



Spanish 1B

Course Number: 4081

Course Level: Middle School

Grade: 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 1B

Desired Results

Course Description:

Spanish 1B builds on the foundational skills developed in Spanish 1A through continued study of Spanish vocabulary, grammar, and communication. Students strengthen their reading, listening, speaking, and writing skills while exploring real-world topics such as food and dining, health and wellness, hobbies and sports, travel and transportation, geography, and the environment. Through an exploration of Peru, Spain, the United States, Argentina, and Chile, students gain a deeper understanding of the diverse cultures, products, practices, and perspectives of the Spanish-speaking world while increasing their confidence and proficiency in Spanish.

Prerequisite: C- in Spanish 1A

Students will be able to:

- Communicate about food, meals, and dining experiences in Spanish.
- Describe personal health, habits, symptoms, and basic wellness practices.
- Discuss hobbies, sports, free-time activities, and everyday interests.
- Exchange information about work, responsibilities, and leisure activities.
- Talk about travel, transportation, destinations, and lodging.
- Ask for and give directions using location and city-related vocabulary.
- Describe geographic features, regions, and topics about nature.
- Use numbers to communicate quantities and real-world information.
- Interpret and respond to spoken, written, and visual Spanish in a variety of contexts.
- Present information, ideas, and opinions in Spanish using appropriate vocabulary and structures.
- Compare cultural practices and perspectives from Peru, Spain, Argentina, Chile, and Spanish-speaking communities in the United States.
- Demonstrate increased proficiency in reading, listening, speaking, 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 1B – 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
Review of Spanish 1A	Weeks 1-2
Week 1: Vocabulary and present tense review	5 days
Week 2: Communication review and readiness assessment	5 days
Unit 4: Food (second half)	Weeks 3-6
Week 3: Foods and beverages	5 days
Week 4: Restaurants and dining	5 days
Week 5: Preferences and food culture in Perú	5 days
Week 6: Unit IPAs	5 days
Unit 5: Health and Wellness	Weeks 7-16
Week 7: Healthy habits	5 days
Week 8: Parts of the body	5 days
Week 9: Illnesses and symptoms	5 days
Week 10: Advice and recommendations	5 days
Week 11: Daily wellness routines	5 days
Week 12: Healthcare conversations	5 days
Week 13: Cultural perspectives on health	5 days
Week 14: Communication and application	5 days
Week 15: Formative Assessment	5 days throughout the unit
Week 16: Unit IPAs	5 days
Unit 6: Pastimes	Weeks 17-25
Week 17: Hobbies and interests	5 days
Week 18: Sports and recreation	5 days
Week 19: Careers and professions	5 days
Week 20: Future aspirations	5 days
Week 21: Free-time activities	5 days
Week 22: Cultural exploration	5 days
Week 23: Communication activities	5 days
Week 24: Formative Assessments	5 days throughout the unit
Week 25: Unit IPAs	5 days
Unit 7: Travel	Weeks 26-34
Week 26: Travel vocabulary	5 days
Week 27: Transportation	5 days
Week 28: Destinations and lodging	5 days
Week 29: Planning trips	5 days
Week 30: Travel experiences	5 days
Week 31: Spanish-speaking destinations	5 days

Week 32: Communication activities	5 days
Week 33: Formative Assessments	5 days throughout the unit
Week 34: Unit IPAs	5 days
Unit 8: Nature	Weeks 35-36
Week 35: Geography, nature, and the environment	5 days
Week 36: Final 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 978-1-54334-316-8

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 1B
Unit 4 – Food
(Vocabulary Review and Introduction of Grammar)

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: There are 2 weeks prior to this that allow for students to review foundational skills and vocabulary from Spanish 1A.

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.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed about everyday preferences, choices, and interests using indirect and direct object pronouns.

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)
- 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 1B
Unit 5 – Health and Wellness

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...

- How to describe parts of the body using Spanish vocabulary.
- Healthy habits contribute to overall wellness.
- Vocabulary to describe common symptoms, illnesses, and basic remedies in Spanish.
- How to use reflexive verbs to talk about daily routines, personal care, and actions.
- How to use the verbs **ver**, **oír**, **oler**, **decir**, **doler** and **sentirse** to describe pain, discomfort, and feelings of wellness.
- Affirmative and negative **tú** commands to give advice, instructions, and recommendations.
- Spain has unique cultural traditions, historical influences, and artistic contributions, including those found in Madrid and southern Spain.
- That cultural perspectives can influence health practices, daily routines, and lifestyles.

Skills:

Students will be able to...

- **Communicate about health**, wellness, and personal care in Spanish.
- **Describe symptoms, illnesses, and basic remedies** using appropriate vocabulary and grammar.
- **Give simple advice and instructions** related to healthy habits.

- **Compare health-related practices and cultural influences** in Spain with their own experiences.

Standards:

Priority:

Interpersonal Communication: Students can discuss health, wellness, personal care routines, symptoms, illnesses, and remedies using simple conversations in Spanish.

Interpretive Communication: Students can understand the main idea and key details of short, familiar spoken and written Spanish related to health, healthy habits, and wellness.

Presentational Communication: Students can present information and give simple advice about health, personal care, and healthy lifestyle choices.

Cultural Understanding: Students can identify cultural products, practices, and perspectives related to health and daily life in Spain, including regional historical influences.

Language Structures and Vocabulary: Students apply health-related vocabulary and grammatical structures, including reflexive verbs, affirmative **tú** commands, and expressions with **doler** and **sentir** to communicate meaning.

Supporting:

Language Structures and Vocabulary: Students apply health-related vocabulary and grammatical structures, including reflexive verbs, negative **tú** commands, and expressions with **oír**, **oler**, **decir** to communicate meaning.

Language Learning Strategies: Students use context clues, cognates, visuals, and language-learning strategies to improve comprehension and communication when discussing health and wellness topics.

Acceptable Evidence:

Performance Tasks –

- Participate in a **conversation about symptoms, illnesses, and healthy habits** with a partner.
- Health care **scenarios** (visit to a doctor, nurse, or pharmacy) using unit vocabulary and target language structures.
- Create and present a **wellness plan** that includes healthy habits and self-care routines.
- Give **advice to a peer** about staying healthy using affirmative **tú** commands.
- Interpret and respond to an **authentic health-related reading, infographic, or video** in Spanish.
- Create a **poster, brochure, or digital presentation** promoting healthy lifestyle choices.
- Compare **health practices and perspectives** in Spain with those in their own community.
- Write a short **personal reflection** describing how they feel, their daily routine and habits that support wellness.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Quizzes or checks for understanding of vocabulary, spelling and basic sentence structures.
- Listening and reading comprehension activities with selected responses or short answers.
- Exit tickets and formative checks for understanding.
- Written responses and guided journal entries .
- Speaking practice activities and partner conversations.
- Completion of workbook, practice, and classwork assignments .
- Cultural reflection activities .
- Self-assessments and goal-setting reflections.

Summative Assessments

- Unit 5 Section Quizzes
- Unit 5 IPA

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practice **conversations** about health, symptoms, and wellness routines.
- Real-world **simulations** such as interacting with health care providers or giving health advice.
- Interpret **authentic Spanish-language resources** like health articles, infographics, or videos.
- Create **wellness plans, posters, or presentations** promoting healthy habits.
- Compare **health-related practices and perspectives** in Spain and the United States.
- Participate in structured collaborative vocabulary, grammar, and **speaking activities**.
- Explore cultural connections through the study of Spain's history and daily life.

Instructional Strategies:

- **Comprehensible input** through visuals, gestures, and contextualized language.
- **Structured activities** for partners and small-group conversations.
- **Scenario-based learning** and other interpersonal tasks.
- Vocabulary development through **explicitly teach and reinforce language learning strategies** such as using cognates and using commands in context.
- Guided **reading and listening activities** with authentic resources.
- **Model** and practice targeted grammar in meaningful contexts.
- Incorporate **cultural content** through images, short readings, realia and guided discussions.
- Formative assessment through **questioning, exit tickets, and checks** for understanding.

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 1B
Unit 6 – Pastimes

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 work, hobbies, sports, and leisure activities.
- How to use the verb **-ir** to express the future.
- How to use the **imperfect tense** to express what they used to do.
- Different vocabulary and expressions used to discuss jobs, interests, and free-time activities in Spanish.
- People have a variety of interests and activities that reflect their preferences and lifestyles.
- Sports and recreational activities play an important role in the U.S. and other cultures.
- Cultural perspectives can influence how people spend their free time and balance work and leisure.
- Language can be used to express preferences, interests, and participation in activities.

Skills:

Students will be able to...

- Discuss jobs, hobbies, sports, and free-time activities using appropriate vocabulary and expressions.
- Express preferences and describe how they spend their free time.
- Use **ir + a + infinitive** to talk about future plans and activities.
- Use the **present progressive tense** to describe actions that are happening in the moment.
- Use the **imperfect tense** to describe past habits, routines, and ongoing activities.

- Use **u → ue stem-changing verbs** in context to communicate about activities, plans, and personal interests.
- Compare leisure activities, sports, and lifestyle preferences across cultures.
- Interpret and present information about work, hobbies, and recreation in spoken and written Spanish.

Standards:

Priority:

Interpersonal Communication: Students can exchange information about work, hobbies, sports, leisure activities, and future plans using simple conversations in Spanish.

Interpretive Communication: Students can understand the main idea and key details of spoken and written Spanish related to jobs, recreation, sports, and free-time activities.

Presentational Communication: Students can present information about their interests, hobbies, routines, and plans using appropriate vocabulary and time frames.

Cultural Understanding: Students can identify and compare leisure activities, sports, and cultural perspectives on work and free time in Spanish-speaking communities and in the United States.

Supporting:

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

Language Structures and Vocabulary: Students apply vocabulary related to work, hobbies, sports, and leisure while using **ir + a + infinitive**, the **present progressive**, the **imperfect tense**, and **u → ue stem-changing verbs** to communicate and negotiate meaning.

Language Learning Strategies: Students use context clues, cognates, visuals, and communication strategies to interpret and express ideas about activities, interests, and future plans.

Acceptable Evidence:

Performance Tasks –

- Conduct and participate in a **conversations and interviews** about favorite hobbies, sports, and free-time activities.
- Create a **presentation** describing weekend plans using **ir + a + infinitive** and leisure-related vocabulary.
- **Compare past and present interests**, routines, or sports participation using the **imperfect tense** and present-tense language.
- Collect and analyze classmates' preferences for sports and hobbies, then present the results in Spanish.
- Create a short **video or digital presentation** describing hobbies, current activities (**present progressive**), and future plans.
- **Research and present leisure activities, sports, or work-related experiences** in a Spanish-speaking community and compare them to students' own experiences.
- **Read or listen to an authentic source** about hobbies, sports, or jobs and demonstrate comprehension through written or spoken responses.
- Create a **personal profile** describing interests, talents, future goals, and potential careers using unit vocabulary and target structures.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- **Quizzes or checks for understanding** of vocabulary, spelling and basic sentence structures.
- Listening and reading **comprehension activities** with selected response or short answers.
- Exit tickets and **formative checks** for understanding.

- **Written responses** and guided journal entries .
- Speaking **practice activities** and partner conversations.
- Completion of workbook, practice, and **classwork assignments** .
- Cultural reflection activities with **guiding prompts**.
- Self-assessments and goal-setting **reflections**.

Summative Assessments

- Unit 6 Section Quizzes
- Unit 6 IPA

Suggested Learning Experiences and Instruction

Learning Experiences:

- Conduct **surveys and interviews** about hobbies, sports, and free-time activities.
- Participate in **conversations** about current activities, past interests, and future plans.
- Create **presentations, posters, or digital profiles** showcasing personal interests and hobbies.
- Explore **authentic Spanish-language resources** related to sports, recreation, and careers.
- **Compare leisure activities and sports** in Spanish-speaking cultures and their own community.
- Engage in **role-plays involving recreation, work, and planning activities** with friends.

Instructional Strategies:

- **Comprehensible input** supported by visuals, gestures, and real-world contexts to introduce vocabulary related to work, hobbies, free time and sports.
- Structured **interpersonal speaking activities** and cooperative learning tasks.
- Modeling and guided practice of **ir + a + infinitive**, the **present progressive**, the **imperfect tense**, and **u → ue stem-changing verbs**.
- Use of **authentic texts, videos, and media** to build interpretive skills.
- **Graphic organizers, word walls** and vocabulary-building activities.
- Cultural comparisons and **inquiry-based discussions**.
- Frequent formative assessments, including **exit tickets and comprehension checks**.

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 1B

Unit 7 – Travel

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 transportation, destinations, lodging, and directions that are essential communicating while traveling.
- Different modes of transportation used for various travel needs and destinations.
- That cities contain common locations and landmarks that help people navigate and give directions.
- Travel experiences can be described using specific vocabulary and past-tense language.
- How to use the **regular preterite tense** to describe completed actions and events that occurred in the past.
- That travel practices and experiences reflect the culture, geography, and daily life of Spanish-speaking communities like Argentina.
- Effective communication is important when planning trips, navigating new places, and interacting with others while traveling.

Skills:

Students will be able to...

- Communicate and express needs relating to travel, transportation, destinations, and lodging in Spanish.

- Ask for, understand, and provide directions using city and location vocabulary.
- Plan and discuss trips, routes, and travel experiences.
- Describe past travel experiences using the **regular preterite tense**.
- Interpret authentic maps, schedules, and travel-related information in Spanish.
- Compare travel practices and destinations in Spanish-speaking communities and their own experiences.

Standards:

Priority:

Interpersonal Communication: Students can exchange information about travel, transportation, destinations, lodging, and directions using simple conversations in Spanish.

Interpretive Communication: Students can understand the main idea and key details of spoken and written Spanish related to travel, navigation, city locations, and transportation.

Presentational Communication: Students can present information about trips, travel experiences, destinations, and routes using appropriate vocabulary and the regular preterite tense.

Cultural Understanding: Students can identify and compare travel experiences, geographic locations, and cultural landmarks in Spanish-speaking communities.

Language Structures and Vocabulary: Students apply vocabulary related to travel, transportation, lodging, destinations, city locations, and directions while using the **regular preterite tense** to communicate about past events.

Supporting:

Language Learning Strategies: Students use context clues, maps, visuals, authentic resources, and communication strategies to interpret and convey travel-related information.

Acceptable Evidence:

Performance Tasks –

- **Travel Planning Project** – Create and present an itinerary for a trip to a Spanish-speaking destination, including transportation, lodging, and planned activities.
- **Giving Directions Role-Play** – Ask for and provide directions to locations in a city using appropriate vocabulary and expressions.
- **Travel Experience Narrative** – Write or present a description of a past trip using the **regular preterite tense**.
- **City Map Activity** – Use a map to describe routes, locations, and landmarks in Spanish.
- **Hotel or Transportation Simulation** – Participate in a real-world conversation involving reservations, transportation, or travel planning.
- **Destination Presentation** – Research and present a Spanish-speaking destination like Argentina, highlighting attractions, transportation options, and cultural landmarks.
- **Interpretive Travel Task** – Read, listen to, or analyze authentic travel materials (maps, schedules, brochures, or advertisements) and demonstrate comprehension.
- **Travel Comparison Project** – Compare travel experiences, destinations, or transportation systems between a Spanish-speaking country and the United States.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- Vocabulary **quizzes** on transportation, travel, lodging, destinations, and directions.

- Grammar assessments focused on the **regular preterite tense**.
- **Listening comprehension activities** using travel-related audio or video clips.
- **Reading comprehension activities** using maps, schedules, travel brochures, or advertisements.
- **Exit tickets and bell ringers**, quick writes about travel plans or past trips.
- Guided writing activities describing a trip or giving directions.
- Partner and small-group **speaking practice activities**.
- Completion of workbook, classwork, and online **practice assignments**.
- Self-assessments and **reflection activities** on language growth and travel communication skills.

Summative Assessments

- Unit 7 Section Quizzes
- Unit 7 IPA

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practice **giving and following directions** using maps of cities in Spanish-speaking countries.
- **Plan a trip** that includes transportation, lodging, destinations, and activities.
- Participate in **travel-related role-plays**, such as booking a hotel, asking for directions, or purchasing transportation tickets.
- **Create and share itineraries** for real or imaginary travel experiences.
- **Read and interpret authentic travel resources**, including maps, schedules, brochures, and websites.
- **Explore cultural and geographic features of destinations** in Argentina and other Spanish-speaking countries.
- **Write and discuss past travel experiences** using the regular preterite tense.

Instructional Strategies:

- **Comprehensible input** supported by visuals, maps, infographics, and authentic travel materials to introduce and discuss transportation and travel.
- Structured **interpersonal speaking activities**, including information-gap tasks and role-plays.
- **Modeling and guided practice** of travel vocabulary and the regular preterite tense in meaningful contexts.
- Map-based learning and navigation activities to develop direction-giving skills.
- Think-pair-share and **collaborative planning tasks** focused on travel scenarios.
- Use of **authentic resources** like texts, videos, schedules, and advertisements to build interpretive communication skills.
- Cultural **comparison activities** that connect travel experiences in Spanish-speaking countries to students' own experiences.
- Frequent formative **checks for understanding** through exit tickets, quick writes, and comprehension questions.

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 1B
Unit 8 – Nature

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...

- Specific Spanish **vocabulary and expressions** related to nature, geography, and the universe.
- How to discuss **geographic features and natural environments** in Spanish.
- How to use the have irregular verbs **ir** and **decir in the preterite tense** to talk about geography and nature.
- How to use the **preterite tense** to describe completed natural events in the past.
- Spanish-speaking countries have diverse geographic regions, climates, and natural environments.

Skills:

Students will be able to...

- Describe and identify features of nature, geography, and the universe using appropriate Spanish vocabulary.
- Interpret and communicate information about maps, locations, and environmental features.
- Describe past events and experiences using the irregular **preterite forms of ir and decir**.
- Compare geographic and environmental characteristics of different regions and cultures.
- Present information about natural landmarks, geographic features, and the environment in spoken and written Spanish.

Standards:

Priority:

Interpersonal Communication: Students can exchange information about nature, geography, locations, and environmental features using simple conversations in Spanish.

Interpretive Communication: Students can understand the main idea and key details of authentic spoken and written Spanish related to geography, the natural world, and the environment.

Presentational Communication: Students can present information about geographic regions, natural landmarks, environmental features, and past events using appropriate vocabulary and the irregular preterite forms of **ir** and **decir**.

Cultural Understanding: Students can identify and compare geographic features, natural environments, and culture as they related to products and perspectives of Spanish-speaking countries and regions like Chile.

Supporting:

Language Structures and Vocabulary: Students apply vocabulary related to nature, geography, the universe, and the environment together with the irregular preterite forms of **ir** and **decir** to communicate about past events and experiences.

Language Learning Strategies: Students use maps, visuals, context clues, authentic resources, and communication strategies to interpret and express information about geographic and environmental topics.

Supporting:

Acceptable Evidence:

Performance Tasks –

- **Geography Presentation** – Research and present a Spanish-speaking country's geographic features, regions, climate, and natural landmarks.
- **Environmental Awareness Project** – Create a poster, infographic, or digital presentation about an environmental issue or natural resource in a Spanish-speaking region.
- **Travel and Exploration Narrative** – Write or present a story about a journey to a natural landmark using the irregular preterite forms of **ir** and **decir**.
- **Map Interpretation Activity** – Use authentic maps and geographic information to describe locations, landforms, and regions in Spanish.
- **Natural Wonders Showcase** – Present information about a significant natural feature, ecosystem, or location in the Spanish-speaking world.
- **Cultural and Geographic Comparison** – Compare the geography and environment of Chile or another Andean country with a region in the United States.
- **Interpretive Task** – Analyze an authentic text, infographic, map, or video about nature, geography, or the environment and demonstrate comprehension.
- **Universe and Nature Presentation** – Create and deliver a brief presentation describing features of the natural world, geography, or the universe using unit vocabulary.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessments

- **Vocabulary quizzes** on nature, geography, the universe.
- **Grammar assessments** focused on the irregular preterite forms of **ir** and **decir**.
- **Reading comprehension activities** using maps, articles, infographics, and geographic texts.
- **Listening comprehension activities** related to geography, travel, and Chile.

- **Exit tickets** and quick writes about geographic features and natural phenomena.
- **Guided writing activities** describing locations, environments, and past experiences.
- Map-labeling and geography **practice activities**.
- Classwork, workbook, and online **practice assignments**.
- Self-assessments and **reflections** on language growth and geographic understanding.

Summative Assessment

- Unit 8 Section Quizzes
- Unit 8 IPA

Suggested Learning Experiences and Instruction

Learning Experiences:

- **Explore** maps and satellite images to identify geographic regions, landforms, and natural features in Spanish-speaking countries.
- **Read and discuss** Spanish-language texts, videos, and infographics about nature, the environment, and the universe.
- **Create** maps, travel guides, or digital presentations highlighting geographic and environmental features.
- **Compare** the geography and natural environments of Spanish-speaking countries with students' local region.
- **Investigate** natural landmarks, ecosystems, and environmental issues in the Spanish-speaking world.
- Practice describing past events related to travel, exploration, or nature using the irregular preterite forms of **ir** and **decir**.
- **Participate** in collaborative activities focused on geography, environmental awareness, and cultural connections.

Instructional Strategies:

- **Comprehensible input** using maps, photographs, videos, and authentic geographic resources to introduce vocabulary related to geography, nature, the universe.
- Explicit **modeling and guided practice** of vocabulary related to nature, geography, the universe, and the environment.
- **Structured practice** with the irregular preterite forms of **ir** and **decir** in meaningful contexts.
- **Inquiry-based learning** using essential questions as prompts.
- Think-pair-share, **cooperative learning**, and discussion protocols to build communication skills.
- Use of **authentic texts, maps, graphs, and multimedia resources** to develop interpretive communication.
- **Cultural comparisons** that connect geographic features and environmental issues across regions.
- Frequent **formative assessments**, including exit tickets, quick writes, comprehension checks, and map-based 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.