

Spanish I Scope & Sequence

Proficiency Goal: Novice Mid

ACTFL Standards addressed:

Communication:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections:

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons:

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title & Connection to AP Thematic Units	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics/Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p>Unit 1: Explorando Los Saludos, Las Nacionalidades, y El Tiempo</p> <p>Ap Context: The Influence of Language and Culture on Identity)</p>	6 weeks	<ul style="list-style-type: none"> -Introductions -Farewells -Difference between Tú/Usted -Formal/Informal greetings, questions -Numbers 1-31 Vocabulary related to weather -Forecast vocabulary -Spanish-speaking countries - Nationalities -Countries & Capitals 	<ul style="list-style-type: none"> -Courteous Language, Customs -Telling time -Giving date, birthdays, ages -Students discuss the connections between Spanish-speaking countries culture and their own culture. 	<p>¿Cómo estás? ¿Cómo está usted? ¿Cómo te llamas? ¿Cómo se llama usted? ¿Qué tal? ¿Qué pasa? (Greetings/farewells) ¿Qué hora es? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? ¿Qué día es hoy? ¿Qué día es mañana? ¿Cuál es la fecha? ¿Cuál es tu número de teléfono? ¿Cómo es el tiempo? / ¿Qué tiempo hace? ¿Cuál es la temperatura? ¿Cómo es el tiempo el... Lunes...? ¿De dónde eres? ¿Cuál es tu nacionalidad?</p>	<ul style="list-style-type: none"> -I can introduce myself and ask for someone else's name -I can ask how someone is doing and respond with how I am doing. -I can use courteous and proper language to greet and say farewell. -I can ask and say what time it is. -I can ask for someone's age and also state my own age. -I can say the days and months of the year. -I can ask and say the date. -I can ask and say my birthday date. -I can ask for and tell someone my phone number. I can talk about the weather and

					<p>describe what it is like on a given day.</p> <ul style="list-style-type: none"> -I can ask and say what the temperature is. -I can talk about Spanish-speaking countries and describe aspects of the culture. -I can name the different Spanish-speaking countries and their capitals. -I can ask someone where they are from, and share my nationality.
<p>Unit 2:</p> <p>Explorando mi Identidad y Familia</p> <p>AP Context: The Influence of Language on Culture and Identity</p>	<p>Suggested Pacing</p> <p>6-8 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Nouns to identify people -Pronouns - Adjectives/descriptions -Noun/Adjective Agreement -Ser (All forms) -Me gusta/No me gusta -Family -Occupations -Interrogatives 	<p>Grammar Topics/Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Students discuss how cultural differences impact our personal and public identity. 	<p>Essential Questions:</p> <p>¿Cómo eres? ¿Qué te gusta? ¿Cómo es tu familia? ¿Qué quieres ser? ¿Cómo se llama tu... mama, papa ect...? ¿Cuántos miembros tienes en tu familia?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can understand basic descriptions of people. -I can ask and answer questions about physical descriptions and characteristics, appearance and personality. -I can describe myself and others including personalities, ages, likes, and

					<p>physical descriptions. -I can talk about family members and discuss their occupations. -I can describe families in Spanish-speaking countries and how they are similar or different from my family.</p>
<p>Unit 3: Explorando Mi Escuela AP Context: Families in Different Societies</p>	<p>Suggested Pacing 6-8 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed -Adjectives -Numbers & Time -Noun & Adjective Agreement -School classes and materials -Places in the school</p>	<p>Grammar Topics/Concepts to be Introduced/Reviewed -Ir, Dar & Estar -Tener -Regular -ar verbs -Definite & Indefinite articles</p>	<p>Essential Questions: ¿Qué clases tienes? ¿Cuál es tu clase favorita? ¿Cuál es tu clase menos favorita? ¿Qué necesitas para la clase de...? ¿Cuál es tu maestro/a favorita? ¿Qué hay en la mochila?</p>	<p>What Can Students Do by the End of the Unit? -I can describe my school schedule and the materials that I need for each class. -I can describe places in my school and the activities that occur there. -I can use Ser and Estar to describe feelings, emotions, descriptions, personalities, weather, and time. -I can use and conjugate - ar verbs to tell stories and create</p>

					<p>basic sentence structures.</p> <p>-I can express what schools are like in Spanish-speaking countries and how they are similar or different from my schools or schools in my community.</p>
<p>Unit 4:</p> <p>Explorando la Comida en el Mercado</p> <p>AP Context: The Influence of Language and Culture on Identity</p>	<p>Suggested Pacing</p> <p>6-8 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Adjectives -Numbers -Interrogatives -Food -Color Vocabulary -shopping in a market -different types of markets in Spanish speaking countries 	<p>Grammar Topics/Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Adjective/noun agreement - All Regular present tense verbs -Contractions 	<p>Essential Questions:</p> <p>¿Cuánto cuesta...?</p> <p>¿Cuál es tu comida favorita?</p> <p>¿Cuál es tu comida menos favorita?</p> <p>¿Qué color es un/a... ?</p> <p>¿Puedo tomar el orden?</p> <p>¿Qué comes para cenar/almorzar/desayunar?</p> <p>¿Qué te gustaría?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can describe the foods that are eaten in Spanishspeaking countries. -I can describe my favorite and least favorite foods. -I can use proper restaurant etiquette to ask and order food in Spanish. -I can ask and answer questions in a market. -I can describe different types of markets in Spanish-speaking country -I can use and conjugate all

					regular present tense verbs to describe foods and activities related to food. -I can describe what I eat for breakfast, lunch and dinner.
<p>Unit 5:</p> <p>Explorando Mi Casa y Mis Responsabilidades</p> <p>AP Context: Families in Different Societies</p>	<p>Suggested Pacing</p> <p>6 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Family vocabulary -Adjectives -Adjective-noun agreement -House vocabulary -Chores Vocabulary -Activities inside and outside of the home. 	<p>Grammar Topics/Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Learners will compare and contrast the similarities and differences about daily living in other cultures -Tener +que & Acabar+ de -Gustar -Regular Present Tense verbs 	<p>Essential Questions:</p> <p>¿Cómo es tu casa? ¿Cuáles son tus quehaceres? ¿Cuál es tu quehacer menos favorita? ¿Cuál es tu quehacer favorita? ¿Cuántos cuartos tiene tu casa? ¿Qué color es tu habitación?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can describe the rooms in my house. -I can describe the activities that are done inside of the house including chores. -I can express my favorite and least favorite activities and chores. ¿Qué color es tu habitación? -I can ask and express likes and dislikes. -I can express what houses in Spanish-Speaking countries are like and how they similar or different to homes in my community.

<p>Unit 6:</p> <p>Explorando Los Deportes</p> <p>AP Context: Factors that Impact the Quality of Life</p>	<p>Suggested Pacing</p> <p>4 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Clothing vocabulary -Color vocabulary -Weather Vocabulary -Sports vocabulary -Clothing Vocabulary -Basic body parts 	<p>Grammar Topics/Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Learners explore the different sports that are staples in Spanishspeaking countries and the ways they compare to sports in other cultures. -Stem-changing verbs -Regular present tense verbs 	<p>Essential Questions:</p> <p>¿Cuál es tu deporte favorito? ¿Cuál es tu deporte menos favorito? ¿Cuál es tu equipo favorito? ¿Qué deporte te gusta jugar durante el... (verano/invierno etc.)?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can describe sports teams and activities. -I can describe different articles of clothing including when to wear them (weather, events, time of year etc....) and the color. -I can state basic body parts. -I can ask and answer questions about sports teams in Spanish-speaking countries. -I can describe a sporting event and provide basic details about the event.
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