# MCCSC Collaborative Curriculum Map

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

Check One:  
- [x] Essential (District-Wide) Map  
- [ ] Consensus (Building) Map  
- [ ] Teacher Map  
**School Name:** MCCSC  
**Map Creators:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indiana Indicators</th>
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| **Approximate term of initiation**  
1 Weeks  
Approximate Duration  
Weeks | 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. | |
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| **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 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. |
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<td><strong>Standard 4</strong>&lt;br&gt;<strong>CULTURES:</strong> Develop awareness of other cultures&lt;br&gt;Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</td>
<td>9.4.1 Recognize basic routine practices of the target cultures.</td>
<td>9.4.1 A. Family interactions, holidays, meal practices, greetings/nonverbal communication of target cultures&lt;br&gt;9.4.1 B. Geography, weather of target cultures</td>
<td>9.4.1 A Recognize and compare greetings/nonverbal communication, meal practices, holidays, family interactions&lt;br&gt;9.4.1.B 1 Locate and memorize countries and capitals of the target cultures.&lt;br&gt;9.4.1 B 2 Recognize and compare weather in target cultures.</td>
<td>9.4.1</td>
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<td><strong>Standard 5</strong>&lt;br&gt;<strong>CONNECTIONS:</strong> Make connections to other content areas&lt;br&gt;Learners use the target language to expand their knowledge of and make connections among multiple content areas.</td>
<td>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</td>
<td>9.5.2 A Content area* concepts&lt;br&gt;9.5.2 B Content area skills&lt;br&gt;9.5.2 C Relevant activities</td>
<td>9.5.2 A Use maps to identify geographical locations.&lt;br&gt;9.5.2 B Report on survey results in the target language.&lt;br&gt;Ex. Comparisons using more, less, same, etc.</td>
<td>9.5.1</td>
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map or locational
technology to identify
locations)

9.5.2 C Identify and
describe body parts.

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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,
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<td><strong>Standard 8</strong>&lt;br&gt;COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings&lt;br&gt;Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</td>
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<td>9.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.</td>
<td>9.8.3 A Cuisine, music, sports, entertainment, etc.</td>
<td>9.8.3 A 1. Experience and report on the cuisine, music, sports, entertainment, etc. from the target language.</td>
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