Course Title	IAA Spanish I

INNOVATIVE
ARTS ACADEMY

Course Overview

This Spanish I course aims to introduce students to the Spanish language and its diverse cultures, fostering communication skills and cultural understanding. Students will learn to communicate and interact with people in the target language, improve their understanding and sensitivity to cultural similarities and differences, and develop an appreciation of cultural diversity. The curriculum focuses on building foundational vocabulary, grammar, and pronunciation, while also exploring the role of culture in language acquisition and how world languages connect to the local, national, and global communities. Through this study, students will gain skills applicable to an ever-changing global community, including improved critical thinking, problem-solving, and digital citizenship, preparing them for continued education and participation in diverse environments.

Unit Title
Introduction to Spanish Language & Culture

Time Frame	15 days

Focus of the Unit

This unit introduces the benefits and strategies for learning Spanish, focusing on the Spanish alphabet, pronunciation rules, and identifying cognates. Students will also locate Spanish-speaking countries and research their products and perspectives. Learning Spanish is considered an important aspect of a global education.

Unit Title
Conversational Elements & Noun Foundations

Time Frame	15 days

Focus of the Unit

This unit focuses on foundational vocabulary for basic conversations, including days, months, seasons, and counting 0-100. Students will learn to carry on basic conversations about personal information, dates, time, and weather. Key grammar points include identifying gender and number of nouns, definite and indefinite articles, and their use with adjectives

Unit Title
Verbs (Ser) & Sentence Construction

Time Frame	15 days

Focus of the Unit

This unit introduces infinitive verbs, subject pronouns, and sentence structure. Students will recall infinitive verbs and learn to use the verb "ser" in all forms to describe people, things, and relationships. It also covers the use of subject pronouns and comparing English to Spanish sentence structure.

Board Approved 8/2025

Course Title	IAA Spanish I

INNOVATIVE ARTS ACADEMY

Course Overview

This Spanish I course aims to introduce students to the Spanish language and its diverse cultures, fostering communication skills and cultural understanding. Students will learn to communicate and interact with people in the target language, improve their understanding and sensitivity to cultural similarities and differences, and develop an appreciation of cultural diversity. The curriculum focuses on building foundational vocabulary, grammar, and pronunciation, while also exploring the role of culture in language acquisition and how world languages connect to the local, national, and global communities. Through this study, students will gain skills applicable to an ever-changing global community, including improved critical thinking, problem-solving, and digital citizenship, preparing them for continued education and participation in diverse environments.

Unit Title	Unit Title	Unit Title
Expanding Verb Usage	Daily Life Communications	Cultural Celebrations

Time Frame	15 days	Time Frame	15 days	Time Frame	15 days

Focus of the Unit

This unit focuses on -AR verbs, teaching students to construct sentences using them. It emphasizes distinguishing between infinitive and conjugated verbs and includes discussion of class schedules

Focus of the Unit

This unit focuses on practical communication for daily life, teaching students to order food and express opinions on food, healthy eating, and lifestyle habits. The core is the construction of sentences using -ER and -IR verbs in these contexts.

Focus of the Unit

This final unit introduces basic stem-changing verbs to enhance conversation. Students will learn to describe family relationships and make plans for parties or family gatherings. A key cultural component is identifying various holidays and customs in Spanish-speaking countries, such as Día de los Muertos, La Navidad, and El Cinco de Mayo.

Unit Title	Introduction to Spanish Language & Culture
Time Frame	15 days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- Why is learning Spanish important, especially as one of the major languages spoken throughout the world?
- Where in the world is Spanish spoken, and what are the cultural identities of those areas?
- What are the letters of the Spanish alphabet and their corresponding sounds?

Focus of the Unit

- Understanding the benefits and strategies for learning the Spanish language.
- Exploring the foundations of the Spanish language, including the alphabet and pronunciation rules.
- Identifying written and verbal cognates between Spanish and English.
- Locating and understanding characteristics of Spanish-speaking countries and their cultures.

Standards	WL-CS-1.12.6 .B, WL-CS-1.12.1 .E, WL-CS-1.12.5 .C, WL-CS-1.12.3 .C, WL-CS-1.12.1 .A

Learning Targets

I can identify and list the benefits of learning the Spanish language.

Learning Targets

I can identify cognates both written and spoken.

Learning Targets

I can identify the sound of each letter in the Spanish alphabet and recall rules of pronunciation.

Learning Targets

I can identify and locate Spanish-speaking countries and capitals.

Resources	Textbook, online resources

Unit Title	Conversational Elements & Noun Foundations
Time Frame	15 days

INNOVATIVE
ARTS ACADEMY

Essential Question(s)

- What are the days of the week, months of the year, and seasons of the year in Spanish?
- What skills are necessary to have a basic conversation in Spanish?
- How do Spanish nouns and articles function to form simple phrases?

Focus of the Unit

- Learning foundational Spanish vocabulary for basic conversation, including dates, time, and weather.
- Understanding and identifying the days of the week, months of the year, and seasons.
- Developing basic conversation components, such as introducing oneself and discussing personal information.
- Comparing daily activities and preferences in the U.S. with those in Spanish-speaking countries.
- Identifying the gender and number of nouns and the proper use of definite and indefinite articles with adjectives.

Standards	WL-CS-1.12.1 .A, WL-CS-1.12.1 .B, WL-CS-1.12.2 .C, WL-CS-1.12.2 .B

Learning Targets

I can count from 0-100 in Spanish.

Learning Targets

I can identify days of the week, months of the year, and seasons.

Learning Targets

I can carry on a basic conversation in Spanish regarding personal information, dates, time, weather, body parts, and in-classroom needs.

Learning Targets

I can identify the gender and number of nouns as well as definite and indefinite articles and how these are properly used with adjectives.

Resources	Textbook, online resources

Unit Title	Verbs (Ser) & Sentence Construction
Time Frame	15 days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- What are the "-ar" verbs needed for conversation, and how do they differ from infinitive verbs?
- When and how are subject pronouns used to form basic sentences?
- How do English and Spanish sentence structures compare?

Focus of the Unit

- Learning the use of the verb "ser" in all forms to describe people, things, and relationships.
- Understanding and applying subject pronouns in Spanish sentences.
- Comparing and contrasting English and Spanish sentence structures.

Standards	WL-CS-1.12.1 .D, WL-CS-1.12.2 .C, WL-CS-1.12.2 .B

Learning Targets

I can use the verb "ser" in all forms to tell what others are like, what things are, to describe things and people, and to state relationships.

Learning Targets

I can compare English sentence structure to Spanish sentence structure.

Learning Targets

I can use and identify when to use subject pronouns.

Learning Targets

I can construct sentences using -ar verbs.

VERB

Resources	Textbook, online resources

Unit Title	Expanding Verb Usage
Time Frame	15 days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- What is the difference between "ser" and "estar," and how is "estar" used to communicate feelings, locations, and actions?
- How are prepositions used to tell the location of items?
- How are interrogative words used to ask a variety of questions?
- What are the "-ir" verb endings, and how are they used in conversation?

Focus of the Unit

- Applying "estar" to express feelings, locations, and temporary actions.
- Using prepositions to describe the location of items.
- Learning and using interrogative words to form various questions.
- Understanding and applying "-ir" verbs, including discussing hobbies and stating where someone is going using the verb "ir".

Standards	WL-CS-1.12.2 .B, WL-CS-1.12.2 .C, WL-CS-1.12.2 .C

Learning Targets

I can distinguish and analyze the difference between ser and estar.

Learning Targets

I can use interrogative words to ask a variety of questions.

Learning Targets

I can use the verb "ir" in all forms.

Learning Targets

I can discuss hobbies and pastime activities.

Resources	Textbook, online resources

Unit Title	**Daily Life Communications**
Time Frame	15 days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- How are "-er" and "-ir" verbs used to communicate about eating and lifestyle choices?
- How is vocabulary used to order food in Spanish?
- How is "tener" used to communicate possession, and "tener que" used to communicate obligations or action items?

Focus of the Unit

- Using "-er" and "-ir" verbs to express opinions about food and healthy lifestyle habits.
- Developing vocabulary and conversational skills to order food in Spanish.
- Understanding and using the verb "tener" in all its forms to express possession.
- Applying "tener que" to communicate what needs to be done.
- Describing extracurricular activities and personal states of being.

Standards	WL-CS-1.12.1 .B, WL-CS-1.12.2 .C, WL-CS-1.12.1 .D

Learning Targets

I can order food in Spanish.

Learning Targets

I can describe extracurricular activities.

Learning Targets

I can describe my personal state of being and that of others.

Learning Targets

I can state what one has to do using "tener que".

Resources	Textbook, online resources

Unit Title	Cultural Celebrations
Time Frame	15 days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

- What verbs are stem-changing, and how are they used in conversation?
- How are family relationships described in Spanish?
- How are various holidays in Spanish-speaking countries celebrated?

Focus of the Unit

- Learning vocabulary and expressions related to family relationships and describing them.
- Planning for parties or family gatherings in a cultural context.
- Exploring and identifying various holidays and customs in Spanish-speaking countries.
- Developing the ability to discuss events and social customs.

Standards	WL-CS-1.12.1 D, WL-CS-1.12.2 .C, WL-CS-1.12.3 .A

Learning Targets

I can identify various holidays and holiday customs.

Learning Targets

I can state times in which events take place.

Learning Targets

I can identify and utilize basic stem-changing verbs.

Learning Targets

I can make plans for having a party or family gathering.

Resources	Textbook, online resources