



Spanish 1A

Course Number: 4080

Course Level: Middle School

Grade: 7-8

Time/Credit: 47 minutes every day
1 credit

Development Date: 2025 - 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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World Languages Department Learning Principles

Students of World Languages simulate authentic experiences, compare and contrast other languages and cultures, promote tolerance, and make connections with other disciplines.

World Languages programs integrate studying and experiencing the culture(s) in which the world language is used.

The World Languages discipline connects with all the other disciplines.

The learner is at the center of effective World Languages instruction.

World Languages programs should reflect the developmental nature of language acquisition.

The complexity of teaching a World Language requires teachers to reflect on their practice and match knowledge of the discipline with appropriate teaching, while assessing strategies to achieve learning goals.

Differentiated instruction addresses student strengths, interests and learning styles.

World Language learners achieve proficiency through performance-based assessments including speaking, reading, writing, and listening.

To achieve reality-based language learning, the world language acquisition must include technology-based instruction and practice.

World language educators create awareness, incite curiosity, and encourage appreciation of the language and culture being learned.

Sources: World Languages Curriculum Framework Making Connections

World-Readiness Standards for Learning Languages

Goal Area	Standard	Description
Communication	Interpersonal Communication	Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
Communication	Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Communication	Presentational Communication	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics for different audiences.
Cultures	Relating Cultural Practices to Perspectives	Learners investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Cultures	Relating Cultural Products to Perspectives	Learners investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Making Connections	Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and solve problems creatively.
Connections	Acquiring Information and Diverse Perspectives	Learners access and evaluate information and diverse perspectives available through the language and its cultures.
Comparisons	Language Comparisons	Learners investigate, explain, and reflect on the nature of language through comparisons between the language studied and their own.
Comparisons	Cultural Comparisons	Learners investigate, explain, and reflect on the concept of culture through comparisons between the cultures studied and their own.
Communities	School and Global Communities	Learners use the language within and beyond the classroom to interact and collaborate in their community and the globalized world.
Communities	Lifelong Learning	Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Central Bucks School District
World Languages Department Enduring Understandings

Students will understand that:

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Central Bucks School District
World Languages Department Essential Questions

1. How does an individual express his or her basic needs and wants in the target language?
2. How are your language and culture affected by others? How are other languages and cultures affected by yours?
3. How and why can you use the target language to further your career and personal enrichment?
4. How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
5. When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Central Bucks School District – Course of Study Overview

Spanish 1A

Desired Results

Course Description:

Spanish 1A is an introductory course where students begin developing skills in listening, speaking, reading, and writing in Spanish. Students will learn to greet others, introduce themselves, describe family and friends, talk about daily activities, and express likes, preferences, and the future. Cultural explorations of Spanish-speaking countries such as México, Guatemala, and Perú and the U.S. (Puerto Rico) are integrated throughout the course to build global awareness. By the end of Spanish 1A, students will be able to communicate about familiar topics in simple sentences and engage in novice conversations in the target language.

Prerequisite: None

Students will be able to:

- Greet others, introduce themselves, and exchange basic personal information in Spanish.
- Describe themselves, their family members, and their friends using simple sentences.
- Discuss daily routines, school activities, and familiar topics using basic vocabulary and expressions.
- Express likes, dislikes, preferences, and the future in simple conversations and written responses.
- Understand and respond to spoken and written Spanish on familiar topics at a novice level.
- Ask and answer simple questions to participate in basic interpersonal communication.
- Compare cultural practices, products, and perspectives from Spanish-speaking countries such as México, Guatemala, and Perú and the U.S. (Puerto Rico).
- Read and write short texts in Spanish to share information, ideas, and personal experiences.
- Communicate using simple sentences and memorized language to express meaning in real-world situations.
- Demonstrate growing confidence and proficiency in listening, speaking, reading, and writing in Spanish.

Acceptable Evidence.

District Unit IPAs

District Final IPAs

Other tests, quizzes, projects, and activities will be included at the discretion of the teacher throughout the units in each course to check for understanding of essential skills, vocabulary, grammar, and culture.

Course Grading:

World Languages IPA Statement:

Beginning in the fall of 2021, the Central Bucks World Languages Department in each middle and high school will use assessments that are called IPAs which stand for Integrated Performance Assessments. They will occur throughout each unit as formative performance-based assessments. Additionally, they will be given at the end of each unit as common district summative assessments, and at the end of each course as common district final summative assessments. IPAs assess the progress that language students are making in building their proficiency through the World-Readiness Standards and were created by ACTFL (American Council on the Teaching of Foreign Languages). The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication: Interpretive, Interpersonal, and Presentational. The three tasks are aligned within a single theme or content area, reflecting the way students naturally acquire and *use* the language in the real world or the classroom.

The final summative IPAs given at the end of each course (formerly called final assessments) account for 10% of the total grade and are placed into the final exam category in the gradebook.

Breakdown of the gradebook percentages for grades 7-8 for 36-week courses.

22.5% for Marking Period 1

22.5% for Marking Period 2

22.5% for Marking Period 3

22.5% for Marking Period 4

10% for Final Exam

Spanish 1A – Pacing Guide and Instructional Time

The following times are approximations and therefore, are guidelines inclusive of teaching, reviewing and assessing, to ensure completion of the course within the middle school year. Grammar, Vocabulary and Culture are all integrated in World Languages lessons.

Content	Instructional Time
Preliminary Unit: First Steps	Weeks 1-4
Week 1: Greetings, introductions, pronunciation, and learning strategies	5 days
Week 2: Classroom objects, expressions, and interrogatives	5 days
Week 3: Numbers, dates, schedules, and calendars	5 days
Week 4: Weather, seasons, Spanish-speaking world, and formative assessments	5 days
Unit 1: Family and Friends	Weeks 5-13
Week 5: Personal information, ser, and México	5 days
Week 6: Physical descriptions and adjective agreement	5 days
Week 7: Personality traits and communication practice	5 days
Week 8: Family vocabulary and possessive adjectives	5 days
Week 9: Extended family and tener	5 days
Week 10: States, conditions, and tener expressions	5 days
Week 11: Daily life and cultural comparisons	5 days
Week 12: Formative Assessments	5 days throughout the unit
Week 13: Unit 1 IPAs	5 days
Unit 2: Life at Home	Weeks 14-22
Week 14: Rooms of the house and Puerto Rico	5 days
Week 15: Household items and nouns/articles	5 days
Week 16: Chores and regular -ar verbs	5 days
Week 17: Responsibilities and regular -er verbs	5 days
Week 18: Leisure activities and regular -ir verbs	5 days
Week 19: Schedules and routines	5 days
Week 20: Home, community, and cultural traditions	5 days
Week 21: Formative Assessments	5 days throughout the unit
Week 22: Unit 2 IPAs	5 days
Unit 3: Shopping and Clothing	Weeks 23-31
Week 23: Clothing and Guatemala	5 days
Week 24: Colors, descriptions, and demonstratives	5 days
Week 25: Stores and shopping vocabulary	5 days
Week 26: Shopping expressions and stem-changing verbs	5 days
Week 27: Likes, dislikes, and gustar	5 days
Week 28: Shopping activities and preferences	5 days
Week 29: Comparisons and consumer choices	5 days
Week 30: Formative Assessments	5 days throughout the unit

Week 31: Unit 3 IPAs	5 days
Unit 4: Food	Weeks 32-36
Week 32: Foods and beverages and Perú	5 days
Week 33: Dining and restaurant interactions	5 days
Week 34: Preferences, descriptions, and comparisons	5 days
Week 35: Formative Assessments	5 days throughout the unit
Week 36: Final Course IPAs	5 days

NOTE: Enrichment opportunities will be provided to meet the needs of students that acquire an understanding of the content before their peers. Enrichment will be provided after students have completed the work assigned to all students and will be an extension activity with the same theme.

Required Texts and Software

VHL Central by Vista Higher Learning Supersite Platform

Encuentros 2026 Level 1 Student Edition(Hardcover) + Supersite Plus(v) + WebSAM(6 year license) 978-1-66994-070-8

Supplemental Sites: Microsoft 365 Tools, Gale Library Resources, Classlink, Quizlet, Blooket, Gimkit, EdPuzzle, Canvas, Wordwall, Kahoot etc.

Central Bucks School District – Course of Study – Spanish 1A

Preliminary Unit – First Steps

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that:

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- vocabulary related to greetings/goodbyes, seasons, weather, days, dates, and telling time.
- vocabulary related to the classroom and school schedule
- subject pronouns, the verbs ser, estar, tener, adjectives, possessive adjectives and prepositions, alphabet
- geography as it relates to Spanish-speaking countries
- language acquisition strategies

Skills:

Students will be able to...

- **Greet others and say goodbye** appropriately in Spanish in common classroom and everyday situations.
- **Share basic personal information**, such as name, how they are feeling, the date, the time, and the weather.
- **Understand and use classroom language** to follow directions, ask for help, and talk about their school schedule.

- **Create simple, novice-level sentences** using subject pronouns, common verbs (ser, estar, tener), adjectives, and basic prepositions.
- **Talk about days, dates, seasons, and time** in familiar, supported contexts.
- **Identify key geography** and develop an awareness of where Spanish is spoken.
- **Use basic language learning strategies**, such as using cognates, visuals, repetition, and asking for clarification to support understanding and communication.

Standards:

Priority:

These are the **big ideas** for which students will demonstrate proficiency and will revisit throughout the course.

Interpersonal Communication

- Students can **exchange basic information** using simple sentences about themselves, the classroom, weather, the date/time, and daily routines and schedules.

Interpretive Communication

- Students can **understand the main idea and key details** of short, familiar spoken and written Spanish related to greetings, classroom language, schedules, weather, and dates.

Presentational Communication

- Students can **present basic information** about themselves and ask questions.

Cultural Understanding

- Students can **identify Spanish-speaking countries** and understand cultural difference related to school norms, greetings, and polite conversation.

Supporting:

These standards are **embedded within the priority standards**, not taught in isolation.

Language Structures and Vocabulary

- Students apply **foundational grammar** (subject pronouns, interrogatives, verbs in context) to build conversations.

Language Learning Strategies

- Students use **basic language strategies** (cognates, visuals, repetition, and asking for clarification) to improve comprehension and communication.

Acceptable Evidence:

Performance Tasks –

- Participate in a **basic classroom conversation** using greetings, introductions, and farewells.
- **Describe a school day** (schedule, classroom items, day/date/time) in a short oral or written presentation.
- **Demonstrate understanding** of short spoken and written Spanish related to classroom routines and schedules.
- Give a brief **weather, date, and time check-in** using practiced phrases and sentences.
- Create a simple **cultural snapshot of México** showing basic geographic and cultural understanding.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Short quizzes or checks for understanding of **vocabulary and basic sentence formation**.
- **Listening or reading comprehension activities** with selected-response answers.
- **Exit tickets or bell-ringers** using greetings, dates, weather, or classroom language.
- **Guided writing samples**, such as labeled images or sentence frames.
- **Student self-assessments or reflections** on communication strategies and progress.

- **Notebook checks** for accurate use of vocabulary, visuals, and practice activities.

Summative Assessments

- Preliminary Unit Assessment

Suggested Learning Experiences and Instruction

Learning Experiences:

- Participate in **daily greetings, check-ins, and classroom conversations** in Spanish with teacher.
- Engage in **partner and small-group activities** to talk about schedules, dates, time, and weather.
- Complete **listening and reading activities** using short, familiar texts (dialogs, schedules, announcements).
- Create and interpret **simple oral or written products** related to weather, school schedule, calendar.
- Explore **cultural content about Spanish-speaking countries through maps, images, short texts, and guided tasks.**

Instructional Strategies:

- Model language through **repetition, visuals, gestures, and comprehensible input.**
- Teach vocabulary and grammar **in context**, embedded in meaningful communication.
- Use **sentence frames and guided practice** to support beginning learners.
- Incorporate **songs, movement, and visuals** to reinforce meaning and engagement.
- Explicitly model and reinforce **language learning strategies**, such as using cognates, interrogatives and asking for clarification (yes/no, then one word response).

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
- **Intervention:**
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups or individually.
 - Targeted Practice: Using feedback from classroom exercises, offer additional practice worksheets or online exercises targeting specific grammar points or vocabulary sets where students show difficulty.
- **Enrichment:**
 - Independent Projects: Allow advanced students to research additional vocabulary, grammar, cultural topics related to the theme of the unit.
 - Literature Exploration: For advanced students, offer opportunities to explore authentic materials in the target language related to the unit theme.

General strategies for Language Development:

Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures.

Central Bucks School District – Course of Study – Spanish 1A
Unit 1 – Family and Friends

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that...

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- Vocabulary to **identify and describe family members and other people**, including physical traits, personality traits, emotions, and conditions.
- How to use **subject pronouns and adjective agreement** to describe people accurately.
- How and when to use the verbs **ser, estar, and tener** to tell what people are like, how they feel, and their characteristics or conditions.
- Common celebrations in Mexico and indigenous places and people groups.

Skills:

Students will be able to...

- **Identify and describe family members and friends** using basic physical and personality traits.
- **Express emotions and conditions** using novice level Spanish.
- **Ask and answer simple questions** about people using practiced words and phrases.
- **Create simple sentences** using subject pronouns with correct adjective agreement.
- **Use ser, estar, and tener** to describe what someone is like, how they feel, and basic characteristics.
- **Recognize cultural perspectives** related to family and culture in modern Mexico.

Standards:

Priority:

- **Interpersonal Communication:** Students exchange basic information about family members and friends using simple, practiced Spanish.
- **Interpretive Communication:** Students understand the main idea and key details of short spoken and written texts about people, relationships, and emotions.
- **Presentational Communication:** Students present basic descriptions of people (family, friends) using simple sentences and familiar language.
- **Language Structures and Vocabulary:** Students apply subject pronouns, adjective agreement, and the verbs **ser, estar, and tener** to describe people accurately.

Supporting:

- **Language Learning Strategies:** Students use strategies such as visuals, cognates, repetition, and asking for clarification to support comprehension and communication.
- **Cultural Understanding:** Students identify and describe basic cultural perspectives related to Mexico.

Acceptable Evidence:

Performance Tasks –

- Participate in a **partner and classroom conversations** describing family members and friends using physical traits, personality, and emotions.
- Create a **short oral or written description** of a family member or friend using **ser, estar, and tener** with correct adjective agreement.
- Interpret a **short text or audio** about a family or group of friends and show understanding of key details.
- Present a **visual-supported product** (poster, slide, or simple paragraph) about family relationships, including a cultural connection to Mexico by using famous people.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- **Quizzes or checks for understanding** of vocabulary, spelling and basic sentence structures.
- **Listening and reading comprehension activities** with selected-response or short answers.
- **Guided writing activities**, such as sentence frames or labeled images.
- **Exit tickets or bell ringers** describing people, emotions, or relationships.
- **Notebook or digital portfolio checks** showing practice and application of language.
- **Self-assessments or reflections** on communication and learning strategies.

Summative Assessments

- Unit 1 Section Quizzes
- Unit 1 IPA

Suggested Learning Experiences and Instruction

Learning Experiences:

- Engage in **daily interpersonal speaking routines** describing family members, friends, and emotions.
- Participate in **structured partner and small-group activities** using sentence frames or images to describe people.
- Complete **listening and reading activities** featuring short texts about families and relationships.
- Create **simple oral and written descriptions** of family, friends or celebrities using visuals and models.
- Use **images, photos, or family trees** to support comprehension and communication.
- Explore **Mexican culture and perspectives on family** through, images, short readings, and discussion.
- Practice **language learning strategies** such as using visuals, cognates, repetition, and asking for clarification.

Instructional Strategies:

- Model new vocabulary and structures using **visuals, gestures, and comprehensible input**.
- Introduce grammar (**ser, estar, tener, adjective agreement**) **in context**, tied to meaningful communication.
- Use **sentence frames and guided practice** to support beginning learners in speaking and writing.
- Scaffold communication with **structured interpersonal tasks** (partner talk, information gaps).
- Provide frequent opportunities for **oral repetition and recycled language** in daily routines.
- Integrate **listening and reading supports**, such as visuals, graphic organizers, and chunked texts.
- Incorporate **cultural content** through images, short readings, and guided discussion about family in Mexico and the United States.
- Explicitly teach and reinforce **language learning strategies**, such as using cognates and asking for clarification.

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
- **Intervention:**
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups or individually.
 - Targeted Practice: Using feedback from classroom exercises, offer additional practice worksheets or online exercises targeting specific grammar points or vocabulary sets where students show difficulty.
- **Enrichment:**
 - Independent Projects: Allow advanced students to research additional vocabulary, grammar, cultural topics related to the theme of the unit.
 - Literature Exploration: For advanced students, offer opportunities to explore authentic materials in the target language related to the unit theme.

General strategies for Language Development:

Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures.

Central Bucks School District – Course of Study – Spanish 1A

Unit 2 – Life at Home

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that...

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- Vocabulary related to rooms in a home, furniture, and household chores.
- The difference between Spanish nouns and articles and how they agree in gender and number.
- How to use **hay** and forms of **haber** to express existence.
- How to describe the location of people and objects using common location expressions.
- How to conjugate and use regular **-ar**, **-er**, and **-ir** verbs in the present tense.
- How to express obligations and responsibilities using **tener que + infinitive** and **hay que + infinitive**.
- How to use adverbs of frequency to talk about how often activities and chores are completed.
- Important cultural features of **Puerto Rico**, including **Old San Juan** and the significance of **salsa music** as an expression of Puerto Rican culture.
- Similarities and differences between home life and cultural practices in Puerto Rico and their own communities.

Skills:

Students will be able to...

- Describe their home, rooms, and furniture using simple Spanish sentences.
- Identify where people and objects are located by using common location expressions and **hay**.

- Discuss household chores and daily responsibilities using present-tense **-ar, -er, and -ir** verbs.
- Explain what they and others have to do using **tener que + infinitive** and **hay que + infinitive**.
- Talk about how often they complete chores and household activities using adverbs of frequency.
- Compare aspects of home life and culture in Puerto Rico, including Old San Juan and the importance of salsa music.

Standards:

Priority:

Interpersonal Communication: Students interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions about chores, leisure activities and homes.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using *hay*, prepositions and **-ar, -er and -ir** verbs.

Presentational Communication: Learners present information, describe homes, furniture, and chores in writing or through a presentation.

Supporting:

Cultures: Learners explore how cultural products reflect Puerto Rican values and traditions.

Comparisons: Compare home life, family responsibilities, and cultural traditions in Puerto Rico and the United States.

Connections: Use Spanish-language texts, images, and media to gain information about homes and culture in Puerto Rico using adverbs of frequency and articles.

Acceptable Evidence:

Performance Tasks –

- Participate in **partner and classroom conversations** about rooms in a home, furniture, and household chores using simple present-tense sentences.
- Create a short **oral or written description** of their home, including rooms, furniture, and where items are located using *hay* and location expressions.
- Interpret a **short text, infographic, or audio** about a home or family responsibilities and demonstrate understanding of key details.
- Present **information about daily chores and responsibilities** using regular **-ar, -er, and -ir** verbs, adverbs of frequency, and expressions such as *tener que* and *hay que*.
- Create a **visual-supported product** (poster, slide, digital tour, or simple paragraph) describing a home and comparing aspects of home life in Puerto Rico and the United States.
- Investigate and **present information about Puerto Rican culture**, including Old San Juan or salsa music, and explain its cultural significance using simple Spanish.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- **Formative Assessments** on vocabulary related to the home, furniture, chores, and Puerto Rican culture.
- **Quizzes or checks for understanding** of nouns, articles, present-tense verbs, location expressions, obligation expressions (*tener que* and *hay que*), adverbs of frequency and articles.

- **Listening and reading comprehension activities** focused on descriptions of homes, household responsibilities, and life in Puerto Rico.
- **Guided writing activities** such as labeling rooms and furniture, completing sentences about chores, or describing locations of objects.
- **Exit tickets or bell ringers** describing a room, explaining a household responsibility, or using adverbs of frequency in a sentence.
- **Notebook, interactive notebook, or digital portfolio checks** demonstrating practice with vocabulary, grammar structures, and cultural learning.
- **Self-assessments and reflections** on students' ability to communicate about their home, responsibilities, and Puerto Rican culture in Spanish.

Summative Assessments

- Section quizzes
- IPA Unit 2 Assessment

Suggested Learning Experiences and Instruction

Learning Experiences:

- Engage in **daily interpersonal speaking** routines about homes, rooms, furniture, and household responsibilities.
- Participate in **structured partner and small-group activities** to describe locations of people and objects using visuals, maps, and room layouts.
- Complete **listening and reading activities** featuring descriptions of homes, chores, and daily routines in Spanish-speaking communities.
- Create simple **oral and written descriptions** of their home and household responsibilities using models, sentence frames, and visual supports.
- Use floor plans, photographs, virtual home tours, and labeled diagrams to support **comprehension and communication**.
- Explore **Puerto Rican culture** through images, videos, short readings, and discussions about Old San Juan, home life, food, art, sports, and music.
- Practice **language-learning strategies** such as using cognates, context clues, graphic organizers, repetition, and peer collaboration to support communication.

Instructional Strategies:

- Use **comprehensible input** supported by visuals, gestures, realia, and modeled language to introduce vocabulary related to the home and chores.
- Provide **structured speaking opportunities** through partner work, information-gap activities, and classroom conversations.
- Incorporate **sentence frames and guided practice** to support the use of present-tense verbs, location expressions, and obligation phrases.
- Use **interactive activities** such as labeling diagrams, matching tasks, and digital learning tools to reinforce vocabulary and grammar.
- Integrate **authentic cultural resources**, including images, videos, music, art and texts from Puerto Rico, to build cultural understanding.
- Facilitate **collaborative learning** through pair and small-group tasks that encourage communication and problem-solving in Spanish.

- Differentiate instruction using visual supports, graphic organizers, word banks, and scaffolded reading and writing activities.

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
- **Intervention:**
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups or individually.
 - Targeted Practice: Using feedback from classroom exercises, offer additional practice worksheets or online exercises targeting specific grammar points or vocabulary sets where students show difficulty.
- **Enrichment:**
 - Independent Projects: Allow advanced students to research additional vocabulary, grammar, cultural topics related to the theme of the unit.
 - Literature Exploration: For advanced students, offer opportunities to explore authentic materials in the target language related to the unit theme.

General strategies for Language Development:

Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures.

Central Bucks School District – Course of Study – Spanish 1A

Unit 3 – Shopping and Clothing

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

- Students will understand that...
- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Knowledge:

Students will know...

- Vocabulary related to clothing, shopping, colors, sizes, and physical descriptions.
- How to use **gustar** and similar expressions to talk about likes, preferences, and interests.
- How to use the verb **ir** to talk about where they are going and future plans.
- How to recognize and use common **e → ie** and **o → ue** stem-changing verbs in the present tense.
- How to make comparisons and use demonstratives.
- Strategies for describing products, expressing preferences, and making simple purchases in Spanish.
- Important cultural features of **Guatemala**, including its traditions, textiles, markets, and cultural diversity.
- Similarities and differences between shopping practices and clothing traditions in Guatemala and their own community.

Skills:

Students will be able to...

- Describe clothing, colors, sizes, and physical characteristics using simple Spanish sentences.
- Express likes, dislikes, and preferences about clothing, products and shopping using **gustar** and similar expressions.

- Talk about where they are going and future plans using the verb *ir*.
- Communicate about shopping experiences using common *e* → *ie* and *o* → *ue* stem-changing verbs in the present tense.
- Compare products and clothing items and use demonstrative adjectives to identify and describe them.
- Participate in simple shopping interactions by asking about items, expressing preferences, and making purchases in Spanish.
- Interpret information about Guatemalan markets, textiles, and traditions and identify key cultural products and practices.
- Compare shopping habits and clothing traditions in Guatemala with those in their own community.

Standards:

Priority:

Interpersonal Communication: Students interact and negotiate meaning in spoken or written conversations about clothing, shopping, preferences, and purchases using ***gustar***, ***ir***, and stem-changing verbs.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed about shopping, clothing, descriptions, and consumer choices using familiar vocabulary and present-tense verbs.

Presentational Communication: Learners present information about clothing, personal style, shopping preferences, and future shopping plans using ***gustar***, ***ir***, and stem-changing verbs.

Supporting:

Cultures: Learners explore how Guatemalan traditions, textiles, markets, and cultural products reflect the country's diverse cultural perspectives.

Comparisons: Learners compare clothing styles, shopping practices, and consumer preferences in Guatemala and the United States using comparatives and demonstratives.

Connections: Learners use Spanish-language texts, images, and media to gain information about Guatemalan markets, traditional clothing, and cultural traditions while applying ***ir* + *a* + infinitive**, ***jugar***, and descriptive language.

Acceptable Evidence:

Performance Tasks –

- **Participate in a partner or small-group shopping role-play** in which students ask about clothing items, sizes, colors, prices, and preferences using ***gustar***, demonstratives, and stem-changing verbs.
- **Create and present a digital outfit catalog or fashion board** describing clothing items, colors, and styles while explaining personal preferences and recommendations.
- **Interpret an advertisement, online store, or clothing catalog** and demonstrate understanding of key details by identifying products, prices, descriptions, and preferred items.
- **Write and present a short shopping plan** with a budget describing where they are going to shop and what they are going to buy using ***ir*** and ***ir* + *a* + infinitive**.
- **Compare and recommend clothing items** by using comparatives and descriptive language to explain which products are more practical, stylish, or affordable.
- **Create a visual-supported presentation about Guatemalan textiles, markets, or traditional clothing** and explain how these cultural products reflect Guatemalan traditions and identity.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- **Formative assessments** on clothing, shopping, colors, sizes, descriptions, and Guatemalan culture.
- **Quizzes or checks for understanding** of **gustar, ir**, stem-changing verbs, comparatives, demonstratives, and vocabulary related to shopping and clothing.
- **Listening and reading comprehension activities** focused on clothing descriptions, shopping situations, advertisements, and Guatemalan markets.
- **Guided writing activities** such as describing clothing, expressing preferences, comparing products, or planning a shopping trip using sentence frames and models.
- **Exit tickets or bell ringers** using target vocabulary and structures to describe outfits, express likes and dislikes, or explain future shopping plans.
- **Notebook, interactive notebook, or digital portfolio checks** demonstrating practice with vocabulary, verb conjugations, and cultural reflections.
- **Vocabulary and grammar application activities** including matching, labeling, categorizing, and sentence completion tasks.
- **Self-assessments and reflections** on students' ability to communicate about shopping, clothing, preferences, and Guatemalan culture in Spanish.

Summative Assessments

- Section quizzes
- IPA Unit 3 Assessment

Suggested Learning Experiences and Instruction

Learning Experiences:

- Engage in **daily interpersonal speaking routines** about clothing, shopping preferences, and favorite styles.
- Participate in **structured partner and small-group shopping simulations** using clothing catalogs, advertisements, and role-play scenarios.
- Complete **listening and reading activities** featuring clothing descriptions, shopping experiences, and traditional markets in Guatemala.
- Create simple **oral and written descriptions** of outfits, personal style, and shopping preferences using models and visual supports.
- Use **authentic materials** such as store advertisements, online catalogs, price tags, and product images to support comprehension and communication.
- Explore **Guatemalan culture** through images, videos, short readings, and discussions about traditional textiles, markets, and cultural diversity.
- Compare **clothing styles and shopping practices** in Guatemala and the United States using graphic organizers and class discussions.
- Practice **language-learning strategies** such as using cognates, context clues, repetition, and visual supports to understand and communicate about shopping and fashion.

Instructional Strategies:

- Use **comprehensible input** supported by visuals, realia, gestures, and modeling to introduce clothing, shopping, and descriptive vocabulary.
- Provide **structured speaking opportunities** through partner interviews, information-gap activities, and shopping role-plays.

- Incorporate **sentence frames and guided practice** to support the use of **gustar, ir**, stem-changing verbs, comparatives, and demonstratives.
- Use **interactive activities** such as matching tasks, sorting activities, scavenger hunts, and digital learning tools to reinforce vocabulary and grammar.
- Integrate **authentic cultural resources**, including Guatemalan textiles, market scenes, advertisements, and videos, to build cultural understanding.
- Facilitate **collaborative learning** through pair and small-group tasks that encourage communication, negotiation, and decision-making in Spanish.
- Differentiate instruction using graphic organizers, word banks, anchor charts, visual supports, and scaffolded reading and writing activities.
- Provide **frequent formative feedback** and opportunities for self-assessment to support growth in interpretive, interpersonal, and presentational communication.

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
- **Intervention:**
 - Small Group Instruction: Identify students struggling with specific concepts and provide focused instruction in smaller groups or individually.
 - Targeted Practice: Using feedback from classroom exercises, offer additional practice worksheets or online exercises targeting specific grammar points or vocabulary sets where students show difficulty.
- **Enrichment:**
 - Independent Projects: Allow advanced students to research additional vocabulary, grammar, cultural topics related to the theme of the unit.
 - Literature Exploration: For advanced students, offer opportunities to explore authentic materials in the target language related to the unit theme.

General strategies for Language Development:

Scaffolding strategies to be used; modeling, prior knowledge activation, pre-teach vocabulary, visual aids, manipulatives, videos, charts, diagrams, graphic organizers, chunking, sentence starters, sentence structures.

Central Bucks School District – Course of Study – Spanish 1A

Unit 4 – Food

Desired Results:

Essential Questions:

- How does an individual express his or her basic needs and wants in the target language?
- How are your language and culture affected by others? How are other languages and cultures affected by yours?
- How and why can you use the target language to further your career and personal enrichment?
- How can the use of the target language and cultural proficiency allow an individual to contribute to the local, national, and international communities?
- When and how can an individual use the target language to express cause and effect in order to foster global stewardship?

Enduring Understandings:

Students will understand that:

- The global nature of our society requires us to negotiate meaning through a variety of modalities.
- Students understand that there are commonalities present in all cultures. Language study brings a heightened sensitivity, tolerance, understanding and connection with the global community while providing a perspective of one's own culture.
- Interdisciplinary connections provide the framework to navigate through an increasingly complex global society.
- The study of languages provides the opportunity for critical examination of one's own language and culture.
- With an increasingly connected world, language learning generates life-long interest and opportunities for students to become productive citizens of the global community.

Note: If time is limited at the end of the school year, teachers facilitate the acquisition of vocabulary from this unit after the final IPAs. Spanish 1B begins with material from this unit to serve as reentry, review and possible new material for some students.

Knowledge:

Students will know...

- How to use **adverbs of quantity** to describe how much, how many, or the extent of something.
- How to express **wants, preferences, and dislikes** using the verbs **querer** and **preferir**.
- How to recognize and use common **irregular yo-form verbs** in the present tense.
- How to identify and use **direct object pronouns** and **indirect object pronouns** in simple sentences.
- How to recognize and use **e → i stem-changing verbs** in the present tense.
- Strategies for expressing preferences, making choices, and communicating about everyday needs and interests in Spanish.
- Important cultural features of **Peru**, including the **Inca civilization**, the **Nazca Lines**, and the significance of the **Inti Raymi** festival.
- Similarities and differences between Peruvian cultural traditions and those of their own community.

Skills:

Students will be able to ...

- Express wants, preferences, and dislikes using **querer**, **preferir**, and adverbs of quantity.
- Communicate about everyday needs, choices, and interests using simple spoken and written Spanish.
- Use common **irregular yo-form verbs** and **e → i stem-changing verbs** in present-tense conversations and writing.
- Identify and use **direct and indirect object pronouns** to provide and receive information in simple sentences.
- Interpret short texts, audio, and visual sources about Peruvian culture and traditions.
- Describe key aspects of **Peru**, including the Inca civilization, the Nazca Lines, and the Inti Raymi festival.
- Compare **Peruvian cultural traditions and historical achievements** with those of their own culture and community.
- Present information and **opinions about preferences, cultural topics, and everyday experiences** using simple Spanish sentences.

Standards:

Priority:

- **Interpersonal Communication:** Students interact and negotiate meaning in spoken or written conversations to express wants, preferences, dislikes, and opinions using unit vocabulary, **gustar**, **querer**, and **preferir**.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed about everyday preferences, choices, and interests using high-frequency vocabulary, adverbs of quantity, and familiar verb forms.
- **Presentational Communication:** Learners present information about their preferences, needs, and interests using unit vocabulary, irregular **yo** forms, and **e → i** stem-changing verbs.
- **Connections:** Learners use Spanish-language texts, images, and media to gain information about Peru while expanding vocabulary and applying it in context.

Supporting:

- **Cultures:** Learners explore how the Inca civilization, the Nazca Lines, and the Inti Raymi festival reflect Peruvian cultural perspectives and history.
- **Comparisons:** Learners compare cultural traditions, food, and historical contributions of Peru with those of their own community and culture.

Acceptable Evidence:

Performance Tasks –

- Participate in a **partner conversation** in which students discuss their wants, preferences, and dislikes about activities, food, or personal interests using *gustar*, *querer*, *preferir*, and adverbs of quantity.
- Create a short **oral or written presentation** describing their preferences and choices, using unit vocabulary, irregular *yo* forms, and *e → i* stem-changing verbs.
- Interpret a **short text, infographic, or video** about the Inca civilization, the Nazca Lines, or Inti Raymi and demonstrate understanding of key details.
- Role-play a **real-world scenario** in which students make decisions, express preferences, and respond to others using vocabulary and grammar from the unit.
- Conduct a **class survey about preferences and interests**, then present the results using adverbs of quantity and preference expressions.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- **Formative assessments** on vocabulary related to preferences, interests, quantity expressions, and Peruvian culture.
- **Quizzes or checks for understanding** of **gustar, querer, preferir**, irregular **yo** forms, **e → i** stem-changing verbs, and direct and indirect object pronouns.
- **Listening and reading comprehension activities** focused on everyday choices, preferences, and cultural topics such as the Incas, the Nazca Lines, and Inti Raymi.
- **Guided writing activities** in which students express wants, preferences, opinions, and reactions using sentence frames and models.
- **Vocabulary application activities** such as matching, categorizing, graphic organizers, and sentence-completion tasks.
- **Exit tickets or bell ringers** requiring students to express preferences, identify quantities, or use target grammar structures in context.
- **Notebook, interactive notebook, or digital portfolio checks** demonstrating vocabulary development, grammar practice, and cultural reflections.
- **Self-assessments and reflections** on students' ability to communicate about preferences, everyday needs, and Peruvian culture in Spanish.
- **Interpretive tasks** using authentic images, infographics, short readings, or videos to identify key information and new vocabulary.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Engage in **daily interpersonal speaking routines** expressing wants, preferences, dislikes, and opinions using **gustar, querer, preferir**, and adverbs of quantity.
- Participate in **structured partner and small-group activities** to discuss favorite activities, foods, hobbies, and interests using target vocabulary and sentence frames.
- Complete **listening and reading activities** featuring short texts about personal preferences, cultural traditions, and life in Peru.
- Create simple **oral and written responses** explaining preferences, making choices, and expressing agreement or disagreement.
- Use **surveys, polls, and class interviews** to gather and share information about classmates' likes, dislikes, and preferences.
- Explore **Peruvian culture** through images, videos, maps, short readings, and discussions about the Inca civilization, the Nazca Lines, and the Inti Raymi festival.
- Analyze **authentic cultural resources** and identify key vocabulary, main ideas, and cultural perspectives.
- Practice vocabulary through **interactive games, role-plays, and communicative tasks**.
- Compare **Peruvian traditions and celebrations** with those in students' own communities using graphic organizers and class discussions.
- Use **vocabulary-learning strategies** such as cognates, visual supports, repetition, categorization, and context clues to build and retain new language.

Instructional Strategies:

- Use **comprehensible input** supported by visuals, gestures, graphic organizers, and modeled language to introduce vocabulary related to preferences, choices, and cultural topics.

- Provide **structured speaking opportunities** through partner interviews, surveys, information-gap activities, and preference-based discussions.
- Incorporate **sentence frames and guided practice** to support the use of **querer, preferir**, irregular **yo** forms, direct and indirect object pronouns, and **e → i** stem-changing verbs.
- Use **interactive vocabulary strategies** such as word walls, picture matching, categorization activities, and digital flashcards to promote vocabulary acquisition and retention.
- Integrate **authentic cultural resources** including images, videos, maps, infographics, and readings about the Incas, the Nazca Lines, and Inti Raymi to build cultural understanding.
- Facilitate **collaborative learning** through pair and small-group tasks that require students to express opinions, make choices, and negotiate meaning in Spanish.
- Use **scaffolded reading and listening activities** with pre-teaching of key vocabulary, comprehension checks, and discussion prompts.
- Differentiate instruction through **visual supports, word banks, anchor charts, graphic organizers, and choice-based activities** to meet diverse learner needs.
- Provide **frequent formative feedback** through quick checks for understanding, exit tickets, and low-stakes speaking and writing tasks.

Differentiation/Intervention/Enrichment Options:

- **Tiered Activities:**
 - Support: Provide students with sentence starters, word banks, or visual aids for translation and composition activities. Offer additional practice exercises with simpler sentence structures.
 - Challenge: Offer more complex sentence translations, creative writing prompts in Spanish, or research projects on specific aspects of Spanish speaking cultures and/or countries
 - Learning Styles: Cater to various learning styles by offering a variety of activities (e.g., drawing vocabulary, creating graphic organizers / timelines, participating in pronunciation drills or debates)
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