



**Course: Spanish I**

**Grade Level: 8-12**

**Unit I**

**Course/Subject:**  
**Spanish I**

**Grade:**  
**8 -12**

**Unit 1: Lecciones**  
**preliminares**

**Suggested Timeline:**  
**2 - 3 weeks**

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	<b>Unit 1: Lecciones preliminares</b> Unit 2: Personas y clases Unit 3: Descripciones de personas y clases Unit 4: La familia y la casa Unit 5: De compras Unit 6: De compras y actividades de clases Unit 7: La comida y el café Unit 8: Pasatiempos internacionales Unit 9: Los deportes Unit 10: La salud

<b>Unit Title</b>	Lecciones preliminares
<b>Unit Summary</b>	In this unit students will be learning greetings and goodbyes, classroom commands, the vocabulary of days, weeks, months, seasons and weather, telling time, dates and counting to 100. Students will be able to converse in Spanish through asking to leave the room, greeting and saying goodbye.

<b>Unit Essential Questions:</b> 1. How do we communicate the bare basics of Spanish to our teacher?	<b>Key Understandings:</b> 1. Greetings & goodbyes 2. Classroom commands 3. Days of the week, months, seasons 4. Dates & telling time 5. Seasons & weather 6. Count to 100
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
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### Important Standards Addressed in the Unit:

<b>Communication 1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Cultures 2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>Connections 3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
<b>Comparisons 4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>Communities 5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>False cognates (parientes, embarazada, carpeta)</li> <li>Date order (day, month, year)</li> </ul>	<ul style="list-style-type: none"> <li>Learning real cognates from false cognates</li> <li>Knowing that the Hispanic world uses day, month, year</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Vocabulary of days, months, seasons</li> <li>Vocabulary of numbers</li> <li>Vocabulary of weather</li> <li>Vocabulary of greetings &amp; goodbyes</li> <li>Vocabulary of classroom commands</li> </ul>	<ul style="list-style-type: none"> <li>Use basic vocabulary in reading, writing, listening and speaking activities</li> <li>Properly utilize noun/ adjectives/ pronouns when discussing time, date, seasons, weather, greetings and goodbyes</li> <li>Follow classroom commands</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> </ul>

### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Cognate</li> </ul>	<ul style="list-style-type: none"> <li>Romance language</li> </ul>	<ul style="list-style-type: none"> <li>Commands/imperatives</li> </ul>
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### Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> <li>Homework</li> <li>Speaking/listening assessment</li> </ul>
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- Quizzes
  - Project, ie calendar
  - Unit Quiz/Exam
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**Interdisciplinary Connections:**

- Geography
  - English: Latin/Greek root words
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**Additional Resources:**

- Textbook
  - Workbook
  - Audio program and listening packet
  - Vocabulary lists and flashcards
  - PowerPoints
  - Authentic print and audio sources
  - YouTube videos
  - Webquests
  - Online interactive resources
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**Created By:** Northern York County School District World Language Department

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**Course: Spanish I**

**Grade Level: 8-12**

**Unit 2**

**Course/Subject:**  
**Spanish I**

**Grade:**  
**8-12**

**Unit 2:**  
**Personas y clases**

**Suggested Timeline:**  
**2-3 weeks**

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	Unit 1: Lecciones preliminares <b>Unit 2: Personas y clases</b> Unit 3: Descripciones de personas y clases Unit 4: La familia y la casa Unit 5: De compras Unit 6: De compras y actividades de clases Unit 7: La comida y el café Unit 8: Pasatiempos internacionales Unit 9: Los deportes Unit 10: La salud

<b>Unit Title</b>	Personas y clases
<b>Unit Summary</b>	In this unit students will be learning ser in the present tense, subject pronouns, tú and usted, and the vocabulary of identifying a person/thing and school subjects. Students will be able to conjugate the verb ser. Students will know the subject pronouns.

<b>Unit Essential Questions:</b> 1. How do we talk about people and classes in Spanish?	<b>Key Understandings:</b> 1. Subject pronouns in Spanish 2. Tú versus usted 3. The verb ser conjugated correctly for the pronouns in the present tense 4. Vocabulary of people 5. Vocabulary of school subjects
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
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### Important Standards Addressed in the Unit:

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Familiar versus formal you</li> <li>Using the wrong form of the verb with the pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Understanding when to use the familiar you versus the formal you.</li> <li>Knowing how the pronouns determine the conjugation of the verbs.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Vocabulary of subject pronouns</li> <li>Vocabulary of school subjects</li> <li>Vocabulary of people</li> </ul>	<ul style="list-style-type: none"> <li>Use basic vocabulary in reading, writing, listening and speaking activities.</li> <li>Properly utilize noun/ adjectives/ pronouns when discussing people and school subjects.</li> <li>Properly conjugate the verb ser to reflect the subject of the sentence in the present tense.</li> <li>Follow classroom commands.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Critical Thinking</li> </ul>

### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Conjugation</li> </ul>	<ul style="list-style-type: none"> <li>Accent</li> </ul>	<ul style="list-style-type: none"> <li>Pronoun</li> </ul>
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**Evidence: Assessments and Performance Task(s)**

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- Homework
  - Speaking/listening assessment
  - Quizzes
  - Project, ie illustrated subject pronouns
  - Unit Exam
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**Interdisciplinary Connections:**


- Geography
  - English: grammar of conjugation
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**Additional Resources:**

- Textbook
  - Workbook
  - Audio program and listening packet
  - Vocabulary lists and flashcards
  - PowerPoints
  - Authentic print and audio sources
  - YouTube videos
  - Webquests
  - Online interactive resources
  - Teacher created resources
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**Created By:** Northern York County School District World Language Department

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		<b>Course: Spanish I</b>  <b>Grade Level: 8-12</b>  <b>Unit 3</b>	
<b>Course/Subject:</b> Spanish I	<b>Grade:</b> 8-12	<b>Unit 3:</b> Descripciones de personas y clases	<b>Suggested Timeline:</b> 2-3 weeks

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	Unit 1: Lecciones preliminares Unit 2: Personas y clases <b>Unit 3: Descripciones de personas y clases</b> Unit 4: La familia y la casa Unit 5: De compras Unit 6: De compras y actividades de clases Unit 7: La comida y el café Unit 8: Pasatiempos internacionales Unit 9: Los deportes Unit 10: La salud

<b>Unit Title</b>	Descripciones de personas y clases
<b>Unit Summary</b>	In this unit students will be learning the nouns and adjectives of people and school subjects. Students will learn how to match nouns and adjectives. Students will be able to converse in Spanish about school subjects and identifying people. Students will know the subject pronouns.

<b>Unit Essential Questions:</b> 1. How do we describe people and classes in Spanish?	<b>Key Understandings:</b> 1. Gender of nouns 2. Number of nouns 3. Gender/Number matching of nouns and adjectives 4. How to use adjectives to properly describe nouns 5. Using ser properly with nouns and adjectives in addition to the pronouns 6. Don Quijote will be introduced
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

#### Important Standards Addressed in the Unit:

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Nouns that are masculine with feminine adjectives</li> <li>Plural nouns with singular adjectives</li> <li>Putting the adjective before the noun</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that nouns have gender and matching the adjectives appropriately.</li> <li>Knowing that a plural noun must have a plural adjective.</li> <li>Knowing the proper syntax of Spanish sentences are usually article, noun, adjective.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Vocabulary of school subjects</li> <li>Vocabulary of descriptive adjectives</li> <li>Vocabulary of people</li> </ul>	<ul style="list-style-type: none"> <li>Use basic vocabulary in reading, writing, listening and speaking activities.</li> <li>Properly utilize noun/ adjectives/ pronouns when discussing people and school subjects.</li> <li>Properly match gender and number between nouns, articles and adjectives.</li> <li>Properly putting articles, adjectives and nouns in order in Spanish.</li> <li>Follow classroom commands.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Critical Thinking</li> </ul>

#### Academic Vocabulary:



• Nouns	• Adjectives	• Syntax
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#### Evidence: Assessments and Performance Task(s)

- Homework
- Speaking/listening assessment
- Quizzes
- Project(s)
- Unit Exam


#### Interdisciplinary Connections:

- Geography
- English: grammar of nouns, adjectives and articles

#### Additional Resources:

- Textbook
- Workbook
- Audio program and listening packet
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Webquests
- Online interactive resources
- Teacher created resources

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<b>Course: Spanish I</b> <b>Grade Level: 8-12</b> <b>Unit 4</b>			
<b>Course/Subject:</b> Spanish I	<b>Grade:</b> 8-12	<b>Unit 4:</b> La familia y la casa	<b>Suggested Timeline:</b> 3-4 weeks

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	Unit 1: Lecciones preliminares Unit 2: Personas y clases Unit 3: Descripciones de personas y clases <b>Unit 4: La familia y la casa</b> Unit 5: De compras Unit 6: De compras y actividades de clases Unit 7: La comida y el café

	Unit 8: Pasatiempos internacionales Unit 9: Los deportes Unit 10: La salud
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<b>Unit Title</b>	La familia y la casa
<b>Unit Summary</b>	In this unit students will be learning the nouns and adjectives of families, homes and chores. Students will learn how to match possessive adjectives to nouns. Students will be able to converse in Spanish about families and homes. Students will know the how to conjugate the verb tener in the present tense..

<b>Unit Essential Questions:</b> 1. How do we talk about our families, houses, chores and directions in Spanish?	<b>Key Understandings:</b> 1. Vocabulary of families 2. Vocabulary of houses 3. Vocabulary of chores 4. Vocabulary of possessive adjectives 5. Vocabulary of directional prepositions 6. Conjugating the verb tener in the present tense 7. The concept of godparents and family in Spanish cultures
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#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
<b>Communication 1.1, 1.2</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

#### Important Standards Addressed in the Unit:

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>• Possessive adjectives match the possessor in gender/number and not the item being possessed</li> <li>• Tener is conjugated like ser which it is not conjugated that way</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives match the gender and number of what is possessed</li> <li>• Tener is conjugated with all its irregular forms in the present tense.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• Vocabulary of families</li> <li>• Vocabulary of houses and chores</li> <li>• Vocabulary of prepositional adjectives</li> <li>• Vocabulary of possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic vocabulary in reading, writing, listening and speaking activities.</li> <li>• Properly utilize noun/ adjectives/ pronouns when discussing people and school subjects.</li> <li>• Properly match gender and number between possessive adjectives and nouns.</li> <li>• Properly using the verb tener in a sentence in the present tense.</li> <li>• Proper syntax of adjectives, possessive adjectives and nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Critical Thinking</li> </ul>

<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>• Possessive Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistics</li> </ul>

<b>Evidence: Assessments and Performance Task(s)</b>
<ul style="list-style-type: none"> <li>• Homework</li> <li>• Speaking/listening assessment</li> <li>• Quizzes</li> <li>• Project(s)</li> <li>• Unit Exam</li> </ul>

<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Family &amp; Consumer Science</li> <li>• English: grammar of adjectives</li> </ul>
<b>Additional Resources:</b>
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Workbook</li> <li>• Audio program and listening packet</li> <li>• Vocabulary lists and flashcards</li> <li>• PowerPoints</li> <li>• Authentic print and audio sources</li> <li>• YouTube videos</li> <li>• Webquests</li> <li>• Online interactive resources</li> <li>• Teacher created resources</li> </ul>





**Course: Spanish I**

**Grade Level: 8-12**

**Unit 5**

**Course/Subject:**  
**Spanish I**

**Grade:**  
**8-12**

**Unit 5:**  
**De compras**

**Suggested Timeline:**  
**2-3 weeks**

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	Unit 1: Lecciones preliminares Unit 2: Personas y clases Unit 3: Descripciones de personas y clases Unit 4: La familia y la casa Unit 5: <b>De compras</b> Unit 6: De compras y actividades de clases Unit 7: La comida y el café Unit 8: Pasatiempos internacionales Unit 9: Los deportes Unit 10: La salud

<b>Unit Title</b>	De compras
<b>Unit Summary</b>	In this unit students will be learning the vocabulary of -ar verbs and shopping. Students will learn how to match subject pronouns and nouns to the correct forms of -ar verbs in the present tense. Students will memorize the proper way to conjugate regular -ar verbs in the present tense.

<b>Unit Essential Questions:</b> 1. How do we talk about going places in Spanish?	<b>Key Understandings:</b> 1. Vocabulary of -ar verbs 2. Vocabulary of subject pronouns 3. Vocabulary of shopping and going places 4. Conjugating the regular -ar verbs in the present tense
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1, 1.2</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

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**Important Standards Addressed in the Unit:**

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"><li>● Conjugating an -ar verb the same way regardless of the pronouns.</li></ul>	<ul style="list-style-type: none"><li>● Students match the subject pronouns with the correct form of -ar verbs in the present tense.</li></ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"><li>● Vocabulary of -ar verbs</li><li>● Vocabulary of shopping</li></ul>	<ul style="list-style-type: none"><li>● Use basic vocabulary in reading, writing, listening and speaking activities.</li><li>● Properly using the -ar verbs in the present tense.</li><li>● Proper syntax of adjectives, nouns, articles and verbs.</li></ul>	<ul style="list-style-type: none"><li>● Communication</li><li>● Collaboration</li></ul>

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**Academic Vocabulary:**

● Conjugation	● Dictation	● Translation
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**Evidence: Assessments and Performance Task(s)**

<ul style="list-style-type: none"><li>● Homework</li><li>● Speaking/listening assessment</li><li>● Quizzes</li><li>● Project(s)</li><li>● Unit Exam</li></ul>
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**Interdisciplinary Connections:**

- English: grammar of present tense verbs

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**Additional Resources:**

- Textbook
- Workbook
- Audio program and listening packet
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Webquests
- Online interactive resources
- Teacher created resources

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**Course: Spanish I**

**Grade Level: 8-12**

**Unit 6**

**Course/Subject:**  
**Spanish I**

**Grade:**  
**8-12**

**Unit 6:**  
**De compras y actividades de clases**

**Suggested Timeline:**  
**3-4 weeks**

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	Unit 1: Lecciones preliminares Unit 2: Personas y clases Unit 3: Descripciones de personas y clases Unit 4: La familia y la casa Unit 5: De compras <b>Unit 6: De compras y actividades de clases</b> Unit 7: La comida y el café Unit 8: Pasatiempos internacionales Unit 9: Los deportes Unit 10: La salud

<b>Unit Title</b>	De compras y actividades de clases
<b>Unit Summary</b>	In this unit students will be learning the vocabulary of shopping, activities and places. Students will learn how to match subject pronouns and nouns to the correct forms of -ar verbs in the present tense. Students will memorize the proper way to conjugate regular -ar verbs. Students will learn the irregular verbs or ir, dar and estar.

**Unit Essential Questions:**

1. How do we talk about shopping in Spanish?

**Key Understandings:**

1. Vocabulary of -ar verbs
2. Vocabulary of shopping
3. Vocabulary of places
4. Conjugation of the irregular verb ir in the present tense
5. Conjugation of the irregular verb dar in the present tense
6. Conjugation of the irregular verb estar in the present tense
7. Conjugating the regular -ar verbs in the present tense
8. Students learn about school customs in Latin America

**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.



<b>1.1, 1.2</b>	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

#### Important Standards Addressed in the Unit:

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Conjugating vo as the yo form of the verb ir.</li> <li>Using yo soy triste.</li> </ul>	<ul style="list-style-type: none"> <li>Students know that voy is the correct yo form of ir.</li> <li>Students know that estar is used for feelings and not ser.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Vocabulary of -ar verbs</li> <li>Vocabulary of shopping</li> <li>Vocabulary of activities</li> <li>Vocabulary of going places</li> </ul>	<ul style="list-style-type: none"> <li>Use basic vocabulary in reading, writing, listening and speaking activities.</li> <li>Properly using the -ar verbs, ir, dar, estar and ser in the present tense in a sentence.</li> <li>Compare and contrast school days, uniforms and customs between Hispanic schools &amp; US.</li> <li>Proper syntax of adjectives, nouns, articles and verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Critical Thinking</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>Idiom</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>Latino</li> </ul>
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**Evidence: Assessments and Performance Task(s)**

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- Homework
  - Speaking/listening assessment
  - Quizzes
  - Project(s)
  - Unit Exam
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**Interdisciplinary Connections:**

- English: grammar of present tense verbs
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**Additional Resources:**

- Textbook
  - Workbook
  - Audio program and listening packet
  - Vocabulary lists and flashcards
  - PowerPoints
  - Authentic print and audio sources
  - YouTube videos
  - Webquests
  - Online interactive resources
  - Teacher created resources
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**Course: Spanish I**

**Grade Level: 8-12**

**Unit 7**

**Course/Subject:**  
**Spanish I**

**Grade:**  
**8-12**

**Unit 7:**  
**La comida y el café**

**Suggested Timeline:**  
**3-4 weeks**

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	Unit 1: Lecciones preliminares Unit 2: Personas y clases Unit 3: Descripciones de personas y clases Unit 4: La familia y la casa Unit 5: De compras Unit 6: De compras y actividades de clases <b>Unit 7: La comida y el café</b> Unit 8: Pasatiempos internacionales Unit 9: Los deportes Unit 10: La salud

<b>Unit Title</b>	La comida y el café
<b>Unit Summary</b>	In this unit students will be learning the vocabulary of foods, restaurants and cooking. Students will learn how to match subject pronouns and nouns to the correct forms of -er and -ir verbs in the present tense. Students will know how to do expressions with the infinitive.. Students will compare and contrast eating habits in Spain, Latin America and the United States..

<b>Unit Essential Questions:</b> 1. How do we talk about food in the home or restaurant in Spanish?	<b>Key Understandings:</b> 1. Vocabulary of -er/-ir verbs 2. Vocabulary of foods 3. Vocabulary of restaurants 4. Conjugation of the -er and -ir verbs in the present tense 5. Students learn about food and restaurant customs in Latin America and Spain
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1, 1.2</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
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### Important Standards Addressed in the Unit:

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Students will think asistir means to assist.</li> <li>Students will forget to use “a” with ir.</li> <li>Students will forget to put “que” between tener and an infinitive.</li> <li>Students will forget to put “de” after acabar.</li> <li>Students will add “a”, “que” or “de” after deber.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use asistir for to attend.</li> <li>Students will remember the expression: ir a (voy a) before another verb.</li> <li>Students will remember the expression tener que before an infinitive.</li> <li>Students will use acabar de before an infinitive</li> <li>Students will not use any expression between deber and an infinitive.</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>Vocabulary of -er and -ir verbs</li> <li>Vocabulary of foods</li> <li>Vocabulary of restaurants</li> <li>Vocabulary of meals</li> </ul>	<ul style="list-style-type: none"> <li>Use basic vocabulary in reading, writing, listening and speaking activities.</li> <li>Properly using the -er and -ir verbs in the present tense in a sentence.</li> <li>Compare and contrast foods, restaurants between Latin American countries, Spain &amp; US.</li> <li>Proper syntax of adjectives, nouns, articles and verbs.</li> <li>Learning how to use the common expressions of tener que, ir a, acabar de and deber correctly in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Critical Thinking</li> </ul>

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**Academic Vocabulary:**

- |           |               |          |
|-----------|---------------|----------|
| ● Culture | ● Conjugation | ● Idioms |
|-----------|---------------|----------|
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**Evidence: Assessments and Performance Task(s)**

- Homework
  - Speaking/listening assessment
  - Quizzes
  - Project(s)
  - Unit Exam
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**Interdisciplinary Connections:**

- English: grammar of present tense verbs
  - Culinary
  - Family and Consumer Science
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**Additional Resources:**

- Textbook
  - Workbook
  - Audio program and listening packet
  - Vocabulary lists and flashcards
  - PowerPoints
  - Authentic print and audio sources
  - YouTube videos
  - Webquests
  - Online interactive resources
  - Teacher created resources
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**Course: Spanish I**

**Grade Level: 8-12**

**Unit 8**

**Course/Subject:**  
**Spanish I**

**Grade:**  
**8-12**

**Unit 8:**  
**Pasatiempos**  
**internacionales**

**Suggested Timeline:**  
**3-4 weeks**

<b>Grade Level Summary</b>	Spanish I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary, simple rules of grammar, elementary rules of good pronunciation, and strategies for reading short literature selections. Students will also study important parts of Hispanic cultures: geography, lifestyles, history, foods, clothing, high school, life, and music.
<b>Grade Level Units</b>	Unit 1: Lecciones preliminares Unit 2: Personas y clases Unit 3: Descripciones de personas y clases Unit 4: La familia y la casa Unit 5: De compras Unit 6: De compras y actividades de clases Unit 7: La comida y el café <b>Unit 8: Pasatiempos internacionales</b> Unit 9: Los deportes Unit 10: La salud

<b>Unit Title</b>	Pasatiempos internacionales
<b>Unit Summary</b>	In this unit students will be learning the vocabulary of sports and international pastimes. Students will learn how to conjugate the stem changing verbs in the present tense. Students will be able to converse in Spanish through the use of the vocabulary combined with using the verbs correctly.

<b>Unit Essential Questions:</b> 1. How do we talk about our pastimes in Spanish?	<b>Key Understandings:</b> 1. Vocabulary of stem changing verbs 2. Vocabulary of sports 3. Vocabulary of international sports 4. Vocabulary of pastimes 5. Conjugation of the stem changing verbs in the present tense 6. Students learn about International sports and pastimes in the Hispanic world and compare with our sports in the US
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
<b>Communication 1.1, 1.2</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

<b>Connections 3.1</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
<b>Comparisons 4.1</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

#### Important Standards Addressed in the Unit:

<b>1.1, 1.2, 1.3</b>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>2.1, 2.2</b>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>3.1, 3.2</b>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
<b>4.1, 4.2</b>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>5.1, 5.2</b>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Students will forget to change the stem in stem changing verbs.</li> <li>Students will forget that the endings are the same for a stem changing verb and change the -ar, -er and -ir verb endings randomly.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use the correct forms of the stem changing verbs.</li> <li>Students will use the correct -ar, -er and -ir endings in the present tense for each verb.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Vocabulary of pastimes.</li> <li>Vocabulary of stem changing verbs</li> <li>Vocabulary of colors</li> </ul>	<ul style="list-style-type: none"> <li>Use basic vocabulary in reading, writing, listening and speaking activities.</li> <li>Properly using the stem changing verbs in the present tense in a sentence.</li> <li>Compare and contrast International sports and pastimes between Latin American countries, Spain &amp; US.</li> <li>Proper syntax of adjectives, nouns, articles and verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration</li> <li>Critical Thinking</li> </ul>

#### Academic Vocabulary:

● Conjugation	● Subject Pronouns	● Native
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**Evidence: Assessments and Performance Task(s)**

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- Homework
  - Speaking/listening assessment
  - Quizzes
  - Project(s)
  - Unit Exam
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**Interdisciplinary Connections:**

- English: grammar of present tense verbs
  - Physical Education
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**Additional Resources:**

- Textbook
  - Workbook
  - Audio program and listening packet
  - Vocabulary lists and flashcards
  - PowerPoints
  - Authentic print and audio sources
  - YouTube videos
  - Webquests
  - Online interactive resources
  - Teacher created resources
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