

# Spanish I

Foreign Languages

Grade(s) 8th - 12th, Duration 1 Year  
Required Course

## Course Description

Level I world language courses enable students to discuss the reasons for learning languages and to develop an understanding of the people who speak them. Students will develop skills for language learning and show a willingness to experience various aspects of the cultures. The courses provide students the opportunities to:

- respond to and give oral directions and commands and to make routine requests in and out of the classroom;
- understand and use appropriate forms of address and be able to tell about daily routines and events;
- ask and answer simple questions and participate in conversations related to their needs and interests;
- read isolated words and phrases in contexts, such as menus, signs, and schedules
- comprehend brief written directions and information;
- read short narrative texts on simple topics; and
- write familiar words, phrases and complete sentences in appropriate contexts.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
20 Day(s)	Preliminary Lessons	1. Greetings / General Information
20 Day(s)	1: ¿Cómo somos?	1. Nouns, Adjectives, Articles 2. The verb SER
20 Day(s)	2: La familia y la casa	1. Families and Pets 2. House/Apartment 3. The verb TENER
20 Day(s)	3: La clase y después	1. In the classroom 2. School supplies and School clothing 3. Present tense verbs (-AR infinitives) 4. The verbs IR, DAR, & ESTAR 5. Contractions "al" and "del"
20 Day(s)	4: ¿Qué comes y dónde?	1. Food and Beverage/At a café 2. Present tense verbs (-ER & -IR infinitives) 3. Tener + que + infinitive// Ir + a + infinitive// Necesitar + infinitive (Infinitive Expressions)
20 Day(s)	5: Deportes	1. Sports 2. Colors 3. Present tense verbs INTERESAR, ABURRIR, & GUSTAR 4. Stem-changing verbs
20 Day(s)	6: El bienestar y la salud	1. Personality, Condition & Emotion 2. Illness/Doctor's visit 3. SER v. ESTAR 4. Indirect Object Pronouns
20 Day(s)	7: De vacaciones (verano e invierno)	1. Summer/Winter weather and activities 2. Preterite tense Introduction (-AR infinitives) 3. Preterite tense IR & SER 4. Direct Object Pronouns
20 Day(s)	8: En el tiempo libre (arte, música y literatura)	1. Birthday celebrations 2. The Arts (museum, concert, and movies) 3. Preterite tense (-ER & -IR infinitives) 4. Preterite Verbs OÍR & LEER
20 Day(s)	9: ¡De compras! (las tiendas)	1. Shopping for Clothes/Food 2. SABER v. CONOCER 3. Demonstrative Adjectives

## Key Resources

Asi Se Dice Spanish Level 1 Glencoe/McGraw Hill Publishers C2012  
estudio.quia.com Student On-line Textbook, Student User Name and password required

## Course Details

**Unit:** Preliminary Lessons

**Duration:** 20 Day(s)

### Unit Description

With the introduction/practice of this unit, students can...

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- greet people
- say goodbye
- use polite expressions
- count numbers 0-100
- identify days of the Week
- name months
- tell time in Spanish
- identify seasons/weather

### Essential Questions / Enduring Understandings

- Why is it important to learn another language?
- How is the Spanish alphabet similar or different to the English alphabet?
- How do I greet people in Spanish?
- How do I say goodbye in Spanish?
- How do I use polite phrases in Spanish (please/thank you/you're welcome)?
- How do I count from 0 to 100 in Spanish?
- How do I tell the day and date?
- How do I tell and give the hour in Spanish?
- How do I predict the weather and seasons?

### Academic Vocabulary

Vocabulary necessary for students to succeed in the FL classroom:

1. Identify, Recognize
2. Cognates
3. Pronouns
4. Verbs; Conjugations
5. Infinitives
6. Adjectives
7. Gender
8. Number
9. Greetings, Goodbye (Saludos, Despedida)

### Technology Integration

Google Suite  
estudio.quia.com  
Así se dice ebook edition  
Remind  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Duolingo  
ConnectED: listening activities, grammar/vocabulary games, grammar/vocababulary videos, interactive whiteboard

### Pre-Assessment

Preliminar Pre-Test

### Summative Assessment

Oral Proficiency (5 spoken questions) between teacher and student  
Preliminar Test (covering Topics A-G)

### Unit Materials and Resources

ebook: [Así se dice](#)  
eworkbook: Así se dice  
formative assessments: Quiz 1 A-D / Quiz 2 E-G

**Topic:** Greetings / General Information

**Duration:** Ongoing

### Topic Description

- greeting people
- saying goodbye
- speaking politely
- counting
- days of the week
- months of the year
- giving the date
- telling time
- seasons and weather

### Academic Vocabulary

cognate  
gender (nouns, articles, adjectives)

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### Formative Assessment

days of the week song  
telling time song  
vocabulary bell ringer tickets  
exit tickets  
Prelim A-D Quiz  
Prelim E-G Quiz  
eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

greet people appropriately  
DOK 2 (Skill/Concept)

say goodbye based on formality and time of day  
DOK 2 (Skill/Concept)

identify numbers 0-100  
DOK 1 (Recall)

ask and tell time  
DOK 2 (Skill/Concept)

identify/recall date, weather and season  
DOK 1 (Recall)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ✚

## Unit: 1: ¿Cómo somos?

Duration: 20 Day(s)

### Unit Description

With the introduction/practice of this unit, students can...

- introduce self and others
- give physical descriptions about self and others
- recall personality traits
- identify nationalities of his or her ethnic background as well as Spanish-speaking countries
- list school schedule and subjects
- explore the windmills of La Mancha, Spain
- identify main characters of the novel "El Quijote"

### Essential Questions / Enduring Understandings

How do I introduce myself or others in Spanish?  
How do I describe myself by personality or physical condition?  
How do I describe others?  
How can I name someone's ethnic background/nationality?  
How do I name the subjects I take in school?  
What is the difference between formal and informal speech in Spanish?

### Academic Vocabulary

Vocabulary necessary for students to succeed in the FL classroom:

1. Identify, Recognize
2. Cognates
3. Pronouns
4. Verbs; Conjugations
5. Infinitives
6. Adjectives
7. Gender

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- 8. Number
- 9. Articles; definite and indefinite
- 10. Tú v. Usted (informal versus informal) speaking

## Technology Integration

Google Suite  
estudio.quia.com  
Así se dice ebook edition  
Remind  
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Duolingo  
ConnectED: listening activities, grammar/vocabulary games, grammar/vocabulary videos, interactive whiteboard

## Pre-Assessment

Unit 1 Pre-Test

## Summative Assessment

Unit 1 Oral Proficiency Test  
Unit 1 Test

## Unit Materials and Resources

Teacher Generated Resource File Folder

**Topic:** Nouns, Adjectives, Articles

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Use nouns, adjectives and articles in the target language  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ✚

**Topic:** The verb SER

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

apply noun-adjective-verb agreement for statements about self  
DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

express opinions about people  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

use the irregular verb SER in its conjugated forms  
DOK 1 (Recall) DOK 2 (Skill/Concept)

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Priority Learning Target = ★  
Learning Targets linked to Power Standard = ✚

## Unit: 2: La familia y la casa

Duration: 20 Day(s)

### Unit Description

Students will learn vocabulary and communication relative to family and home. They will be able to describe and talk about family members, describe and include pets as family members. They will be able to identify and talk about rooms in a house with few furnishings. They will learn the verb "tener" as well as possessive adjectives.

### Essential Questions / Enduring Understandings

How is family defined in Spanish-speaking cultures?  
How does this language/vocabulary influence my understanding of families?  
How do I describe family members in Spanish?  
How do I talk about pets in Spanish?  
How do I describe or identify rooms in a home?  
How do I use the verb "tener" to express family relationships, possession, and age?  
How do I use a possessive adjective to tell what I own/possess?

### Academic Vocabulary

describe formally  
describe informally  
cognate  
gender  
verb conjugation  
possessive adjective

### Technology Integration

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### Pre-Assessment

Family/Home Unit Pre-Test

### Summative Assessment

Unit 2 Oral Proficiency  
Unit 2 Familia/Casa Test

### Unit Materials and Resources

ebook: [Así se dice](#)  
eworkbook: Así se dice  
formative assessments: Family, Home, Tener and Possessive Adjectives

**Topic:** Families and Pets

**Duration:** Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

identify family and pets  
DOK 1 (Recall) DOK 2 (Skill/Concept)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ✚

# Spanish I

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Grade(s) 8th - 12th, Duration 1 Year

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**Topic:** House/Apartment

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

describe a house or apartment  
DOK 1 (Recall) DOK 2 (Skill/Concept)

describe rooms and furniture in a home/apartment  
DOK 1 (Recall) DOK 2 (Skill/Concept)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ⚡

**Topic:** The verb TENER

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

use the verb TENER to express possession, age, and limited physical characteristics  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ⚡

**Unit:** 3: La clase y después

**Duration:** 20 Day(s)

## Unit Description

In this Unit, students will learn to talk about in-school and after-school activities. They will be able to compare and contrast activities (in or out of school). Students will learn and work with present tense verbs ending in -ar. They will also be introduced to the pattern of verb forms in Spanish. The irregular verbs, "ir, dar and estar" will be introduced, and students will learn the similarity of irregular pattern among the three verbs. Contractions "al" and "del" will be introduced and practiced.

## Essential Questions / Enduring Understandings

How do I state what I do in school?  
What school supplies do I use while in school?  
How do I talk about what I do after school?  
How do I describe what my friends (and I) do in class, and out of class?  
How do I go (get) to school?  
What is an "-ar" verb?  
What makes a verb irregular?

## Academic Vocabulary

school supplies  
nouns  
adjectives  
verbs (regular and irregular)  
conjugation  
verb pattern  
sentence order

## Technology Integration

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ConnectED: listening activities, grammar/vocabulary games, grammar/vocabulary videos, interactive whiteboard

**Topic:** In the classroom

**Duration:** Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

describe your class schedule/activities at school  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Topic:** School supplies and School clothing

**Duration:** Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

identify school clothing & discuss use of uniforms in Spanish-speaking countries  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 4 (Extended Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Topic:** Present tense verbs (-AR infinitives)

**Duration:** Ongoing

### Formative Assessment

eStudio  
Studystack  
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### Learning Targets

identify an -AR verb, and be able to conjugate the verb for each subject pronoun (recognize the pattern of conjugation)

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Priority Learning Target = ☆

Learning Targets linked to Power Standard = ⚡

**Topic:** The verbs IR, DAR, & ESTAR

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

identify irregular pattern verbs IR, DAR, ESTAR and apply through student activities before and after school  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ☆

Learning Targets linked to Power Standard = ⚡

**Topic:** Contractions "al" and "del"

**Duration:** Ongoing

## Academic Vocabulary

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

explain a contraction of words and the two contractions that exist in the Spanish language  
(compare and contrast the use of contractions in English versus the Spanish language)  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ☆

Learning Targets linked to Power Standard = ⚡

**Unit:** 4: ¿Qué comes y dónde?

**Duration:** 20 Day(s)

## Unit Description

In this unit, students will learn to identify foods and discuss meals in the Spanish-speaking world. They will be able to order food and beverages in a café (as typically seen in a Spanish speaking country). In order to communicate these actions, students will need to learn and practice regular verb conjugations for "-er" and "-ir" verbs. Students will also become proficient in using verb infinitive expressions "tener + que" and "ir + a" to communicate errands and activities.

## Essential Questions / Enduring Understandings

How can I identify foods in Spanish?  
How can I discuss meals in Spanish?  
How do I order food (and/or a beverage) at a café?  
Can I recall the numbers from 1-100?  
How do request the check at a restaurant?

## Academic Vocabulary

foods  
meals (breakfast, lunch, dinner)  
restaurant  
nouns  
adjectives  
verbs (regular and irregular)  
conjugation  
verb pattern  
sentence order



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**Topic:** Food and Beverage/At a café

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Identify typical breakfast foods from the United States  
DOK 1 (Recall) DOK 2 (Skill/Concept)

Identify typical lunch and dinner foods from the United States  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 4 (Extended Thinking)

Identify names of meals  
DOK 1 (Recall) DOK 2 (Skill/Concept)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Topic:** Present tense verbs (-ER & -IR infinitives)

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Conjugate and use regular -er and -ir verbs  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Topic:** Tener + que + infinitive// Ir + a + infinitive// Necesitar + infinitive  
(Infinitive Expressions)

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet

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Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Use the expression "tener que" to express things one 'has to' do  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Use the expression "ir a + infinitive" to express simple future  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ⚡

## Unit: 5: Deportes

Duration: 20 Day(s)

### Essential Questions / Enduring Understandings

What sports are played in Spanish-speaking countries?  
How do I compare these given sports with sports in the United States?  
How do I talk about sports in Spanish?  
How do I describe a soccer player and team in Spanish?  
What is a stem-changing verb?  
How do I use the verbs "gustar", "aburrir", "interesar", and "aburrir"?

### Academic Vocabulary

sports (deportes)  
nouns  
adjectives  
verbs  
stem  
ending  
infinitive  
conjugation  
verb pattern  
sentence order

### Technology Integration

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**Topic:** Sports

**Duration:** Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
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### Learning Targets

Discuss soccer, baseball, basketball and tennis  
DOK 1 (Recall) DOK 2 (Skill/Concept)

Describe a soccer uniform by clothing and color

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DOK 1 (Recall) DOK 2 (Skill/Concept)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Topic:** Colors

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Identify colors  
DOK 1 (Recall) DOK 2 (Skill/Concept)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Topic:** Present tense verbs INTERESAR, ABURRIR, & GUSTAR

**Duration:** Ongoing

## Learning Targets

Use verbs such as to interest, to bore, and to like to express feelings about activities  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Topic:** Stem-changing verbs

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Conjugate stem-changing verbs in the present tense  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

**Unit:** 6: El bienestar y la salud

**Duration:** 20 Day(s)

## Unit Description

Students will gain the ability to describe people, personalities, physical and emotional conditions using the "ser" and "estar" verb formations. Because there are two (2) forms of the verb 'to be' in Spanish, students will explore the difference and significance of usage. Students will also be able to describe physical and emotional conditions after learning how indirect object pronouns play a role in communicating health and illness.

## Essential Questions / Enduring Understandings

How do I describe a person's physical appearance and general disposition (personality)?  
How can I describe a person's physical and emotional health?  
How do I differentiate between using "ser" and "estar" to communicate the action "to be"?  
How are indirect object pronouns used to communicate how I'm feeling or my health status?

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## Academic Vocabulary

permanent (description, occupation, nationality, origin, time, personality, physical characteristics, possession)  
temporary (location and condition (emotional/physical))  
to/for whom? (to identify IOP)  
nouns  
adjectives  
verbs (SER v. ESTAR)  
conjugation  
verb pattern  
sentence order (pronouns)

## Technology Integration

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**Topic:** Personality, Condition & Emotion

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Describe a person's personality, and/or condition (physical / emotional)  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⚙

**Topic:** Illness/Doctor's visit

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Explain minor illness(es)  
DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Discuss Dr. appointment  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⚙

**Topic:** SER v. ESTAR

**Duration:** Ongoing

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## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Recognize when to use the verbs SER v. ESTAR  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Apply the verbs SER and ESTAR in context  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ⚡

**Topic:** Indirect Object Pronouns

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Apply indirect object pronouns in their appropriate context  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ⚡

**Unit:** 7: De vacaciones (verano e invierno)

**Duration:** 20 Day(s)

## Unit Description

Students will learn to talk about summer and winter activities. Hobbies, as well as seasonal activities will be included. Students will begin to explore how to communicate in the past (preterite) tense, by talking and writing about their previous vacations. Regular -AR preterite verbs will be introduced, as well as the irregular preterite verbs "ser" and "ir" in order to build sentence (communicative) structures. Direct Object Pronouns will be introduced so that a compare and contrast between the previous units object pronouns can take place.

## Essential Questions / Enduring Understandings

How do I describe summer and winter activities?  
How do I use preterite verbs to discuss previous vacation activities?  
How are -car, -gar, -zar verbs irregular and where does this irregularity take place?  
How do I use the preterite tense of "ir" and "ser"?  
How will I distinguish the meaning between "ir" and "ser" in the preterite tense? (context)  
How will I use a direct object pronoun in Spanish?  
How do I use direct object pronouns to replace the objects in my sentences?

## Academic Vocabulary

Preterite Verbs  
accent marks  
-car, -gar, and -zar verbs  
nouns  
pronouns (what? / it v. them)  
adjectives  
conjugation  
object pronoun subject pronoun pattern  
sentence order

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vocabulary

## Technology Integration

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Así se dice ebook edition

Remind

Studystack

Quizlet

Quizizz

Kahoot!

Duolingo

ConnectED: listening activities, grammar/vocabulary games, grammar/vocabulary videos, interactive whiteboard

**Topic:** Summer/Winter weather and activities

**Duration:** Ongoing

## Formative Assessment

eStudio

Studystack

Quizlet

Quizizz

Kahoot!

Google Forms

ConnectEd

## Learning Targets

Describe and talk about summer and winter weather and activities

DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 4 (Extended Thinking)

Priority Learning Target = ☆

Learning Targets linked to Power Standard = ⛶

**Topic:** Preterite tense Introduction (-AR infinitives)

**Duration:** Ongoing

## Formative Assessment

eStudio

Studystack

Quizlet

Quizizz

Kahoot!

Google Forms

ConnectEd

## Learning Targets

Use the preterite tense -ar verbs to express an action that is in the past that has a beginning and an end

DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ☆

Learning Targets linked to Power Standard = ⛶

**Topic:** Preterite tense IR & SER

**Duration:** Ongoing

## Formative Assessment

eStudio

Studystack

Quizlet

Quizizz

Kahoot!

Google Forms

ConnectEd

## Learning Targets

Use the verbs "IR" and "SER" (which are the same in preterite tense)

# Spanish I

## Foreign Languages

Grade(s) 8th - 12th, Duration 1 Year  
Required Course

DOK 2 (Skill/Concept)

Differentiate the preterite tense of IR and SER using context clues

DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ✚

**Topic:** Direct Object Pronouns

**Duration:** Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

Identify the direct object and replace with the direct object pronouns (lo, la, los, las)  
DOK 1 (Recall) DOK 2 (Skill/Concept)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ✚

**Unit:** 8: En el tiempo libre (arte, música y literatura)

**Duration:** 20 Day(s)

### Unit Description

Students will learn about cultural and past-time events they can enjoy with classmates or family members. They will learn to identify a concert, film, museum visit in the target language. They will continue to explore preterite (past tense) structures. This particular unit will focus on -er and -ir verbs in Spanish. The -ar preterite verbs will be re-introduced to link the grammar concept. They will end the unit with an introduction to affirmative and negative expressions.

### Essential Questions / Enduring Understandings

How do I say it is someone's birthday in Spanish?  
What is the customary song/serenade to those having a birthday?  
What can I see at a movie theater?  
What kinds of things will I see at the museum?  
How do I use the preterite verbs to express a past action in Spanish?  
How do I use affirmative and negative expressions to communicate in Spanish?

### Academic Vocabulary

preterite  
regular -er and -ir verbs  
verbs (oír, leer, dar, ver)  
conjugation  
verb pattern  
sentence order  
affirmative expression  
negative expression

### Technology Integration

Google Suite  
estudio.quia.com  
Así se dice ebook edition  
Remind  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Duolingo  
ConnectED: listening activities, grammar/vocabulary games, grammar/vocabulary videos, interactive whiteboard

**Topic:** Birthday celebrations

**Duration:** Ongoing

# Spanish I

Foreign Languages

Grade(s) 8th - 12th, Duration 1 Year  
Required Course

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Discuss going to a birthday party or a concert  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 4 (Extended Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⚡

**Topic:** The Arts (museum, concert, and movies)

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Discuss Movies and Museums  
DOK 1 (Recall) DOK 4 (Extended Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⚡

**Topic:** Preterite tense (-ER & -IR infinitives)

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

## Learning Targets

Use correct conjugations for -ER and -IR verbs in the preterite  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⚡

**Topic:** Preterite Verbs OÍR & LEER

**Duration:** Ongoing

## Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!



# Spanish I

Foreign Languages

Grade(s) 8th - 12th, Duration 1 Year  
Required Course

Google Forms  
ConnectEd

## Learning Targets

Examine and use the correct conjugations of the verbs OÍR, LEER, DAR and VER  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking) DOK 4 (Extended Thinking)

Priority Learning Target = ★  
Learning Targets linked to Power Standard = ✚

## Unit: 9: ¡De compras! (las tiendas)

Duration: 20 Day(s)

### Unit Description

In this unit, students will be introduced to shopping for both food and clothing. They will compare shopping in a Spanish-speaking country to shopping in the United States. In order to make comparisons in Spanish, they will review numbers, and learn currency vocabulary. They will also be introduced to "saber" and "conocer". Students will be introduced to comparative and superlative statements. Finally, they will end the unit with an introduction to demonstrative adjectives.

### Essential Questions / Enduring Understandings

How do I talk about clothing in Spanish?  
How do I talk about food/groceries?  
Can I use numbers and currency vocabulary in Spanish?  
How can I use "saber" and "conocer" in Spanish?  
How can I make comparative/superlative statements in Spanish?  
How can I express "this/that/these" in Spanish?  
What are differences in shopping habits of Spanish-speaking countries and the U.S.?

### Academic Vocabulary

currency vocabulary  
demonstrative adjective  
nouns  
verbs (SABER v. CONOCER)  
conjugation  
comparative  
superlative  
numbers 0-100

### Technology Integration

Google Suite  
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Así se dice ebook edition  
Remind  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Duolingo  
ConnectED: listening activities, grammar/vocabulary games, grammar/vocabulary videos, interactive whiteboard

**Topic:** Shopping for Clothes/Food

**Duration:** Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

talk about buying clothes and food  
DOK 1 (Recall) DOK 2 (Skill/Concept)

compare shopping in Spanish-speaking countries with shopping in the United States  
DOK 4 (Extended Thinking)

# Spanish I

Foreign Languages

Grade(s) 8th - 12th, Duration 1 Year  
Required Course

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

## Topic: SABER v. CONOCER

Duration: Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

use present tense of SABER v. CONOCER  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

differentiate between when to use SABER v. CONOCER  
DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶

## Topic: Demonstrative Adjectives

Duration: Ongoing

### Formative Assessment

eStudio  
Studystack  
Quizlet  
Quizizz  
Kahoot!  
Google Forms  
ConnectEd

### Learning Targets

use demonstrative adjectives  
DOK 1 (Recall) DOK 2 (Skill/Concept) DOK 3 (Strategic Thinking)

Priority Learning Target = ☆  
Learning Targets linked to Power Standard = ⛶