

MCCSC Collaborative Curriculum Map

Department: World Languages **Grade/Course:** Spanish I / French I

Check One: Essential (District-Wide) Map Consensus (Building) Map Teacher Map School Name: MCCSC

Map Creators:

Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Weeks Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard 1 COMMUNICATION: Write and speak in a language other than English Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)	9.1.4 Exchange familiar information and opinions in brief guided conversations. 9.1.5 Exchange familiar information and opinions in written form with guidance. Examples: Letters, e-mails, etc.	9.1.4 A. Conversations 9.1.4 B. Familiar information and opinions 9.1.5 A Familiar information and opinions	9.1.4 A/B Request and respond orally to/with familiar information. Ex. Greetings, name, origin, age, background info, personal characteristics, likes and dislikes. 9.1.5 A Request and respond in writing concerning basic personal information. Ex. Greetings, name, origin, age, background info, personal characteristics, likes and dislikes.	

Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Weeks Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard 2 COMMUNICATION: Interpret information in a language other than English Learners interpret written and spoken language on a variety of topics. (Interpretive)	9.2.1 Understand and respond to classroom requests, commands, and directions. 9.2.2 Recognize alphabets, sounds, and markings specific to the target language.	9.2.1 A Classroom requests, commands and instructions 9.2.2 A Alphabets, sounds, and markings	9.2.1 A Comprehend and state orally and in writing classroom requests, commands and instructions. 9.2.2 A Identify alphabet sounds and markings specific to the target language.	
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Weeks Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard 3 COMMUNICATION: Present information in a language other than English Learners present to an audience of listeners or readers on a variety of topics. (Presentational)	9.3.2 Present simple prepared material on selected topics. 9.3.3 Read passages aloud to practice intonation and pronunciation. 9.3.5 Describe objects, self, and others in written and spoken language in simple terms with teacher guidance.	9.3.2 A Presentations of selected topics 9.3.2. B Student prepared materials and topics. 9.3.3 A Passages 9.3.3 B Intonation and pronunciation 9.3.5 A Objects, self and others 9.3.5 B Simple descriptive terms	9.3.2 A/B Prepare and report orally and in writing on various subject matter. 9.3.3 A/B Read, state, recite authentic passages aloud to practice intonation and pronunciation. 9.3.5 A/B Identify and define orally and in writing objects, self and others using simple terms. Ex. Verb "to be" and adjectives	9.3.2 Skits, dialogues, role-play, etc.

			Yo soy inteligente, guapa y comica.	
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Weeks Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard 4 CULTURES: Develop awareness of other cultures Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.	9.4.1 Recognize basic routine practices of the target cultures.	9.4.1 A. Family interactions, holidays, meal practices, greetings/nonverbal communication of target cultures 9.4.1 B. Geography, weather of target cultures	9.4.1 A Recognize and compare greetings/nonverbal communication, meal practices, holidays, family interactions 9.4.1.B 1 Locate and memorize countries and capitals of the target cultures. 9.4.1 B 2 Recognize and compare weather in target cultures.	9.4.1
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Weeks Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
CONNECTIONS: Make connections to other content areas Learners use the target language to expand their knowledge of and make connections among multiple content areas.	9.5.2 Integrate content area concepts and skills through relevant activities. Examples: Report on survey results in the target language, identify and describe body parts used for various activities, use a	9.5.2 A Content area* concepts 9.5.2 B Content area skills 9.5.2 C Relevant activities *Content areas: Geography, World Culture, Biology	9.5.2 A Use maps to identify geographical locations. 9.5.2 B Report on survey results in the target language. Ex. Comparisons using more, less, same, etc.	9.5.1

	map or locational technology to identify locations)		9.5. 2 C Identify and describe body parts.	
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Weeks Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Weeks Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard 7 COMPARISONS: Investigate the nature of language and culture Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.	9.7.1 Recognize and use cognates and words shared between English and the target language. 9.7.2 Recognize and use simple language structures. Examples: Singular versus plural forms, word order 9.7.3 Recognize and use basic idiomatic and colloquial expressions in the target language. 9.7.7 Describe contributions from other cultures in simple terms	9.7.1 A Cognates 9.7.2 A Simple language 9.7.3 A Basic idiomatic and colloquial expressions 9.7.7 (9.4.2) Target language heritage in the USA. 9.7.7 (9.4. 3) Cities and States with target language names	9.7.1 A Identify cognates 9.7.2 A Identify and apply simple language structures. Ex. Singular vs. plural noun forms, gender and number agreement, adjective-noun agreement, subject pronouns, verb conjugations in present tense, interrogatives, etc. 9.7.3 A Identify and apply basic idiomatic and colloquial expressions. Ex. Use of verb "to have" to express hunger, thirst,	9.7.1

	with guidance		age, fear, weather. Use of verb "to make" to talk about weather. 9.7.7. A (9.4.3) Identify cities and States with target language names in the USA. 9.7.7. B (9.4.2) Explain origin of the names.	
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Week Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.	9.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.	9.8.3 A Cuisine, music, sports, entertainment, etc.	9.8.3 A 1. Experience and report on the cuisine, music, sports, entertainment, etc. from the target language.	
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment
Approximate term of initiation 1 Week Approximate Duration Weeks	<input checked="" type="checkbox"/> Power Indicator			
Standard	Indiana Indicators	Content/Knowledge	Essential Skills	Assessment

Approximate term of initiation 1 Week Approximate Duration Weeks	<input type="checkbox"/> Power Indicator			