



# Spanish 1

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Spanish 1		
<b>Course Title:</b>	Spanish 1		
<b>Prerequisite(s):</b>	None		
<b>Course Description:</b> <i>Program of Studies</i>	This course focuses on self-expression and personal connections, guiding students to describe themselves and others while exploring the role of identity in communication. Students will learn to talk about their interests, talents, and daily routines while examining how family, friends, and cultural traditions influence who they are. By studying greetings, farewells, and social customs, they will understand how interactions shape relationships in Spanish-speaking cultures.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How does who I meet affect how I communicate?</li> <li>● How does where I live influence who I am?</li> <li>● How do my interests and talents shape who I am?</li> <li>● How do we manage our time during the school year?</li> <li>● Where, how, and why do we learn throughout school life?</li> <li>● How do family and friends influence us?</li> <li>● How does where we live influence family life?</li> <li>● How do surroundings shape one's identity?</li> <li>● How do people connect across the world?</li> <li>● How do my actions affect the world beyond me?</li> </ul>		

<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Greetings and farewells are a crucial part of culture since they are fundamental to establishing social connections and demonstrating respect.</li> <li>• The people we interact with shape our communication styles, while the environment in which we live influences our identity, values, and worldview. Both factors interact to continuously mold how we express ourselves and how we perceive the world around us.</li> <li>• We are all unique in our way.</li> <li>• Schools are similar and different around the Spanish-speaking world.</li> <li>• Effectively managing our time during the school year is essential for success, and how we learn—through diverse environments, methods, and experiences—shapes how we grow academically and personally throughout our school life.</li> <li>• Family and friends are important, and every family is unique.</li> <li>• Family and friends play a significant role in shaping our values, behaviors, and identities, while our environment can influence the structure, dynamics, and experiences of family life.</li> <li>• The natural world and the cultural features of the towns and cities we inhabit shape who we are.</li> <li>• Communication through language fosters connections among people from diverse backgrounds, enabling shared experiences and mutual understanding.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	Entre Culturas - Book 1	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS)	

	<input type="checkbox"/> Using Communication Tools (UCT)
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - ¡Hola, mucho gusto! (Hi! Nice to meet you!) (~ 10 weeks) <b>Unit 2</b> - La vida en la escuela (Life at school) (~ 10 weeks) <b>Unit 3</b> - Mi familia es tu familia (My family is your family) (~ 10 weeks) <b>Unit 4</b> - Caminando por el mundo (Walking through the world) (~ 10 weeks)

<b>Unit Number and Title:</b>	<b>Unit 1 - ¡Hola, mucho gusto! (Hi! Nice to meet you!)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	EntreCulturas 1 - Unit 1
<b>Unit Overview:</b>	In this unit, students will begin the school year learning to greet others in Spanish and provide basic information about themselves.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does who I meet affect how I communicate?</li> <li>● How does where I live influence who I am?</li> <li>● How do my interests and talents shape who I am?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Greetings and farewells are a crucial part of culture since they are fundamental to establishing social connections and demonstrating respect.</li> <li>● The people we interact with shape our communication styles, while the environment in which we live influences our identity, values, and worldview. Both factors interact to continuously mold how we express ourselves and how we perceive the world around us.</li> <li>● We are all unique in our way.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● greetings and salutations.</li> <li>● formal vs. informal language.</li> <li>● subject pronouns.</li> <li>● the present tense of the verb “estar” to express feelings.</li> <li>● months, dates, days of the week.</li> <li>● geography, languages, and nationalities.</li> <li>● numbers 1-100.</li> <li>● the present tense of the verb “ser” to tell where people are from.</li> <li>● adjectives used to describe themselves and others.</li> <li>● the present tense of the verb “tener.”</li> <li>● infinitives associated with free time activities.</li> <li>● present tense of the verb “gustar” to express likes/dislikes.</li> <li>● cultural aspects about greetings.</li> <li>● interrogative words (how, what, which, where).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● introduce themselves.</li> </ul>

- say where they are from.
- state their age and birthday.
- recognize basic information that people share about themselves.
- exchange information to get to know people.
- reflect on how to communicate respectfully when meeting people from other cultures.
- describe themselves and others.
- compare themselves to adolescents in Spanish-speaking countries.
- tell which activities they like/dislike.
- ask questions about other people's likes/dislikes/favorite activities.
- recognize basic information that people share about themselves.
- exchange information to get to know people.
- present basic information about yourself, your identities, and your preferences.
- reflect on how to communicate respectfully when meeting people from other cultures.

<b>Unit Number and Title:</b>	<b>Unit 2 - La vida de la escuela (School Life)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	Entre Culturas 1-Unit 2
<b>Unit Overview:</b>	In this unit, students will discuss their school life, including their classes and teachers. They will talk about what they do both during the school day and after school. In this unit, students will compare their school life with that of students in Spanish-speaking countries.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do we manage our time during the school year?</li> <li>● Where, how, and why do we learn throughout school life?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Schools are similar and different around the Spanish-speaking world.</li> <li>● Effectively managing our time during the school year is essential for success, and how we learn—through diverse environments, methods, and experiences—shapes how we grow academically and personally throughout our school life.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to school subjects/classes.</li> <li>● vocabulary related to places/rooms in a school building.</li> <li>● numbers for telling time.</li> <li>● days of the week.</li> <li>● the form “hay” of the verb “haber” to list items in a classroom.</li> <li>● interrogative words (what, when).</li> <li>● vocabulary to express information related to school schedule.</li> <li>● definite and indefinite articles.</li> <li>● the form “hay” of the verb haber.</li> <li>● present tense of AR verbs.</li> <li>● present tense verbs with irregular “yo” forms.</li> <li>● the verb “ir” to say where they go in a school building</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe and discuss their classes and teachers, including their favorite and least favorite.</li> <li>● identify important places in a school building.</li> <li>● tell time and state at what time they have different classes.</li> <li>● compare their school to schools in Spanish-speaking countries.</li> <li>● say what school supplies they need for their classes.</li> <li>● interpret images, videos, and schedules to gain insight into learning in different cultures.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● investigate how approaches to learning throughout life reflect cultural values.</li><li>● present and exchange information about school schedules, classes and activities.</li><li>● investigate how approaches to learning throughout life reflect cultural values.</li><li>● say where they go in a school building</li></ul> |
|--|---|

<b>Unit Number and Title:</b>	<b>Unit 3 - Mi familia es tu familia (My family is your family)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	Entre Culturas 1 - Unit 3
<b>Unit Overview:</b>	In this unit, students will discuss their families and home life and compare their families to those of students in Spanish-speaking countries.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do family and friends influence us?</li> <li>• How does where we live influence family life?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Family and friends are important and every family is unique.</li> <li>• Family and friends play a significant role in shaping our values, behaviors, and identities, while our environment can influence the structure, dynamics, and experiences of family life.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary related to family members.</li> <li>• adjectives used to describe family members, including pets.</li> <li>• noun/adjective agreement.</li> <li>• vocabulary related to activities done at home.</li> <li>• vocabulary related to rooms of the house.</li> <li>• present tense of the verb “estar” to describe location.</li> <li>• the verb “tener” to express obligations.</li> <li>• present tense of regular ER and IR verbs related to the topic of family.</li> <li>• select stem-changing verbs (e-ie) to express preferences, wants, and likes.</li> <li>• possessive adjectives: mi/mis, tu/tus, su/sus.</li> <li>• masculine and feminine descriptions.</li> <li>• prepositional phrases.</li> <li>• adverbs to describe how things are done at home.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• describe themselves and their family members.</li> <li>• tell what their family does/likes to do together and separately.</li> <li>• explain what they have to do at home in different places of the house.</li> <li>• interpret short texts about family structures and activities.</li> <li>• exchange information about home life and family.</li> <li>• present a digital album about home and family.</li> </ul>

- explore the role of family and where we live in shaping identity.
- express preferences, wants and likes.
- describe locations of people, pets, and objects.
- describe the ideal home.
- describe how things are done (adverbs).
- use regular ER and IR verbs, including some stem-changing verbs.

<b>Unit Number and Title:</b>	<b>Unit 4 - Caminando por el mundo (Walking Through the World)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	Entreculturas 1- Unit 6
<b>Unit Overview:</b>	Students will share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in their community and the Spanish-speaking world.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do surroundings shape one’s identity?</li> <li>• How do people connect across the world?</li> <li>• How do my actions affect the world beyond me?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The natural world and the cultural features of the towns and cities we inhabit shape who we are.</li> <li>• Communication through language fosters connections among people from diverse backgrounds, enabling shared experiences and mutual understanding.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• weather expressions.</li> <li>• vocabulary related to articles of clothing.</li> <li>• vocabulary related to free time activities.</li> <li>• the present progressive tense.</li> <li>• adverbs to express...</li> <li>• reflexive verbs to describe a typical day on vacation.</li> <li>• select stem-changing verbs (o-ue).</li> <li>• Ir+a+infinitivo to express future actions</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• discuss the weather.</li> <li>• express opinions and preferences about activities they do in different types of weather.</li> <li>• compare weather where they live with weather in various Spanish speaking countries.</li> <li>• use the present tense of reflexive verbs such as “vestirse, lavarse, ponerse,” to describe a typical day on vacation.</li> <li>• interpret images and texts to learn about climate and weather in diverse regions of the Spanish-speaking world.</li> <li>• share how geography and culture shape identity in your own and other communities.</li> <li>• identify ways in which our actions impact other communities around the world.</li> <li>• say what they are going to do when they travel</li> </ul>