

## *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><b>Unit 1: Explorando Los Saludos</b></p> <p>Ap Context: The Influence of Language and Culture on Identity)</p>	6-8 weeks	<ul style="list-style-type: none"> <li>-Introductions</li> <li>-Farewells</li> <li>-Difference between Tú/Usted</li> <li>-Formal/Informal greetings, questions</li> <li>-Numbers 1-31</li> </ul>	<ul style="list-style-type: none"> <li>-Courteous Language, Customs</li> <li>-Telling time</li> <li>-Giving date, birthdays, ages</li> </ul>	<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?</p>	<ul style="list-style-type: none"> <li>-I can introduce myself and ask for someone else's name</li> <li>-I can ask how someone is doing and respond with how I am doing.</li> <li>-I can use courteous and proper language to greet and say farewell.</li> <li>-I can ask and say what time it is.</li> <li>-I can ask for someone's age and also state my own age.</li> <li>-I can say the days and months of the year.</li> <li>-I can ask and say the date.</li> <li>-I can ask and say my birthday date.</li> <li>-I can ask for and tell someone my phone number.</li> </ul>

<p><b>Unit 2:</b></p> <p><b>Explorando el Tiempo y Las Nacionalidades</b></p> <p>AP Context: Environmental, Social, and Political Challenges</p>	<p><b>Suggested Pacing:</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Vocabulary related to weather</li> <li>-Forecast vocabulary</li> <li>-Spanish-speaking countries - Nationalities</li> <li>-Countries &amp; Capitals</li> </ul>	<p><b>Grammar Topics/Concepts to be Introduced/Reviewed</b></p> <p>-Students discuss the connections between Spanish-speaking countries culture and their own culture.</p>	<p><b>Essential Questions:</b></p> <p>¿Cómo es el tiempo? / ¿Qué tiempo hace?</p> <p>¿Cuál es la temperatura?</p> <p>¿Cómo es el tiempo el... Lunes...?</p> <p>¿De dónde eres? ¿Cuál es tu nacionalidad?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can talk about the weather and describe what it is like on a given day.</li> <li>-I can ask and say what the temperature is.</li> <li>-I can talk about Spanish-speaking countries and describe aspects of the culture.</li> <li>-I can name the different Spanish-speaking countries and their capitals.</li> <li>-I can ask someone where they are from, and share my nationality.</li> </ul>
<p><b>Unit 3:</b></p> <p><b>Explorando mi Identidad y Familia</b></p> <p>AP Context: The Influence of Language on Culture and Identity</p>	<p><b>Suggested Pacing</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Nouns to identify people</li> <li>-Pronouns</li> <li>- Adjectives/descriptions</li> <li>-Noun/Adjective Agreement</li> <li>-Ser (All forms)</li> <li>-Me gusta/No me gusta</li> </ul>	<p><b>Grammar Topics/Concepts to be Introduced/Reviewed</b></p> <p>-Students discuss how cultural differences impact our personal and public identity.</p>	<p><b>Essential Questions:</b></p> <p>¿Cómo eres?</p> <p>¿Qué te gusta?</p> <p>¿Cómo es tu familia? ¿Qué quieres ser? ¿Cómo se llama tu... mama, papa ect...?</p> <p>¿Cuántos miembros tienes en tu familia?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can understand basic descriptions of people.</li> <li>-I can ask and answer questions about physical descriptions and characteristics,</li> </ul>

		<ul style="list-style-type: none"> <li>-Family</li> <li>-Occupations</li> <li>-Interrogatives</li> </ul>			<p>appearance and personality.</p> <ul style="list-style-type: none"> <li>-I can describe myself and others including personalities, ages, likes, and physical descriptions.</li> <li>-I can talk about family members and discuss their occupations.</li> <li>-I can describe families in Spanish-speaking countries and how they are similar or different from my family.</li> </ul>
<p><b>Unit 4:</b></p> <p><b>Explorando Mi Escuela</b></p> <p>AP Context: Families in Different Societies</p>	<p><b>Suggested Pacing</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Adjectives</li> <li>-Numbers &amp; Time</li> <li>-Noun &amp; Adjective Agreement</li> <li>-School classes and materials</li> <li>-Places in the school</li> </ul>	<p><b>Grammar Topics/Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Ir, Dar &amp; Estar</li> <li>-Tener</li> <li>-Regular -ar verbs</li> <li>-Definite &amp; Indefinite articles</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Qué clases tienes? ¿Cuál es tu clase favorita?</p> <p>¿Cuál es tu clase menos favorita?</p> <p>¿Qué necesitas para la clase de...?</p> <p>¿Cuál es tu maestro/a favorita?</p> <p>¿Qué hay en la mochila?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can describe my school schedule and the materials that I need for each class.</li> <li>-I can describe places in my school and the activities that occur there.</li> <li>-I can use Ser and Estar to describe feelings, emotions, descriptions,</li> </ul>

					<p>personalities, weather, and time.</p> <p>-I can use and conjugate – ar verbs to tell stories and create 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><b>Unit 5:</b></p> <p><b>Explorando la Comida en el Mercado</b></p> <p>AP Context: The Influence of Language and Culture on Identity</p>	<p><b>Suggested Pacing</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Adjectives</li> <li>-Numbers</li> <li>-Interrogatives</li> <li>-Food</li> <li>-Color Vocabulary</li> <li>-shopping in a market</li> <li>-different types of markets in Spanish speaking countries</li> </ul>	<p><b>Grammar Topics/Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Adjective/noun agreement</li> <li>- All Regular present tense verbs</li> <li>-Contractions</li> </ul>	<p><b>Essential Questions:</b></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><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can describe the foods that are eaten in Spanishspeaking countries.</li> <li>-I can describe my favorite and least favorite foods.</li> <li>-I can use proper restaurant etiquette to ask and order food in Spanish.</li> <li>-I can ask and answer questions in a market.</li> </ul>

					<ul style="list-style-type: none"> <li>-I can describe different types of markets in Spanish-speaking country</li> <li>-I can use and conjugate all regular present tense verbs to describe foods and activities related to food.</li> <li>-I can describe what I eat for breakfast, lunch and dinner.</li> </ul>
<p><b>Unit 6:</b></p> <p><b>Explorando Mi Casa y Mis Responsabilidades</b></p> <p>AP Context: Families in Different Societies</p>	<p><b>Suggested Pacing</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Family vocabulary</li> <li>-Adjectives</li> <li>-Adjective-noun agreement</li> <li>-House vocabulary</li> <li>-Chores Vocabulary</li> <li>-Activities inside and outside of the home.</li> </ul>	<p><b>Grammar Topics/Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Learners will compare and contrast the similarities and differences about daily living in other cultures</li> <li>-Tener +que &amp; Acabar+ de -Gustar</li> <li>-Regular Present Tense verbs</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>¿Cómo es tu casa?</li> <li>¿Cuáles son tus quehaceres?</li> <li>¿Cuál es tu quehacer menos favorita?</li> <li>¿Cuál es tu quehacer favorita?</li> <li>¿Cuántos cuartos tiene tu casa?</li> <li>¿Qué color es tu habitación?</li> </ul>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can describe the rooms in my house.</li> <li>-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?</li> <li>-I can ask and express likes and dislikes.</li> <li>-I can express what houses in</li> </ul>

					Spanish-Speaking countries are like and how they similar or different to homes in my community.
<p><b>Unit 7:</b></p> <p><b>Explorando Los Deportes</b></p> <p>AP Context: Factors that Impact the Quality of Life</p>	<p><b>Suggested Pacing</b></p> <p>6-8 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Clothing vocabulary</li> <li>-Color vocabulary</li> <li>-Weather Vocabulary</li> <li>-Sports vocabulary</li> <li>-Clothing Vocabulary</li> <li>-Basic body parts</li> </ul>	<p><b>Grammar Topics/Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Learners explore the different sports that are staples in Spanishspeaking countries and the ways they compare to sports in other cultures.</li> <li>-Stem-changing verbs</li> <li>-Regular present tense verbs</li> </ul>	<p><b>Essential Questions:</b></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><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can describe sports teams and activities.</li> <li>-I can describe different articles of clothing including when to wear them (weather, events, time of year etc....) and the color.</li> <li>-I can state basic body parts.</li> <li>-I can ask and answer questions about sports teams in Spanish-speaking countries.</li> <li>-I can describe a sporting event and provide basic details about the event.</li> </ul>