<table>
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<tr>
<th>Month</th>
<th>Content/Essential Questions</th>
<th>Skills/Activities</th>
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| Sept. | Vocabulary theme: The world wide challenges/ **Los Desafíos Mundiales**: economic themes/environmental themes. Review all basic verbs in present tense forms. Also irregular verbs ser/estar/tener/ir. Grammar: present tense/ser and estar/Gerunds/past participle/passive voice/imperative commands. **Essential questions:** These questions are used throughout the year. Communication/Interpersonal – Novice-High What are some good strategies to help us communicate with someone in the language we are studying? What language phrases do we need to know to survive in a foreign country? What skills and knowledge do we need to interact with others in a second language? Communication/Interpersonal – Intermediate-Low (Same as Novice-High) | Ability to use content area vocabulary to converse, make and answer questions in the target language. Conversing, reading, writing, and listening to give and respond to information related to self and others. | Text: Una Vez Más/Prentice Hall-Pearson Publishing Triángulo Aprobado/Wayside Publishing/Encuentros Maravillos/Pearson/ La Casa de Mango St./Random House/ Blackboard AP Spanish-(after June 2015 – online course CANVAS) | Homework/Quizzes/Cooperative-Collaborative Activities/Authentic Project/Speaking activities and making and asking questions. [www.waysidepublishing.com](http://www.waysidepublishing.com) [www.studyspanish.com](http://www.studyspanish.com) [www.conjuguemos.com](http://www.conjuguemos.com) [www.donquijote.org](http://www.donquijote.org) [www.thepaperboy.com](http://www.thepaperboy.com) [www.laits.utexas.edu/spe/beg01.html](http://www.laits.utexas.edu/spe/beg01.html) [http://tweentribune.com/spanish](http://tweentribune.com/spanish) [www.fluencyprof.com](http://www.fluencyprof.com) [www.audiria.com](http://www.audiria.com) | (These standards are used throughout the entire year) **PA World Language: Communication** **12.1ABCDEF** Explanation of standards: **12.1 A**- target language sound system **12.1B**-target language Vocabulary speaking/listening **12.1C** target language listening/reading **12.1D**-target language sentence structure **12.1E**-target language comparison with other languages. **12.1F**-target language connections with other curriculum **PA World Language** **12.3ABCD Role of Culture in World Language Acquisition** **12.3** A-Products & Customs in the target culture **12.3B**-Expressions & Gestures in the target language **12.3C**-Target language cultural similarities & differences **12.3D**- Influences &
### Intermediate-Mid

- How can we use the second language we know to exchange information from another person?
- What can we do to deal with unexpected situations in another culture?
- How can we express and exchange opinions in a second language?

### Communication/Interpersonal – Intermediate-High
(Same as Intermediate-Low)

### Communication/Interpretive – Novice-High

- What are some good strategies to help us understand a second language?
- What skills do we need to interpret written, spoken, and non-verbal forms of communication?
- How can context help us guess at the meaning of vocabulary that is used in real materials (webpages, stories, videos) from the second-language culture?

### Communication/Interpretive – Intermediate-Low
(Same as Novice-High)

### Connections of target culture with school curriculum

### PA Core Standards
**English:**

1.2/1.4/1.5

1.2 – reading informational texts, students read, understand, and respond to informational texts. Emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key ideas and crafts, craft structure, integration of knowledge and ideas. Vocabulary acquisition and use with a range of reading.

1.4 – writing students write for a different purpose and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Opinion/Argumentative Narrative Response to Literature Production and Distribution of Writing Technology and
| Communication/Interpretive – Intermediate-Mid |  |  | Publication Conducting Research Credibility, Reliability, and Validity of Sources Range of Writing. |
| --- | --- | --- | 1.5 – speaking and listening – present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in groups. Comprehension and Collaboration/Presentational of knowledge and Ideas/Integration of Knowledge and Ideas and Conventions of Standard English |

What strategies are most useful for comprehending a second language?

What skills do we need to interpret written, spoken, and non-verbal forms of communication?

How can we use context to get at the meaning of vocabulary or structures when communicating in a second language?

Communication/Interpretive – Intermediate-High

(Same as Intermediate-Mid)Communication/Presentational – Novice-High

How can we prepare information, concepts, and ideas to share with listeners and/or readers?

What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?

Communication/Presentational – Intermediate-Low

(Same as Novice-High)

Communication/Presentational – Intermediate-Mid

How can we use a second

This map has been reviewed on March 13, 2015 and I have completed the updates on the map.
language to share information, concepts, and ideas with listeners and/or readers?

What knowledge and skills do we need to make oral or written presentations in a variety of formats?

**Communication/Presentational – Intermediate-High**  
(Same as Intermediate-High)

**Cultures – Novice-High**

How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?

What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?

**Cultures – Intermediate-Mid**  
(Same as Novice-High)

**Cultures – Intermediate-High**  
(Same as Novice-High)

**Communities – Novice-High**

Where in the local or world community can we use the second

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language we are learning?

How may contact with native speakers in the local or world community enhance our language proficiency?

How can we use technology to communicate with native speakers anywhere in the world?

How can we continue to study and enjoy a second language after leaving school?

Communities – Intermediate-Low (Same as Novice-High)

Communities – Intermediate-Mid

Where in the community can we use the second language we are learning?

What career or volunteer opportunities are available in the community for us as speakers of a second language?

What kinds of community engagement can be facilitated through technology?

How can we continue to maintain and improve our proficiency beyond school?

In what ways will we be able to use our second language for

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How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?

Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?

How does appreciation of cultural diversity enhance cross-cultural understanding?

Comparisons – Intermediate-High
(Same as Intermediate-Mid)
Comparisons – Novice-High

Comparisons – Intermediate-High
(Same as Novice-High)

Connections – Novice-High

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### November

**Vocabulary theme:** Worldwide challenges/ *Los Desafíos Mundiales:* philosophy and religion. Review all basic verbs in past tense forms. Also irregular verbs ser/estar/tener/ir. Grammar: present perfect/past tense/imperfect/pluperfect/passive voice.

Review all basic verbs in future tense forms. Also irregular verbs ser/estar/tener/ir. Grammar: future, perfect future, conditional, perfect conditional.

**Ability to use content area vocabulary:**
- Converse, make and answer questions in the target language.
- Is conversing, reading, writing, and listening to give and respond to information related to self and others.

**Text:** *Una Vez Más/Prentice Hall-Pearson Publishing Triángulo Aprobado/Wayside Publishing/Encuentros Maravillos/Pearson/ La Casa de Mango St./Random House/ Blackboard AP Spanish*(after June 2015 – online course CANVAS)

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**PA World Language:**
- 12.1ABCDEF
- 12.3ABCD

**National Foreign Language Standards:**
- 5C's
- Communication
- Cultures
- Connections
- Comparisons
- Communities

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### December

**Vocabulary theme:** Science and technology/ *La ciencia y la tecnologia.*

Review all basic verbs in subjunctive forms. Also irregular verbs ser/estar/tener/ir. Grammar: The subjunctive: present-present perfect-imperfect-pluperfect.

**Ability to use content area vocabulary:**
- Converse, make and answer questions in the target language.
- Is conversing, reading, writing, and listening to give and respond to information related to self and others.

**Text:** *Una Vez Más/Prentice Hall-Pearson Publishing Triángulo Aprobado/Wayside Publishing/Encuentros Maravillos/Pearson/ La Casa de Mango St./Random House/ Blackboard AP Spanish*(after June 2015 – online course CANVAS)

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**PA World Language:**
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- 12.3ABCD

**National Foreign Language Standards:**
- 5C's
- Communication
- Cultures
- Connections
- Comparisons
- Communities

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### January

**Vocabulary theme:** Science and technology/ *La ciencia y la tecnologia.*

Ongoing work with all basic verbs

**Ability to use content area vocabulary:**
- Converse, make and answer questions in the target language.
- Is conversing, reading, writing,

**Text:** *Una Vez Más/Prentice Hall-Pearson Publishing Triángulo Aprobado/Wayside Publishing/Encuentros Maravillos/Pearson/ La Casa de Mango St./Random House/

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**National Foreign Language Standards:**
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<th>Grammar: Nouns and articles, definite and indefinite articles, plurals of nouns.</th>
<th>and listening to give and respond to information related to self and others.</th>
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<td>Feb.</td>
<td>Contemporary Life/ La vida contemporánea</td>
<td>Ongoing work with all basic verbs various tenses. Grammar: Complement pronouns-direct and indirect, reflexive pronouns, pronouns after a preposition.</td>
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<td>March</td>
<td>Public and Personal Identities/ Las identidades personales y públicas</td>
<td>Ongoing work with all basic verbs various tenses. Grammar: Adjectives and possessive pronouns, adjectives and demonstrative pronouns, question words, and exclamative words.</td>
<td>Ability to use content area vocabulary to converse, make and answer questions in the target language. Is conversing, reading, writing, and listening to give and respond to information related to self and others.</td>
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<td>April</td>
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<td>Ability to use content area vocabulary to converse, make and answer questions in the target language. Is conversing, reading, writing, and listening to give and respond to information related to self and others.</td>
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<td>Ability to use content area vocabulary to converse, make and answer questions in the target language. Is conversing, reading, writing, and listening to give and respond to information related to self and others.</td>
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<td>June</td>
<td>Presentations of Final Projects</td>
<td>Ability to use content area vocabulary to converse, make and answer questions in the target language. Is conversing, reading, writing, and listening to give and respond to information related to self and others.</td>
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March 13, 2015
I have reviewed and updated curriculum materials – the course name now as of 2013-2014 is AP® Spanish Language and Culture, new texts Triángulo Aprobado have arrived to replace Triángulo –and I have completed updating the map.

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