions
Resources	<ul style="list-style-type: none"> • Interactive Student Edition <i>¡Avancemos! Level 1</i> (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio) • <i>¡Avancemos! Level 1</i> Student Workbooks • Variety of other online resources
Assessment(s)	<p><i>Repaso de la lección</i>, p. 376, Act. 1; p. 400, Act. 1, <i>Examen Lección 1</i>, p. 307, Acts. A–B, <i>Examen Lección 2</i>, p. 324, Acts. A–B, <i>Examen Lección 1</i>, p. 310, Acts. H–I, <i>Examen Lección 2</i>, p. 327, Acts. H–I, <i>Examen Lección 2</i>, p. 329, Act. L, Conversation Cards, pp. 25–27, <i>Examen Lección 1</i>, p. 312, Act. L, <i>Repaso de la lección</i>, p. 377, Acts. 3–4; p. 400–401, Acts. 2, 4, Learning Scenarios, pp. 13–14, <i>Examen Lección 1</i>, p. 313, Act. M, <i>Examen Lección 2</i>, p. 330, Act. M</p> <p><i>Repaso inclusivo</i>, p. 404, Act. 1, <i>Examen Unidad 7</i>, p. 336, Acts. A–B, Interpretive Listening Task, <i>Repaso inclusivo</i>, p. 405, Act. 7, <i>Comparación cultural</i>, pp. 402–403, <i>Lectura y escritura</i>, <i>Examen Unidad 7</i>, p. 339, Acts. H–I, <i>Repaso inclusivo</i>, p. 404, Act. 3, Interpersonal Communication Task, <i>Repaso inclusivo</i>, p. 405, Act. 6, <i>Examen Unidad 7</i>, p. 341, Act. L, <i>Comparación cultural</i>, pp. 402–403, <i>Lectura y escritura</i>, <i>Repaso inclusivo</i>, p. 405, Acts. 4, 7, <i>Examen Unidad 7</i>, p. 342, Act. M, Presentational Writing Task</p>
Formative	
Summative	



Jasper City Schools Curriculum Map
 Jasper High School
 Spanish I



Course Name: Spanish I	
Unit Name : Unidad 8 – Una rutina diferente – Costa Rica (Unit 8 – A Different Routine – Costa Rica)	
Time Frame:	7-10 days
Unit Standards	<p>1.1 Engage in conversation 1.3 Present information 2.2 Products and perspectives 3.1 Knowledge of other disciplines 4.1 Compare languages 4.2 Compare cultures</p> <p>1.2 Understand language 2.1 Practices and perspectives</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> (Interpretive listening and reading; interpersonal communication; presentational speaking and writing) </div>
WIDA	<p>1. English language learners communicate for Social and Instructional purposes within the school setting. 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>
Unit Essential Questions	How do culture and geography influence vacation, leisure activities, and travel?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Daily routines • Vacation plans • Discussing vacation and leisure activities • Reflexive verbs • Present progressive tense of verbs • Indirect object pronouns • Demonstrative adjectives
Resources	<ul style="list-style-type: none"> • Interactive Student Edition <i>¡Avancemos! Level 1</i> (Print and online resources – Scorable Activities, Animated Grammar, Online Review, Conjuguemos.com, @Home Tutor, News + Networking, Spanish InterActive Reader, Video and Audio) • <i>¡Avancemos! Level 1</i> Student Workbooks • Variety of other online resources
Assessment(s)	<p><i>Repaso de la lección</i>, p. 430, Act. 1; p. 454, Act. 1, <i>Examen Lección 1</i>, p. 353, Acts. A–B, <i>Examen Lección 2</i>, p. 370, Act. A–B, <i>Examen Lección 1</i>, p. 356, Acts. I–J, <i>Examen Lección 2</i>, p. 373, Acts. I–J, Conversation Cards, pp. 29–32, <i>Repaso de la lección</i>, p. 430–431, Acts. 2–4; p. 455, Act. 3, <i>Examen Lección 1</i>, p. 358, Act. M, <i>Examen Lección 2</i>, p. 375, Act. M, Learning Scenarios, pp. 15–16, <i>Examen Lección 1</i>, p. 359, Act. N, <i>Examen Lección 2</i>, p. 376, Act. N, Learning Scenarios, pp. 15–16</p>
Formative	
Summative	<p><i>Repaso inclusivo</i>, p. 458, Act. 1, <i>Examen Unidad 8</i>, p. 382, Acts. A–B, Interpretive Listening Task, <i>Repaso inclusivo</i>, p. 459, Act. 6, Interpersonal Communication Tasks, <i>Repaso inclusivo</i>, p. 458, Act. 2, <i>Examen Unidad 8</i>, p. 387, Act. L, Presentational Speaking Task, <i>Repaso inclusivo</i>, p. 458, Act. 4; p. 459, Act. 7, <i>Comparación cultural</i>, pp. 456–457, <i>Lectura y escritura</i>, <i>Examen Unidad 8</i>, p. 388, Act. M</p>

