

Spanish 1 Student Scope & Sequence

Thematic Units <i>*Each thematic unit takes approximately 2.5 weeks to complete.</i>	ACTFL Standards <i>The ACTFL World-Readiness Standards for Learning Languages are also known as the 5 C's (Communication, Cultures, Connections, Comparisons, & Communities)</i>	Essential Targets <i>*All targets are set at Novice-Mid to Novice-High Proficiency Level</i>
<p>¡Mucho gusto!</p> <p>Nice to meet you!</p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> 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.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the</p>	<ul style="list-style-type: none"> ● I can recognize some familiar greetings, farewells, and introductory phrases when I listen and read in the target language. ● I can ask and answer questions used to introduce myself or others using memorized/practic ed words and phrases in the target language. ● I can write lists and present

	<p>language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><i>2.2 - (Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><i>3.1. - (Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><i>3.2 - (Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><i>4.1 - (Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>information about myself and others using memorized or practiced introductory vocabulary phrases and expressions of greeting and farewell in the target language, with an appropriate level of formality for the situation.</p> <ul style="list-style-type: none">● I can identify countries and regions where Spanish is spoken.● I can recognize differences in the wide variety of expressions used by different groups in the target culture.● I can identify words in the English language that are influenced by the Spanish language and
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	<p>4.2 - <i>(Cultural Comparisons)</i> 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>5.1 - <i>(School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	<p>culture within the United States.</p>
<p><i>Durante las estaciones</i></p> <p>During the seasons</p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> 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.</p>	<ul style="list-style-type: none"> ● I can recognize weather expressions and clothing vocabulary and descriptors when I listen and read in the target language. ● I can ask and answer questions about the seasons, weather, what people are wearing, and what myself and others like to do in different seasons in the target language. ● I can write a weather

	<p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1. - <i>(Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 - <i>(Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 - <i>(Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> 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>5.1 - <i>(School and Global Communities)</i></p>	<p>report in the target language, as well as make a verbal presentation about the weather in the target language.</p> <ul style="list-style-type: none"> ● I can write written descriptions about what people are wearing using clothing, colors, and descriptive adjective vocabulary in the target language. ● I can identify similarities and differences about the weather in my own region when compared to the weather in various Spanish-speaking countries or regions.
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	<p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	
<p><i>Mi familia y mis amigos</i></p> <p>My family and friends</p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> 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.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> ● I can recognize vocabulary words and phrases about family members and descriptive adjectives used to describe physical appearance and personality in the target language. ● I can answer questions about my own family, as well as ask others about their families in the target language. ● I can verbally describe my likes and dislikes to others in Spanish. ● I can write about my family members and describe them in Spanish, using target language vocabulary phrases and expressions. ● I can recognize similarities and differences in the types of family units

	<p>3.1 - <i>(Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 - <i>(Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 - <i>(Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> 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>5.1 - <i>(School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	<p>and of the cultural rites of passage between my own culture and that of Spanish-speaking countries.</p>
<p>Mis clases en la</p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and</p>	<ul style="list-style-type: none"> ● I can identify school

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My classes at school

negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 - *(Interpretive Communication)* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 - *(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.

2.1 - *(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.

2.2 - *(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.

3.1. - *(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.

3.2 - *(Acquiring Information and Diverse Perspectives)* Learners access and evaluate information and diverse perspectives that are available through the language and its

supplies and course names in the target language when I listen and read.

- I can ask and answer questions about my classes at school or which supplies I need for my classes in the target language.
- I can write lists about my school supplies or my schedule in Spanish.
- I can make an oral or written presentation about my school schedule in the target language.
- I can recognize the time in spoken and written Spanish.
- I can describe what time I do things in Spanish.
- I can compare and contrast my own schedule with that of others in oral and written formats, using memorized or practiced phrases and expressions in the target language.
- I can identify similarities and differences between my own school system

	<p>cultures.</p> <p>4.1 - <i>(Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> 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>5.1 - <i>(School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	<p>and those of Spanish-speaking countries.</p>
<p>Mis actividades</p> <p>My Activities</p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate</p>	<ul style="list-style-type: none"> ● I can recognize common verbs and expressions of frequency in the target language when I listen and read. ● I can ask and answer basic questions about my daily activities and interests in the target language. ● I can write a short

	<p>on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 - <i>(Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 - <i>(Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 - <i>(Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> Learners use the language to investigate, explain, and reflect on the concept of culture through</p>	<p>paragraph about my daily activities in Spanish, using sentences with a few details.</p> <ul style="list-style-type: none"> ● I can share opinions about what I like to do in my free time using memorized or practiced phrases in the target language. ● I can recognize how verbs are conjugated in Spanish and I can talk about what others do using conjugated verbs in the target language. ● I can recognize similarities and differences of common leisure activities between my own culture and that of those in Spanish-speaking countries.
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	<p>comparisons of the cultures studied and their own.</p> <p>5.1 - <i>(School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	
<p><i>Por la comunidad</i></p> <p>Throughout the community</p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> 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.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to</i></p>	<ul style="list-style-type: none"> ● I can recognize vocabulary about places around town and phrases and expressions that are used to describe location in the target language when I listen and read. ● I can ask and answer questions about where myself and others are going in the community using memorized or practiced words or phrases in the target language. ● I can write a description of places around town in the target language. ● I can orally explain the

	<p><i>Perspectives</i>) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 - <i>(Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 - <i>(Acquiring Information and Diverse Perspectives)</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 - <i>(Language Comparisons)</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - <i>(Cultural Comparisons)</i> 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>5.1 - <i>(School and Global Communities)</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - <i>(Lifelong Learning)</i> Learners set goals and reflect on their progress in using</p>	<p>location of places in the community using prepositions of location in the target language.</p> <ul style="list-style-type: none"> ● I can compare and contrast my community with that of communities in Spanish-speaking countries. ● I can recognize unique places and locations within Spanish-speaking communities. ● I can apply my knowledge of community vocabulary and phrases needed for asking directions when on vacation in a Spanish-speaking country, enabling me to ask for directions when I am lost.
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	<p>language for enjoyment, enrichment, and advancement.</p>	
<p>¡Buen Provecho!</p> <p>Enjoy your meal!</p>	<p>1.1 - <i>(Interpersonal Communication)</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 - <i>(Interpretive Communication)</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 - <i>(Presentational Communication)</i> 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.</p> <p>2.1 - <i>(Relating Cultural Practices to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 - <i>(Relating Cultural Products to Perspectives)</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1. - <i>(Making Connections)</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> ● I can recognize words, phrases, and sentences that contain vocabulary about common foods, beverages, and meals when I listen and read in the target language. ● I can ask and answer target language questions about what I like to eat, my favorite and least favorite meals, and when and with whom I typically eat. ● I can write about my meals and describe foods that I eat in the target language, using simple sentences with additional details. ● I can make an oral presentation in which I order food in a restaurant scenario, using learned phrases and simple sentences in the target language. ● I can make a shopping list of grocery items needed in the target language. ● I can identify cultural differences in

	<p>3.2 - (<i>Acquiring Information and Diverse Perspectives</i>) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 - (<i>Language Comparisons</i>) Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 - (<i>Cultural Comparisons</i>) 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>5.1 - (<i>School and Global Communities</i>) Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 - (<i>Lifelong Learning</i>) Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.</p>	<p>mealtimes between my own culture and that of Spanish-speaking countries.</p> <ul style="list-style-type: none"> ● I can recognize typical dishes from authentic menus in the target language. ● I can apply my knowledge of food vocabulary and phrases needed to order food in an actual restaurant outside of the school setting, enabling me to order my meal in Spanish.
<p>End of Course Summative Integrated Performance Assessment</p>	<p>Students will complete an end of course, summative assessments that is called an IPA (Integrated Performance Assessment) over the course of several class periods. The performance assessment measures the current proficiency levels of the students' interpretive, interpersonal, and presentational communication skills.</p>	<p>The goal is for students to achieve a Novice-Mid to Novice-High level of proficiency for each mode of communication by the end of the course.</p>