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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Spanish – Level 1
 Quarter 1:
 Textbook: ¡Así se dice!

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
1-10	<ul style="list-style-type: none"> Students will greet people at different times of the day in Spanish. Students will be able to count to 100 in Spanish. Students will be able to say their name and birthday in Spanish. Students will be able to identify the date in Spanish. Students will be able to read a Spanish calendar and understand the cultural differences. Students will be able to tell time in Spanish. Students will be able to identify seasons and the weather in Spanish. Students will be able to talk to about personality traits and use adjectives to describe other people. Students will be able to conjugate the verb ser. Students will be able to 	<p><u>Lecciones preliminares</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Greetings Numbers Days/Months/the Calendar Telling Time Seasons Weather <p><u>Capítulo 1</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Adjectives Nationalities School Subjects <p><u>Grammar</u></p> <ul style="list-style-type: none"> Ser Articles Gender of Nouns/Adjectives <p><u>Capítulo 2</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Family Members & Pets House/Home Prepositions <p><u>Grammar</u></p> <ul style="list-style-type: none"> Tener Possessive Adjectives 	<p>p.17</p> <p>p.2-7</p> <p>p. 8-9</p> <p>p.10-11</p> <p>p. 12-13</p> <p>p.14</p> <p>p. 15</p> <p>p.51</p> <p>p.22-24</p> <p>p.25</p> <p>p.26-27</p> <p>p. 34-35</p> <p>p.30-31</p> <p>p.32-33</p> <p>p. 85</p> <p>p.58-61</p> <p>p.62-64</p> <p>p.65</p> <p>p.66-68</p> <p>p.70-71</p>	<p>Worksheets</p> <p>Workbook: pgs LP 3-2.20</p> <p>www.glencoe.com</p> <p>PowerTeach Interactive Chalkboard Disk</p> <p>Audio CDS/DVDs</p>

<ul style="list-style-type: none"> • identify nationalities. • Students will be able to identify school classes. • Students will be able to understand the cultural differences between tú and usted. • Students will be able to identify definite and indefinite articles/differentiate between feminine and masculine nouns & adjectives. • Students will be able to talk about families and pets. • Students will be able to describe houses and apartments. • Students will be able to describe rooms and furniture. • Students will be able to conjugate the verb tener. • Students will be able to identify possessive adjectives. <p><i>Aims:</i></p> <ol style="list-style-type: none"> 1. <i>¿Cómo estás?</i> 2. <i>¿Qué es el número?</i> 3. <i>¿Cómo te llamas?</i> 4. <i>¿Cuándo es tu cumpleaños?</i> 5. <i>¿Cuál es la fecha?</i> 6. <i>¿Qué es el día/mes?</i> 7. <i>¿Qué hora es?</i> 8. <i>¿Qué es la</i> 		

	<p>9. <i>¿Qué tiempo hace?</i> 10. <i>¿Cómo eres?</i> 11. <i>¿De dónde eres?</i> 12. <i>¿Cuál es tu clase favorita?</i> 13. <i>¿Cómo es tu familia?</i> 14. <i>¿Cómo es la casa/apartamento?</i></p>			
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Quarter 2:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
11-20	<ul style="list-style-type: none"> • Students will be able to describe the classroom in Spanish. • Students will be able to identify school clothes and school supplies. • Students will be able to talk about after-school activities. • Students will be able to compare school and after-school activities in Spanish-speaking countries. • Students will be able to conjugate regular -ar verbs in the present tense. • Students will be able to conjugate irregular verbs: ir, dar, and estar. • Students will be able to correctly use the contractions: al and del. • Students will be able to identify food and beverages. • Students will be able to 	<p><u>Capítulo 3</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • School • Classroom Objects • Clothing • After-School Activities <p><u>Grammar</u></p> <ul style="list-style-type: none"> • -Ar Verbs (present) • Ir, Dar, & Estar (present) • Contractions: al & del <p><u>Capítulo 4</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Meals • Food & Drinks • The Café <p><u>Grammar</u></p> <ul style="list-style-type: none"> • -Er & -Ir verbs (present) • Ir + a, tener + que, acabar + de <p><u>Capítulo 5</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Sports • Colors • Soccer • Baseball • Basketball 	<p>p.121</p> <p>p.92</p> <p>p.93</p> <p>p.93</p> <p>p.96-99</p> <p>p.100-104</p> <p>p.105-106</p> <p>p.107-108</p> <p>p.155</p> <p>p.128</p> <p>p.128-131</p> <p>p.132-135</p> <p>p.136-139</p> <p>p.140-142</p> <p>p.189</p> <p>p.160-165</p> <p>p.163</p> <p>p.162-163</p> <p>p.166</p> <p>p.167</p>	<p>Worksheets</p> <p>Workbook: pgs 3-3-5-26</p> <p>www.glencoe.com</p> <p>PowerTeach Interactive Chalkboard Disk</p> <p>Audio CDS/DVDs</p>

<ul style="list-style-type: none"> • talk about eating in a café. • Students will be able to differentiate between eating habits in the U.S. and Spanish-speaking countries. • Students will be able to compare eating times in the U.S. with Spanish-speaking countries. • Students will be able to conjugate –er and –ir verbs in the present tense. • Students will be able to use expressions w/ the infinitive: ir + a, tener + que, acabar + de. • Students will be able to talk about sports. • Students will be able to identify vocabulary associated with soccer, baseball, basketball, and tennis. • Students will be able to compare sports of the U.S. and Spanish-speaking countries. • Students will be able to conjugate stem-changing verbs in the present tense. • Students will be able to conjugate the verbs: interesar, aburrir, and gustar. • Students will be able to identify colors. <p><i>Aims:</i></p> <p><i>1. ¿Cómo es la clase?</i></p>		<ul style="list-style-type: none"> • Tense • <i>Grammar</i> • Stem-Changing Verbs (present) • Interesar, Aburrir, Gustar (present) 	<p>p.167</p> <p>p.170-174</p> <p>p.175-176 (present)</p>	
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	<p>2. <i>¿Qué necesitas para la escuela?</i> 3. <i>¿Qué llevas para la escuela?</i> 4. <i>¿Qué haces después de la escuela?</i> 5. <i>¿Qué comes para el desayuno/el almuerzo/la cena?</i> 6. <i>¿Qué bebes?</i> 7. <i>¿Cuál es tu deporte favorito?</i> 8. <i>¿Qué es la importancia del fútbol?</i> 9. <i>¿Cuál es tu color favorito?</i></p>			
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Quarter 3:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
21-30	<ul style="list-style-type: none"> Students will be able to describe people's personality, conditions, and emotions. Students will be able to identify illnesses. Students will be able to talk about a doctor's appointment. Students will be able to differentiate ser and estar. Students will be able to identify indirect object pronouns. Students will be able to identify summer and winter activities. Students will be able to describe summer and winter resorts in Spanish-speaking countries. Students will be able to talk about summer and winter weather. Students will be able to conjugate –ar verbs in the preterite tense. 	<p><u>Capítulo 6</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Emotions/Feelings Personality/Behavior Health <p><u>Grammar</u></p> <ul style="list-style-type: none"> Ser vs. Estar Indirect Object Pronouns <p><u>Capítulo 7</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Weather The Beach and Summer Beach Gear Ski Resort and Winter Winter Gear <p><u>Grammar</u></p> <ul style="list-style-type: none"> -Ar verbs (preterite) Ir and Ser (preterite) Direct Object Pronouns <p><u>Capítulo 8</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> The Concert The Movies The Museum Parties <p><u>Grammar</u></p>	<p>p. 223</p> <p>p. 196-199</p> <p>p. 196-199</p> <p>p. 200-203</p> <p>p. 204-208</p> <p>p. 209-211</p> <p>p. 259</p> <p>p. 230 & 234</p> <p>p. 230-233</p> <p>p. 230-233</p> <p>p. 234-237</p> <p>p. 234-237</p> <p>p. 238-241</p> <p>p. 242-243</p> <p>p. 244-246</p> <p>p. 291</p> <p>p. 267-269</p> <p>p. 270</p> <p>p. 271-273</p> <p>p. 266</p>	<p>Worksheets</p> <p>Workbook: pgs. 6-3-8.18</p> <p>www.glencoe.com</p> <p>PowerTeach Interactive Chalkboard Disk</p> <p>Audio CDS/DVDs</p>

<ul style="list-style-type: none"> • Students will be able to conjugate <i>ir</i> and <i>ser</i> in the preterite tense. • Students will be able to identify direct object pronouns. • Students will be able to talk about celebrating birthdays. • Students will be able to talk about concerts, movies, and museums. • Students will be able to discuss Hispanic art and music. • Students will be able to conjugate <i>-er</i> and <i>-ir</i> verbs in the preterite. • Students will be able to conjugate <i>oir</i> and <i>leer</i> in the present tense. • Students will be able to express affirmative and negative expressions. <p><i>Aims:</i></p> <ol style="list-style-type: none"> 1. <i>¿Cómo estás?</i> 2. <i>¿Qué te duele?</i> 3. <i>¿Qué haces durante el verano/el invierno?</i> 4. <i>¿Cómo hablas en el preterito?</i> 5. <i>¿Cómo es la fiesta?</i> 6. <i>¿Cómo es el concierto?</i> 7. <i>¿Cómo es el cine?</i> 8. <i>¿Cómo es el museo?</i> 9. <i>¿Cómo es la música y el arte hispánico?</i> 		<ul style="list-style-type: none"> • -Er • -Ir verbs (preterite) • <i>Oir</i> and <i>Leer</i> (present) • Affirmative & Negative expressions
		<p>p.274-276 p.277 p.278</p>



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Quarter 4:

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources /Vocabulary Cultural/Web Links
31-40	<ul style="list-style-type: none"> • Students will be able to identify clothes. • Students will be able to talk about shopping for clothes and food. • Students will be able to compare shopping in Spanish-speaking countries with the U.S. • Students will be able to identify numbers over 100. • Students will be able to differentiate saber and conocer in the present tense. • Students will be able to identify comparatives and superlatives. • Students will be able to identify demonstrative adjectives and pronouns. • Students will be able to talk about packing for a trip. • Students will be able to identify airport 	<p><u>Capítulo 9</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Clothing • Shopping • Food • Numbers <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Saber vs. Conocer (present) • Comparatives & Superlatives • Demonstrative adjectives & pronouns <p><u>Capítulo 10</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Taking a trip • Airport Activities • Flight <p><u>Grammar</u></p> <ul style="list-style-type: none"> • “Go” verbs • Present Progressive <p><u>Capítulo 11</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Daily Activities • Grooming & Hygiene • Parts of the Body • Camping 	<p>p. 325</p> <p>p.298-301</p> <p>p.299-305</p> <p>p.302</p> <p>p.306-307</p> <p>p.312-313</p> <p>p.308-310</p> <p>p.311</p> <p>p.329</p> <p>p.332</p> <p>p.333-336</p> <p>p.337-339</p> <p>p.340-342</p> <p>p.343-346</p> <p>p.393</p> <p>366-369</p> <p>366-399</p> <p>366</p> <p>370-373</p>	<p>Worksheets</p> <p>Workbook: pgs 9.3-11.18</p> <p>www.glencoe.com</p> <p>PowerTeach Interactive Chalkboard Disk</p> <p>Audio CDS/DVDs</p>

<ul style="list-style-type: none"> • vocabulary. • Students will be able to discuss air travel in South America. • Students will be able to conjugate "go" verbs. • Students will be able to use the present progressive tense. • Students will be able to identify parts of the body. • Students will be able to talk about their daily routines. • Students will be able to identify vocabulary associated with backpacking and camping. • Students will be able to talk about backpacking and camping in Spanish-speaking countries. • Students will be able to conjugate reflexive verbs. • Students will be able to use commands with favor de. • <i>Aims:</i> <ol style="list-style-type: none"> 1. <i>¿Cómo es la ropa?</i> 2. <i>¿Cómo compras en otros países?</i> 3. <i>¿Qué es la diferencia de saber y conocer?</i> 4. <i>¿Qué haces en el aeropuerto?</i> 5. <i>¿Cómo es tu cuerpo?</i> 6. <i>¿Qué haces por la</i> 		<ul style="list-style-type: none"> • <i>Gr</i> • <i>Reflexive Verbs</i> • <i>Commands</i>
		<p>p.374-379 p.380</p>

mañana?

7. *¿Cómo es camping?*

8. *¿Cómo usas los verbos reflexivos?*

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