

<b>Planned Course: Spanish I</b>	<b>Course Number: AH 508</b>	<b>Department: World Language</b>	
<b>Unit: Chapter 2 - En la clase</b>	<b>Grade Level: Grades 8-12</b>		
<b>Estimated Time: 9 weeks</b>	<b>Level/Track: Level 1</b>	<b>Date Approved: June 2017</b>	
<b>PA Academic Standards / ACTFL Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>

<p><b>PA Standards</b> <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p><b>ACTFL Standards</b> <b>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2</b> <b>4.1, 4.2, 5.1, 5.2</b></p>	<p><b>AP Themes:</b> Contemporary Life, Personal and Public Identities</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>▶ How do I describe my school schedule?</li> <li>▶ How do I express likes and dislikes?</li> <li>▶ What similarities and differences are there between Spanish and American school systems?</li> <li>▶ How do I ask questions?</li> <li>▶ How can I state and locate different items I need in my classes?</li> </ul>	<p><b>MODES:</b></p> <p><b>Interpretive (Audio, visual and audio visual)</b> -Students listen to and see authentic Spanish-speakers describe their classes.</p> <p><b>Interpretive (Written Print)</b> -Students read messages in Spanish and answer questions about their class schedules, reasons why they like/dislike their classes and the location of important classroom objects.</p> <p>-Students read articles from the textbook about differences in Spanish &amp; American school systems.</p> <p><b>Interpersonal (Spoken)</b> -Students practice asking questions about classes they like and dislike. -Students practice asking questions about activities they</p>	<p><b>MODES:</b></p> <p><b>Interpretive (Audio, visual and audio visual)</b> -Students listen to conversations in Spanish and answer questions about their class schedules, reasons why they like/dislike their classes and the location of important classroom objects.</p> <p><b>Interpretive (Written Print)</b> -Students read a conversation and/or messages in Spanish and answer comprehension questions about their class schedules, reasons why they like/dislike their classes and the location of important classroom objects.</p> <p><b>Interpersonal (Spoken)</b> -Mini-interviews in Spanish that ask what classes they have, if they like it &amp; why, and/or what items are needed</p>
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		<p>like and dislike.</p> <p><b>Interpersonal (Written)</b> -Students write a description in Spanish through a Schoology discussion board that describes classes they like &amp; dislike.</p> <p><b>Presentational (Spoken)</b> -Students create a drawing of a classroom and present the items in the drawing in Spanish. -Students present slides about activities they like or dislike.</p> <p><b>Presentational (Written)</b> - Students write sentences in Spanish describing their classes and who teaches the class. -Students write sentences in Spanish stating where different items are in the classroom.</p>	<p>for Spanish class</p> <p><b>Interpersonal (Written)</b> -Students read and respond to correspondence from other classmates in Spanish</p> <p><b>Presentational (Spoken)</b> -Students present slides about classes they like &amp; dislike, why they like it, what items they need for it and what friends are in the class with them.</p> <p><b>Presentational (Written)</b> -Students write a short letter in Spanish that describes who they are, what classes they have, if they like it &amp; why, what items are needed for the class, and who teaches it.</p>
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