

**Course Title:** Spanish I  
**Board Approval Date:** September 15, 2020  
**Credit / Hours:** 1

**Course Description:**

Students will learn the basic language skills of correct pronunciation, aural comprehension, speaking and reading in Spanish. At this introductory level, the manipulation of verbs and acquirement of vocabulary is stressed. The study of geography, cultural aspects, and events help provide an understanding of the way in which people of the Hispanic world live. Students will complete various projects to enhance and reinforce learning. Topics covered in this course may include, but are not limited to using basic courtesy and common communication expressions, describing self, families, homes, schools, foods, sports, health, location and well-being, and utilizing regular –ar, -er, and –ir verbs, as well as common irregular verbs in the present tense. A minimum of 85% of instruction is provided in Spanish as recommended by the American Council on Teaching of Foreign Languages. A grade of 75% or higher is recommended to continue to Spanish II.

**Learning Activities / Modes of Assessment:**

Large Group Instruction  
Verbal & Written Quizzes and Exams  
Listening assessments  
Small Group Work  
Checklists / Teacher Observation  
Class Discussions/Conversations  
Written activities/exercises  
Projects with Rubrics  
Extended Thinking Activities  
Writing Prompts/Story Retelling  
Online activities

**Instructional Resources:**

Así se Dice level I textbook

Various online tools including but not limited to: Sr. Wooley, YouTube videos, Schoology, Google Docs Suite, Gimkit, Goformative, Quizlet, Boom Cards, and online activity/ idea searches

**Instructional Resources:**

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Various online tools including but not limited to: Sr. Wooley, YouTube videos, Schoology, Google Docs Suite, Gimkit, Goformative, Quizlet, Boom Cards, and online activity/ idea searches

Curriculum:  
 Course: Spanish 1

Know:

Understand:

Do:

<p><b>Preliminary Lessons</b></p> <p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	<p><b>Preliminary Lessons</b></p> <p>Students will understand:</p> <p>-a basic conversation and communicate and obtain basic information.</p> <p>-Spanish-speaking countries and their capitals.</p> <p>-Spanish calendar and 24-hour clock</p> <p>-currencies</p> <p>-Spanish names</p>	<p><b>Preliminary Lessons</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Greet others both informally and formally through speaking and writing</li> <li>● Take leave of others both informally and informally through speaking and writing</li> <li>● Identify and pronounce the alphabet</li> <li>● Count to 100 verbally</li> <li>● Speak politely and utilize formal discourse appropriately during conversations and when writing</li> <li>● Find out a price verbally</li> <li>● Identify, pronounce, and utilize the days of the week</li> <li>● Identify, pronounce, and utilize the months of the year</li> <li>● Find out and give the date verbally and written</li> <li>● Ask for and tell time verbally</li> <li>● Ask about and identify the seasons and weather verbally and through writing</li> <li>● Understand various currencies in Spanish-speaking countries</li> <li>● Understand and utilize the</li> </ul>
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<p><b>Unit 1: descriptions</b></p> <p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own,</p>	<p><b>Unit 1: descriptions</b> Students will understand:</p> <ul style="list-style-type: none"> <li>-descriptions of people and things.</li> <li>-school subjects.</li> <li>-the expression of likes and dislikes.</li> <li>-the comparisons of school across cultures.</li> <li>-how Spanish-speakers fit into the local and national community.</li> <li>-how to read, understand and discuss Spanish literature at a beginner level.</li> <li>-the use of ser</li> <li>-the use of tú and usted</li> <li>-various concepts of culture of Spanish-world (which may include, but not be limited to: Independence Monument; Mexico; Colonial plaza in Santo Domingo; St. Augustine, FL; San Juan, Puerto Rico)</li> </ul>	<p>Spanish calendar</p> <ul style="list-style-type: none"> <li>● Understand and utilize the 24-hour clock</li> <li>● Identify and locate Spanish-speaking countries and capitals</li> </ul> <p><b>Unit 1: descriptions</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Provide physical descriptions and personality trait during speaking and writing activities.</li> <li>● Identify and name nationalities</li> <li>● Identify and discuss school subjects</li> <li>● Describe and communicate about schooling in Spanish-speaking countries and the US</li> <li>● Communicate about Spanish-speakers in the US</li> <li>● Discuss characters and storyline of <i>Don Quijote</i></li> <li>● appropriately use nouns, adjectives, and articles verbally and when writing</li> <li>● appropriately use the verb “ser” verbally and in writing</li> <li>● appropriately use the subjects “tú” and “usted” verbally and in writing</li> <li>● Discuss and describe aspects of the culture of the Spanish-speaking world.</li> </ul>
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<p><b>Unit 2:families and pets</b></p> <p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own,</p>	<p><b>Unit 2:families and pets</b> Students will understand:</p> <ul style="list-style-type: none"> <li>-physical descriptions and personality traits</li> <li>- living quarters in Spanish-speaking world and the United States.</li> <li>-rooms and furnishings.</li> <li>-the use of the verb “tener”</li> <li>-the use of possessive adjectives.</li> <li>-places and animals in the Spanish-speaking world (which may include, but not be limited to: Canary Islands, Spain; Plaza de Armas in Trujillo, Peru; Quito, Ecuador; Galapagos Islands; el sato a Puerto Rican dog)</li> </ul>	<p><b>Unit 2:families and pets</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify, name, and discuss families and pets through speaking and writing activities</li> <li>● Identify and describe living quarters (houses/apartments) through speaking and writing activites</li> <li>● Identify and describe rooms and furniture through speaking and writing activites</li> <li>● Discuss and understand cultural aspects of families and homes in Spanish-speaking countries.</li> <li>● Appropriately use the verb “tener” verbally and in writing</li> <li>● Appropriately use possessive adjectives verbally and in writing</li> <li>● Discuss and describe aspects of the culture of the Spanish-speaking world.</li> </ul>
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<p><b>Unit 3:school</b></p> <p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own,</p>	<p><b>Unit 3:school</b></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>-school concepts and activities.</li> <li>-school clothing and school supplies.</li> <li>- activities that take place outside of school.</li> <li>-cultural differences of young people in the US and Spanish-speaking countries.</li> <li>-present tense of -ar verbs</li> <li>-verbs: ir, dar, and estar</li> <li>-contractions of al and del</li> <li>-various concepts of culture of Spanish-world (which may include, but not be limited to: library in Barranco, Peru; school uniforms in Spain and Latin America; Barcelona, Spain and its languages; Plaza de Armas in Arequipa, Peru; Home in Antigua, Guatemala; school and work activities in the Spanish-speaking world)</li> </ul>	<p><b>Unit 3:school</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Discuss and write about their classes and classroom experiences and activities.</li> <li>● Identify, discuss clothing and school supplies during speaking and writing activities.</li> <li>● Write about and discuss activities that take place outside of school.</li> <li>● Write about and discuss the cultural aspects of school clothes/uniforms and school activities</li> <li>● Read about and discuss the work habits of young people in the Spanish-speaking world</li> <li>● Appropriately conjugate and use the present tense of -ar verbs during speaking and writing</li> <li>● Appropriately conjugate and use the verbs “ir”, “dar”, and “estar” during speaking and writing</li> <li>● Understand and apply the contractions of “al” and “del” during speaking and writing</li> <li>● Translate/understand the forms of the verbs and contractions during reading.</li> </ul>
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<p><b>Unit 4:food</b></p> <p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p><b>Unit 4:food</b></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>-food and breakfast, lunch, and dinner.</li> <li>-how to function in a cafe</li> <li>-eating habits in Spanish-speaking world compared to the United States.</li> <li>-typical dishes in Spanish-speaking countries; including Argentine beef and popular beverages like Inca Cola, tapas.</li> <li>-the role of Simón Bolívar as a Latin American hero.</li> <li>-conjugation and use the present tense of -er and -ir verbs.</li> <li>-the use of expressions with the infinitive--ir a, tener que, acabar de</li> </ul>	<p><b>Unit 4:food</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and discuss food and meals through speaking and writing.</li> <li>● Discuss restaurants and eating experiences.</li> <li>● Ask for a table, order food and/or beverages in a restaurant in both speaking and writing activities.</li> <li>● Make requests of the server in a restaurant, including asking and paying for the check.</li> <li>● Discuss eating habits in the Spanish-speaking world in comparison to the United States.</li> <li>● Identify and describe typical dishes in Spanish-speaking countries.</li> <li>● Describe and discuss the role of Simón Bolívar.</li> <li>● Use the correct form of present tense -er and -ir verbs in speaking and writing.</li> <li>● Translate/understand the forms of the verbs during reading.</li> <li>● Use and understand expressions with the infinitive in reading, speaking and writing.</li> </ul>
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<p><b>Unit 5:sports</b></p> <p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p><b>Unit 5:sports</b> Students will understand:</p> <p>-vocabulary relating to sports and uniforms for soccer, baseball, basketball, tennis</p> <p>-colors</p> <p>-use of the present tense of stem-changing verbs</p> <p>-use of interesar, aburrir, and gustar (likes and dislikes)</p> <p>-various concepts of culture of Spanish-world (which may include, but not be limited to:soccer stadiums in Spain and Latin America; Copán, Honduras; Jai alai; San Pedro de Macoris, DR; Nicaragua and the earthquake of 1972; sports compared with the United States; Roberto Clemente)</p>	<p><b>Unit 5:sports</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Discuss various sports.</li> <li>● Describe soccer uniform.</li> <li>● Identify and use colors in speaking and writing.</li> <li>● Compare sports between the Spanish-speakign world and the United States.</li> <li>● Discuss the cultural aspects relating to sports such as stadiums, players, etc.</li> <li>● Discuss places and events in Spanish-speaking countries.</li> <li>● Correctly conjugate and use the present tense of stem-changing verbs in speaking and writing.</li> <li>● Translate/understand stem-changing verbs during reading.</li> <li>● Describe likes and dislikes using interesar, aburrir, and gustar both when speaking and writing.</li> </ul>
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<p><b>Unit 6:health</b></p> <p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p><b>Unit 6:health</b></p> <p>Students will understand:</p> <p>-vocabulary related to personality, conditions, and emotions</p> <p>-illnesses and visiting a doctor's office</p> <p>-the use of ser and estar</p> <p>-the use of indirect object pronouns</p> <p>-various concepts of culture of Spanish-world (which may include, but not be limited to: pharmacies in the Spanish-speaking world; homes of the Embera people in Panama; Canary Islands; Salamanca, Spain; The Plaza Grande in Merida, Mexico; the picaresque novel)</p>	<p><b>Unit 6:health</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe someone's personality during speaking and writing.</li> <li>● Identify and discuss various health conditions during speaking and writing.</li> <li>● Describe emotions when speaking and writing</li> <li>● Discuss illness and how to interact and talk about a doctor's appointment.</li> <li>● Correctly use ser and estar when speaking and writing.</li> <li>● Correctly use indirect object pronouns when speaking and writing.</li> <li>● Understand/translate direct object pronouns when reading.</li> <li>● Discuss and compare pharmacies in the Spanish-speaking world and the United States.</li> <li>● Discuss the homes of the Embera people.</li> <li>● Discuss and describe the places in Spanish-speaking country as discussed .</li> <li>● Understand and discuss the picaresque novel.</li> </ul>
<p><b>Unit 7: Holidays</b></p> <p>ACTFL World-Readiness Standards for Learning Languages</p> <p>Cultures 2.1</p>	<p><b>Unit 7: Holidays</b></p> <p>Students will understand:</p> <p>-the importance of holidays</p>	<p><b>Unit 7: Holidays</b></p> <p>Students will:</p> <p>-explore the concepts of holiday celebrations in Spanish-speaking</p>

<p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>in Spanish-speaking countries, including, but not limited to: Día de los Muertos, Navidad, and Cinco de Mayo.</p> <p>-the historical context surrounding certain holidays.</p> <p>-the foods and customs associated with certain holidays.</p>	<p>countries.</p> <p>-see the similarities and differences between how we celebrate holidays.</p> <p>-experience traditional cultural aspects of holidays, including, but not limited to food, crafts, and games.</p>
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## Pacing Guide

Course: Spanish 1

Course Unit (Topic Periods)	Length of Instruction (Class
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<b>Preliminary lessons</b> (introductions, greetings, alphabet, calendar, telling time, counting, seasons/weather, geography)	<b>15 days</b>
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<b>Unit 1:</b> descriptions (physical descriptions, likes/dislikes, ser, tú and usted, Spanish speakers in US)	<b>12 days</b>
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<b>Unit 2:</b> family and pets (families, living quarters, furniture, tener, possessive adjectives)	<b>12 days</b>
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<b>Unit 3:</b> school (subjects, clothing, after-school activities, work habits, present tense -ar verbs, ir/dar/estar, al/del)	<b>12 days</b>
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<b>Unit 4:</b> food (typical foods, functioning in restaurants, present tense of -er and -ir verbs, expressions with infinitive)	<b>11 days</b>
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<b>Unit 5:</b> sports (various sports, uniforms, colors, stem-changing verbs, interesar/gustar/aburrir)	<b>11 days</b>
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<b>Unit 6:</b> health (emotions, personality, conditions, doctor's visits, ser and estar, direct object pronouns, picaresque novel)	<b>11 days</b>
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<b>Unit 7:</b> holidays (customs, history, food)	<b>4 days</b>
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<b>final exam</b> (grammar/vocab, culture, reading, writing, speaking)	<b>2 days</b>
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