

SUBJECT: Spanish		LEVEL: Spanish I	
Unit Title: [1] Intro to the World of Spanish		Time Frame: 4 weeks	
UNIT OVERVIEW			
In the opening unit of the course, students will be introduced to a variety of topics centered around everyday conversations. Topics addressed include the day and calendar, introductory questions, describing how one’s feeling, counting in Spanish, and using the Spanish alphabet. Activities are formulated to ease students into the class structure of hearing Spanish instruction.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)		12.1.1.S1.A: Recite target language alphabet and associated sounds and basic words with proper accentuation. 12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands). 12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes). 12.1.1.S1.D: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family). 12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts). 12.3.1.S1.B: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies). 12.3.1.S1.C: Model life skills and social interactions in the target language culture and in one’s own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity). 12.3.1.S1.D: List and relate content subject words used in English that have origins in the target language (Mathematics [e.g., metric, geometry]; Music [e.g., lento, a cappello, allegro]; Literature [e.g., Hansel and Gretel, Arabian	

	Nights]; Physical Education [e.g., tango, ballet, Olympics, soccer]; Science [e.g., Fahrenheit, Celsius, Homo sapiens]). 12.5.1.S1.A: Introduce one's self and respond to simple questions in the local and regional community (face to face interaction; key pals / pen pals / Internet; audio and video tapes; local celebrations; school club activities; target language community visits where possible).
COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can communicate in a written format.
I can comprehend and use proper grammar and style.	I can discern between masculine and feminine nouns.
I can acquire content knowledge about the culture.	I can answer basic introductory questions about myself. I can identify and use numbers 0-39. I can communicate about a calendar in Spanish. I can use the alphabet to spell.

SUBJECT: Spanish		LEVEL: Spanish I	
Unit Title: [2] Interests & Personalities		Time Frame: 4 weeks	
UNIT OVERVIEW			
Students expand from the basic introductory conversations in unit one to focus on more specific interests. The unit is divided into two main components. First, students are introduced to expressing interests, activities that they like or dislike. Students communicate personal opinions as well as the opinions of other people. In the latter part of the unit, students learn to express their personality as well as the personalities of other family members and friends. Also in this second part of the unit is when students will be introduced to the first major grammatical construct: adjective agreement, a skill that will be developed throughout the course.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	

<p>Continual Learning & A Growth Mindset: Self-Reflection (D2C)</p> <p>Collaboration & Teamwork: Self-Reflection (S1C)</p> <p>Communication & Empathy: Oral Exam Assessment (S2C)</p>	<p>12.1.1.S1.A: Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands).</p> <p>12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes).</p> <p>12.1.1.S1.D: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family).</p> <p>12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts).</p> <p>12.3.1.S1.B: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies).</p> <p>12.3.1.S1.C: Model life skills and social interactions in the target language culture and in one's own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity).</p> <p>12.5.1.S1.A: Introduce one's self and respond to simple questions in the local and regional community (face to face interaction; key pals / pen pals / Internet; audio and video tapes; local celebrations; school club activities; target language community visits where possible).</p>
COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can communicate in a written format.
I can comprehend and use proper grammar and style.	<p>I can use correct adjective endings.</p> <p>I can properly use definite and indefinite articles.</p>

I can acquire content knowledge about the culture.	I can describe likes and dislikes. I can use adjectives to describe people and objects.
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SUBJECT: Spanish		LEVEL: Spanish I	
Unit Title: [3] School & Telling Time		Time Frame: 5-6 weeks	
UNIT OVERVIEW			
This unit is divided into two sub-units of study. First, students are introduced to vocabulary centering around their school day. They will practice conversing about when they have classes, what they need for each class, along with expressing their opinions about the classes. The second half of the unit is dedicated to introducing the second major grammatical construct: verb conjugation. Students will explore how verbs are implemented in the Spanish language.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)		12.1.1.S1.A: Recite target language alphabet and associated sounds and basic words with proper accentuation. 12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands). 12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes). 12.1.1.S1.D: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family). 12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts). 12.3.1.S1.B: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies). 12.3.1.S1.C: Model life skills and social interactions in the target language culture and in one’s own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity).	

	12.5.1.S1.A: Introduce one's self and respond to simple questions in the local and regional community (face to face interaction; key pals / pen pals / Internet; audio and video tapes; local celebrations; school club activities; target language community visits where possible).
COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can communicate in a written format.
I can comprehend and use proper grammar and style.	I can use correct adjective endings. I can properly use definite and indefinite articles. I can properly use subject pronouns. I can properly conjugate <i>-AR</i> verbs. I can formulate and answer questions.
I can acquire content knowledge about the culture.	I can answer questions about class schedules. I can explain what school supplies are needed for a particular class. I can tell time.

SUBJECT: Spanish		LEVEL: Spanish I	
Unit Title: [4] Food & Beverages		Time Frame: 4-5 weeks	
UNIT OVERVIEW			
Students begin the unit studying vocabulary related to foods and drinks. They will continue to develop their interpersonal skills by discussing food preferences and describing why they like or love a particular food or drink. In addition to new vocabulary, students will study the plural forms of adjectives.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Continual Learning & A Growth Mindset: Self-Reflection (D2C)		12.1.1.S1.A: Recite target language alphabet and associated sounds and basic words with proper accentuation.	

<p>Collaboration & Teamwork: Self-Reflection (S1C)</p> <p>Communication & Empathy: Oral Exam Assessment (S2C)</p>	<p>12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands).</p> <p>12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes).</p> <p>12.1.1.S1.D: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family).</p> <p>12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts).</p> <p>12.3.1.S1.B: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies).</p> <p>12.3.1.S1.C: Model life skills and social interactions in the target language culture and in one's own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity).</p> <p>12.5.1.S1.A: Introduce one's self and respond to simple questions in the local and regional community (face to face interaction; key pals / pen pals / Internet; audio and video tapes; local celebrations; school club activities; target language community visits where possible).</p>
COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can communicate in a written format.
I can comprehend and use proper grammar and style.	<p>I can properly conjugate <i>-ER</i> and <i>-AR</i> verbs.</p> <p>I can use adjectives to describe people and objects.</p> <p>I can describe likes and dislikes.</p> <p>I can use the correct form of the verb <i>ser</i>.</p>

I can acquire content knowledge about the culture.	I can understand questions relating to foods and drinks.
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SUBJECT: Spanish		LEVEL: Spanish I	
Unit Title: [5] Family		Time Frame: 4-5 weeks	
UNIT OVERVIEW			
Students will study family relationships, expanding their conversational skills to talk about individuals and groups of family members. This unit is a culmination of the first half of the school year by expanding similar vocabulary, conversational, and grammatical concepts studied during the first half of the school year. Grammatical topics include: adjective agreement, verb conjugation, and possessive adjectives.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)		12.1.1.S1.A: Recite target language alphabet and associated sounds and basic words with proper accentuation. 12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands). 12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes). 12.1.1.S1.D: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family). 12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts). 12.3.1.S1.B: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies). 12.3.1.S1.C: Model life skills and social interactions in the target language culture and in one’s own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity). 12.5.1.S1.A: Introduce one’s self and respond to simple questions in the local and regional community (face to face interaction; key pals / pen pals /	

	Internet; audio and video tapes; local celebrations; school club activities; target language community visits where possible).
COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can communicate in a written format.
I can comprehend and use proper grammar and style.	I can use correct adjective endings. I can properly use the correct form of the verb <i>tener</i> . I can properly use the correct form of the verb <i>ser</i> . I can use possessive adjectives.
I can acquire content knowledge about the culture.	I can identify how family members are related by analyzing a family tree. I can describe family members in a variety of ways. I can explain how last names are given in Spanish-speaking countries.

SUBJECT: Spanish		LEVEL: Spanish I	
Unit Title: [6] Sports & Leisure Activities		Time Frame: 5-7 weeks	
UNIT OVERVIEW			
Students study community locations in this unit alongside the verb “to go” in Spanish. Conversational activities are implemented to practice saying where someone goes on various days of the week. In addition to location vocabulary, students learn how to extend invitations to friends, asking if they want to do an activity or go to a particular place with them. Grammatically, students are introduced to the informal future tense, building on the verb “to go” which they learned earlier in the unit. Another major component of the unit is grammar-based and builds on their knowledge of verb conjugation, stem-changing verbs.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C)		12.1.1.S1.A: Recite target language alphabet and associated sounds and basic words with proper accentuation.	

Communication & Empathy: Oral Exam Assessment (S2C)	<p>12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands).</p> <p>12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes).</p> <p>12.1.1.S1.D: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family).</p> <p>12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts).</p> <p>12.3.1.S1.B: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies).</p> <p>12.3.1.S1.C: Model life skills and social interactions in the target language culture and in one's own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity).</p> <p>12.5.1.S1.A: Introduce one's self and respond to simple questions in the local and regional community (face to face interaction; key pals / pen pals / Internet; audio and video tapes; local celebrations; school club activities; target language community visits where possible).</p>
COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can communicate in a written format.
I can comprehend and use proper grammar and style.	<p>I can conjugate and use the verb <i>estar</i> correctly.</p> <p>I can conjugate and use the verb <i>ir</i> correctly.</p> <p>I can use <i>ir</i> to make future plans.</p> <p>I can create questions using the correct interrogative word.</p> <p>I can conjugate stem-changing verbs correctly.</p>

I can acquire content knowledge about the culture.	I can tell where and when people go to certain places using complete sentences. I can extend, accept and decline invitations.
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SUBJECT: Spanish	LEVEL: Spanish I
Unit Title: [7] Clothing	Time Frame: 1-4 weeks

UNIT OVERVIEW

With time permitting at the end of the course, students will be introduced to clothing vocabulary. This unit builds on prior knowledge learned throughout the course and serves as a means to review and apply previously learned material.

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	12.1.1.S1.A: Recite target language alphabet and associated sounds and basic words with proper accentuation. 12.1.1.S1.B: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands). 12.1.1.S1.C: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes). 12.1.1.S1.D: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family). 12.3.1.S1.A: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts). 12.3.1.S1.B: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies). 12.3.1.S1.C: Model life skills and social interactions in the target language culture and in one's own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity).

	12.5.1.S1.A: Introduce one's self and respond to simple questions in the local and regional community (face to face interaction; key pals / pen pals / Internet; audio and video tapes; local celebrations; school club activities; target language community visits where possible).
COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can communicate in a written format.
I can comprehend and use proper grammar and style.	I can properly conjugate <i>-ER</i> and <i>-AR</i> verbs. I can conjugate and use the verb <i>ir</i> correctly. I can use correct adjective endings.
I can acquire content knowledge about the culture.	I can describe what clothing looks like and how it fits. I can discuss the price of various clothing items.