

Honors Spanish I/ Spanish I

Timeline	Unit	Standard	Objective	Content	Additional Resources	Performance Task	Assessment
3 weeks	Bienvenidos	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	All students will <ul style="list-style-type: none"> <li>Identify pronunciations of the letters of the Spanish alphabet.</li> <li>Identify basic greetings and goodbyes and polite language.</li> <li>Identify numbers 0-31.</li> <li>Identify days of the week and months of the year in order to tell the date in Spanish.</li> <li>Create an oral and written dialogue utilizing basic conversational vocabulary.</li> <li>Construct sentences to give the date.</li> </ul>	Vocabulary <ul style="list-style-type: none"> <li>Alphabet</li> <li>Greetings and Farewells</li> <li>Courtesy</li> <li>Days of the week</li> <li>Months</li> <li>Finding out and giving the date</li> <li>Numbers 0-31</li> <li>Telling the seasons</li> </ul> Grammar <ul style="list-style-type: none"> <li>Starting and Ending a conversation</li> <li>Ordering food politely</li> <li>The Date</li> </ul>	<a href="#">Vocabulary and Verb Resources</a>  <a href="#">Verb Resources</a>	Students will create an oral and written dialogue using basic conversational vocabulary. Each student should have at least five lines of dialogue.	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Writing Samples</li> <li>Translations</li> <li>Oral Dialogues</li> <li>Formative Assessment</li> <li>Presentations</li> <li>Dictations</li> <li>Common Assessments</li> </ul>
3 weeks	Un amigo o una amiga	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	All students will <ul style="list-style-type: none"> <li>Identify vocabulary used to state who someone is.</li> </ul>	Vocabulary <ul style="list-style-type: none"> <li>Describing people and places</li> </ul>	<a href="#">Vocabulary and Verb Resources</a>  <a href="#">Verb Resources</a>	Students will construct a letter to a pen pal describing	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Writing Samples</li> </ul>

			<ul style="list-style-type: none"> <li>Identify vocabulary used to state where someone is from.</li> <li>Identify vocabulary used to describe a person or thing.</li> <li>Identify question words.</li> <li>Identify and utilize correct article, noun, and adjective agreement.</li> <li>Identify the conjugations to conjugate the verb Ser.</li> <li>Construct sentences using the verb Ser.</li> <li>Create written descriptions of people, places, and things in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Nationalities</li> <li>Question words</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Definite Articles</li> <li>Indefinite Articles</li> <li>Singular Adjectives</li> <li>The verb Ser</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>Descriptions of famous people from Spanish speaking countries</li> </ul>		<p>themselves. Students should use 8-10 adjectives to describe themselves.</p> <p>Students will create an oral and written dialogue with a partner describing themselves and asking what the other person is like. Each student should have at least five lines of dialogue.</p>	<ul style="list-style-type: none"> <li>Translations</li> <li>Oral Dialogues</li> <li>Formative Assessment</li> <li>Presentations</li> <li>Dictations</li> <li>Common Assessments</li> </ul>
2 weeks	Alumnos y cursos	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	<p>All students will</p> <ul style="list-style-type: none"> <li>Identify vocabulary used to describe people and things.</li> <li>Identify and apply rules for pluralization.</li> <li>Create an oral and written dialogue discussing their classes.</li> <li>Construct sentences</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>School subjects and courses</li> <li>Telling Time</li> <li>Nationalities</li> <li>Numbers 31-90</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Plural forms of nouns, articles, and adjectives</li> <li>The verb Ser</li> </ul>	<p><a href="#">Vocabulary and Verb Resources</a></p> <p><a href="#">Verb Resources</a></p>	<p>Students will construct an essay describing each of their four courses their courses.</p>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Writing Samples</li> <li>Translations</li> <li>Oral Dialogues</li> <li>Formative Assessment</li> <li>Presentations</li> <li>Dictations</li> <li>Common Assessments</li> </ul>

			<p>describing their courses.</p> <ul style="list-style-type: none"> <li>Identify time phrases.</li> <li>Construct sentences telling what time it is and at what time something will take place.</li> <li>Identify numbers 31 – 99.</li> <li>Investigate where Spanish is used throughout the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Telling Time</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>Spanish in the United States</li> </ul>			
2 weeks	Las compras para la escuela	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	<p>All students will</p> <ul style="list-style-type: none"> <li>Identify vocabulary used to describe school supplies.</li> <li>Identify vocabulary used to describe articles of clothing.</li> <li>Identify vocabulary for colors and sizes.</li> <li>Identify numbers 100 – 1,000.</li> <li>Recall how to talk formally and informally.</li> <li>Identify and utilize patterns of regular – AR verbs in the present tense.</li> <li>Construct sentences</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>School Supplies</li> <li>Clothing</li> <li>Colors, sizes</li> <li>Shopping</li> <li>Numbers 100 – 1,000</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Regular present tense – AR verbs</li> <li>Tú versus Usted</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>Discussing differences between school in the U.S. and in</li> </ul>	<p><a href="#">Vocabulary and Verb Resources</a></p> <p><a href="#">Verb Resources</a></p>	<p>Students will create a store displaying clothing and school supplies.</p> <p>Students will create an oral and written dialogue in which one student is seeking assistance in a store and the other student is the salesperson. Each student should have at least six lines of dialogue.</p>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Writing Samples</li> <li>Translations</li> <li>Oral Dialogues</li> <li>Formative Assessment</li> <li>Presentations</li> <li>Dictations</li> <li>Common Assessments</li> </ul>

			<p>in the present tense using regular–AR verbs.</p> <ul style="list-style-type: none"> <li>• Create an oral and written dialogue seeking assistance in a store.</li> <li>• Compare and contrast schools in the U.S. and Spanish speaking countries.</li> </ul>	Spanish speaking countries			
2 weeks	En la escuela	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	<p>All students will</p> <ul style="list-style-type: none"> <li>• Identify vocabulary used to discuss school related activities.</li> <li>• Identify vocabulary for numbers 1,000 – 2,000,000.</li> <li>• Recall conjugations of regular –AR verbs in the present tense.</li> <li>• Identify and utilize conjugations of irregular present tense –AR verbs.</li> <li>• Construct sentences using regular and irregular –AR verbs in the present tense.</li> <li>• Identify and utilize contractions in Spanish.</li> <li>• Investigate schools of</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Going to school</li> <li>• School activities</li> <li>• Afterschool activities</li> <li>• Numbers 1,000 – 2,000,000</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Regular present tense – AR verbs</li> <li>• Irregular present tense – AR verbs</li> <li>• The contractions al and del</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Differences between schools in the U.S. and</li> </ul>	<a href="#">Vocabulary and Verb Resources</a>  <a href="#">Verb Resources</a>	Using a visual prompt, the students will construct sentences using the verbs ir, dar, and estar to say where someone is, where they are going, what they are giving to someone there.	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Writing Samples</li> <li>• Translations</li> <li>• Oral Dialogues</li> <li>• Formative Assessment</li> <li>• Presentations</li> <li>• Dictations</li> <li>• Common Assessments</li> </ul>

			the Spanish speaking world.	schools in Spanish speaking countries			
2 weeks	En el café	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	All students will <ul style="list-style-type: none"> <li>Identify vocabulary used to discuss restaurants, markets, and food.</li> <li>Identify and utilize patterns in conjugations of regular –ER and –IR verbs in the present tense.</li> <li>Construct sentences using –ER and –IR verbs in the present tense.</li> <li>Create a restaurant menu</li> <li>Create an oral and written dialogue about eating in a restaurant</li> <li>Investigate cuisine in the Spanish speaking world.</li> </ul>	Vocabulary <ul style="list-style-type: none"> <li>Food and beverages</li> <li>Eating at a café</li> <li>Shopping for food</li> </ul> Grammar <ul style="list-style-type: none"> <li>–ER and –IR verbs in the present</li> </ul> Culture <ul style="list-style-type: none"> <li>Differences between eating habits in the U.S. and in the Spanish speaking world</li> </ul>	<a href="#">Vocabulary and Verb Resources</a>  <a href="#">Verb Resources</a>	Students will create a restaurant menu.  Students will create an oral and written dialogue about going out to eat in a restaurant. Each student should have at least six lines of dialogue.	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Writing Samples</li> <li>Translations</li> <li>Oral Dialogues</li> <li>Formative Assessment</li> <li>Presentations</li> <li>Dictations</li> <li>Common Assessments</li> </ul>
3 weeks	La familia y su casa	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	All students will <ul style="list-style-type: none"> <li>Identify vocabulary used to discuss family members.</li> <li>Identify vocabulary to describe a house</li> </ul>	Vocabulary <ul style="list-style-type: none"> <li>Family relationships</li> <li>Rooms in a house or apartment</li> </ul>	<a href="#">Vocabulary and Verb Resources</a>  <a href="#">Verb Resources</a>	Students will create a family tree describing each family member. Each student may	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Writing Samples</li> <li>Translations</li> <li>Oral Dialogues</li> </ul>

			<p>or an apartment.</p> <ul style="list-style-type: none"> <li>• Identify the uses for the verb Tener.</li> <li>• Identify and utilize the conjugations of the verb Tener.</li> <li>• Construct sentences using the verb Tener.</li> <li>• Identify possessive adjectives.</li> <li>• Construct sentences using possessive adjectives.</li> <li>• Create a family tree.</li> <li>• Investigate and discuss the importance of family in Spanish culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Telling your age</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• The verb tener</li> <li>• Tener que; Ir a</li> <li>• Possessive adjectives</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• The importance of family in Spanish speaking countries.</li> </ul>		<p>choose to represent their own family or a fictitious family.</p>	<ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• Presentations</li> <li>• Dictations</li> <li>• Common Assessments</li> </ul>
--	--	--	--	---	--	---	---