

Spanish 1

NOVICE

COMMUNICATION GOALS: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standards:

1 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.1 I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?

1.1.1 I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

1.1.2 I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.

1.1.3 I can identify the topic and some isolated facts from simple sentences in informational texts.

1.2 I can understand, interpret or analyze authentic fictional texts that I hear, read or view?

1.2.1 I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.

1.2.2 I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.

1.2.3 I can identify the topic and some isolated elements from simple sentences in short fictional texts.

1.3 I can understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?

1.3.1 I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

1.3.2 I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

1.3.3 I can understand familiar questions and statements from simple sentences in conversations.

2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

2.1 I can exchange information and ideas in conversation?

2.1.1 I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

2.1.2 I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

2.1.3 I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

2.2 I can meet my needs or address situations in conversations?

2.2.1 I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.

2.2.2 I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

2.2.3 I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

2.3 I can express, react to, and support preferences and opinions in conversations?

2.3.1 I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.

2.3.2 I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

2.3.3 I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

3.1 I can present information to narrate about my life, experiences and events?

3.1.1 I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

3.1.2 I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

3.1.3 I can present personal information about my life and activities, using simple sentences most of the time.

3.2 I can present information to give a preference, opinion or persuasive argument?

3.2.1 I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.

3.2.2 I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

3.2.3 I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

3.3 I can present information to inform, describe, or explain?

3.3.1 I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

3.3.2 I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

3.3.3 I can present on familiar and everyday topics, using simple sentences most of the time.

CULTURES GOALS: Interact with cultural competence and understanding.

Standards:

4 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

5 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS GOALS: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

Standards:

6 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

7 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

7.1 In my own and other cultures I can identify products and practices to help me understand perspectives.

COMPARISONS GOALS: Develop insight into the nature of language and culture in order to interact with cultural competence.

Standards:

8 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

8.1 In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

9 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

9.1 In my own and other cultures I can identify some typical practices related to familiar everyday life.

COMMUNITIES GOALS: Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Standards:

10 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

10.1 I can interact at a survival level in some familiar everyday contexts.

10.2 I can interact at a functional level in some familiar contexts.

11 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

Unit	ACTFL Standards	Duration	Vocabulary	Grammar	Essential questions	Exams/ Projects	Goals
<p>Para empezar Hola, ¿Cómo estás?</p>	<p>1.1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.1, 2.2.1, 3.1.1, 9.1, 11</p>	<p>4 weeks Quarter 1</p>	<p>Basic greetings and goodbyes Letters Numbers 0-100 Body parts Days of the week/month Date Weather Classroom materials Basic questions (Bath room, ask for help etc)</p>	<p>Basic greetings and goodbyes Numbers 0-100 Body parts Days of the week/month Date Weather Basic questions (Bath room, ask for help etc) Telling time</p>	<p>¿Cuál es tu nombre? ¿Cómo estás? ¿Cuál es la fecha? ¿Puedo ir al baño? ¿Cómo estás? ¿Cuántos años tienes? ¿Qué hora es?</p>	<p>Formative grades: Numbers, body parts, weather Classroom basic questions Vocabulary test (summative) Chapter test (summative) Writing/ oral presentation: Create a dialogo, doing greetings and goodbyes.</p>	<p>By the end of the chapter the student will be able to count to 100, introduce themselves, Name the date and weather. Recognize body parts. Ask basic questions.</p>
<p>Chapter 1A: ¿Qué te gusta hacer?</p>	<p>1.1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.2, 2.2.3, 3.2.1, 3.2.2, 9.1, 10.1</p>	<p>4 weeks Quarter 1</p>	<p>Activities Expressing likes and dislikes</p>	<p>Infinitives Negatives Expressing agreement or disagreement Cognates</p>	<p>¿Qué te gusta hacer? ¿Qué te gusta más? ¿Te gusta o no te gusta?</p>	<p>Formative grades: Vocabulary recognition and definition ¿Qué te gusta hacer?. Question and answers. Infinitive verb recognition Vocabulary test (summative) Chapter test (summative) writing/oral presentation Write and ask questions to friends about what they like and don't like. They will write the answer</p>	<p>By the end of this chapter the student will be able to: Listen to and read about activities people like and do not like to do. Describe their favorite activities and ask others about theirs.</p>

<p>Chapter 1B: ¿Cómo eres?</p>	<p>1.1.2, 1.1.3, 1.2.2, 1.3.2, 1.3.3, 2.1.2, 2.2.2, 2.3.3,3.1.2, 3.1.3, 3.2.2,3.2.3, 3.3.2, 8, 9.1, 10,1</p>	<p>4 weeks Quarter 2</p>	<p>Personality traits Expressing likes and dislikes</p>	<p>Adjectives Definite and indefinite articles sentence, placement of adjective</p>	<p>¿Cómo eres? ¿Cómo es? ¿Cómo se llama? ¿Eres...?</p>	<p>Formative grades: Vocabulary recognition and definition Definite article (la /el) Indefinite article (un/ una) Sentence organization Vocabulary test (summative) Chapter test (summative) Writing/ oral presentation: students draw a picture of their best friends, then describe their characteristics and personality traits.</p>	<p>By the end of this chapter the student will be able to listen to and read descriptions of others. Talk and write about their personality traits and describe their personality to others</p>
<p>Chapter 2A: La vida en la escuela</p>	<p>1.1.2, 1.1.3, 1.2.2, 1.3.2, 1.3.3, 2.1.2,2.1.3, 2.2.2, 2.2.3, 3.1.1,3.1.2, 3.3.2, 8.1, 10.1</p>	<p>4 weeks Quarter 2</p>	<p>School subjects and schedule School supplies Class descriptions</p>	<p>Subject pronouns Present tense, regular verb -ar, er and -ir form.</p>	<p>¿Cuántas hay? ¿Quién es? ¿A qué hora es...? ¿Cómo es?</p>	<p>Formative grades: Vocabulary recognition and definition. Subject pronouns recognition Present tense conjugation Vocabulary test (summative) Chapter test (summative) Writing/ oral presentation`</p>	<p>By the end of this chapter the student will be able to: Listen to and read descriptions of school subjects and schedules. Exchange information while explaining what classes and activities they and friends have in common. Talk and write about classes, school activities, and likes and dislikes.</p>

Semester 1 Exam Covers everything taught up to this point	Oral,listening, reading and written test						
Chapter 2B: La sala de clase	1.1.2, 1.1.3, 1.2.1, 1.3.2, 1.3.3, 2.1.1, 2.1.2, 2.2.2, 2.3.3, 3.1.3, 3.3.1, 3.3.2, 8.1 9.1, 10.1	3 weeks Quarter 3	Classroom items and furniture, Words to describe location.	The verb ESTAR, plurals of nouns and articles	¿Qué hay en la clase? ¿Dónde está..? ¿Tienes ...? ¿Cuántos hay..? ¿Qué es esto?	Formative grade: Vocabulary definition and recognition Verb ESTAR Plurals of nouns and articles. Summative grade: Vocabulary test Chapter test Talk about location	By the end of this chapter the students will be able to: Listen to and read conversations and notes about school. Talk and write about classes, classrooms and where things are located. Exchange information while describing someone's location.
Chapter 3A: ¿Desayuno o almuerzo?	1.1.2, 1.1.3, 1.3.2, 1.3.3, 2.1.2, 2.2.2, 2.2.3, 3.1.2, 3.1,3, 3.2.2, 3.3.1, 3.3.2, 7.1, 8.1, 9.1, 10.1	3 weeks Quarter 3	Food and beverage for breakfast and lunch. Expressions of frequency	Review: present tense verb ending on -AR, -ER, -IR I love, I don't love	¿Qué (no) te gusta comer/beber? ¿Qué (no) te encanta comer/beber? ¿Qué comida hay?	Formative grade: Vocabulary definition and recognition Present regular verb Summative grade: Vocabulary test Chapter test Writing. Create a menu for a restaurant.	By the end of this chapter the students will be able to: Listen to and read descriptions of meals and menus. Talk and write about foods that they like or dislike. Exchange information about food preference.
Chapter 3B: Para mantener la salud	1.1.2, 1.1.3, 1.3.2, 1.3.3, 2.1.2, 2.2.2, 2.2.3, 3.1.2, 3.1,3, 3.2.2, 3.3.1, 3.3.2, 7.1, 8.1, 9.1, 10.1	3 week Quarter 3	Food groups, healthy activities, ways to describe foods.	Plurals of adjectives, The verb SER	¿Qué haces...? ¿Qué prefieres? ¿Qué no prefieres?	Formative grade: vocabulary definition and recognition Verb SER Plural of adjectives Summative	By the end of this chapter the students will be able to: Listen to and read descriptions of healthy and unhealthy lifestyles. Exchange

						test: Vocabulary test Chapter test Writing/ oral presentation healthy advices	information while expressing their opinions about food choices and health.
Chapter 4A: ¿Adónde vas?	1.1.2, 1,1.3, 1.2.2, 1.3.2, 1.3.3, 2.1.2, 2.1.3, 2.3.2, 2.3.3, 3.1.2, 3.1.3, 3.2.2, 3.2.3, 3.3.2, 7.1, 8.1, 9.1, 10.1	4 week Quarter 4	Leisure activities Places in the community.	The verb IR Question words	¿Qué te gusta hacer? ¿Adónde vas? ¿Dónde vas? ¿De dónde eres? ¿Cuándo vas? ¿Con quién vas?	Formative grade: Vocabulary definition and recognition Question words Verb IR Summative grade Vocabulary test Chapter test Writing, places to go with friends.	By the end of the chapter the student will be able to: Listen and read about leisure activities and schedules. Talk and write about places to go and activities to do during free time Exchange information about weekend plans.
Chapter 4B: ¿Quieres ir conmigo?	1.1.2, 1,1.3, 1.2.2, 1.3.2, 1.3.3, 2.1.2, 2.1.3, 2.3.2, 2.3.3, 3.1.2, 3.1.3, 3.2.2, 3.2.3, 3.3.2, 7.1, 8.1, 9.1, 10.1	4 week Quarter 4	Sports and activities outside of school Extending, accepting and declining invitations	Ir+a+infinitive The verb JUGAR	¿Qué haces en tu tiempo libre? ¿A qué hora...?	Formative grade: Vocabulary definition and recognition Verb JUGAR Ir+a+infinitive Summative test Vocabulary test Chapter test Writing/ oral.	By the end of the chapter the student will be able to: Listen to and read invitations and responses. Discuss and write an invitation and activity plan. Exchange information while responding to an invitation.
Semester 2 Exam Covers everything taught this school year	Oral, Listening, Reading and written test.						