

# Spanish 1

Spanish 1							
Month	MDE Standards and Benchmarks for World Language					Examples of Formative Assessments	Vocabulary
	Communications	Cultures	Connections	Comparisons	Communities		
	1.1 Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.	4.1 Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	5.1 Use of Language: Students use the language both within and beyond the school setting.		
	1.2 Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.	2.2 Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	3.2 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.	4.2 Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	5.2 Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
	1.3 Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.						

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<b>First Semester: Unit 1</b>							
<b>Sept.-Oct. Unit 1</b>	1.1.N.SL.a: Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave-taking, or introductions.	2.1.N.F.a: Describe family structures and the role of friends within a community or culture in which the language is spoken.	3.1.N.a: Acquire new content knowledge about familiar topics through the target language	4.1.N.b: Identify basic differences and similarities in grammatical structures between one's own language and the target language.	5.2.N.a: Willingly use the target language in the classroom setting	Oral, written, observation, participation, homework, bell work, in-class work, quizzes, tests	noun, number, singular, plural, subject, pronoun, gender, masculine, feminine, article, indefinite article, definite article, cognate, culture, Greetings & kissing, Famous couples & friends The Central Plaza Univisión & Telemundo Spanish in the United States & Canada Capitals & Countries
	1.1.N.SL.c: Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions.	2.2.N.C.a: Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites).		4.1.N.a: Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates & borrowed words)			
	1.2.N.L.b: Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.	2.2.N.F.d: Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.					

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	Communications	Cultures	Connections	Comparisons	Communities		
		2.2.M.F.b: Compare the products that are native to a community, region, or country with those of one or more other communities, regions, or countries.					
<b>First Semester: Unit 2</b>							
<b>Oct.-Nov. Unit 2</b>	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics.	2.1.N.E.a: Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken	3.1.M.a Acquire new content knowledge about familiar topics through the target language.	4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates & borrowed words).	5.2.N.a Willingly use the target language within the classroom setting	Oral, written, observe, homework, test, quizzes	Verb, infinitive, conjugation, present tense, simple negative sentence, preposition, culture, 1st person, 2nd person, 3rd person, interrogatives, culture, indirect object pronouns
	1.2.N.L.c Understand the main idea of a visual media or live presentation (film/DVD, TV shows, commercials, theatre, or musical production).	2.2.N.C.b: Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites).		4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language in the target language.			

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	Communications	Cultures	Connections	Comparisons	Communities		
	1.2.N.L.d Understand the main idea of an audio presentation (CD, lecture, radio, podcast, songs/music).	2.1.N.F.e: Explain the practices and significance of an important regional holiday or celebration within a community or culture in which the target language is spoken.		4.1.N.b: Identify basic differences and similarities in grammatical structures between one's own language and the target language.			High school in Spanish-speaking world
	1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics.	2.2.N.G.a: Identify countries, their capital and major cities in which the language is spoken.		4.1.N.c: Identify basic differences and similarities in register/honorifics between one's own language and the target language.			Spain
	1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazines and newspaper articles, websites/internet, poetry, or stories.	2.2.N.F.a: Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services).		4.1.N.d: Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language			

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	1.1.N.SL.h: Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family.	2.2.N.F.b: Identify products that were native to a community, region, or country in which the language is spoken		4.1.M.b: Select grammatical structures recognizing that meaning is not conveyed through direct word-for-word translation from one's own language to the target language.			
	1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.						
	1.2.N.L.b: Understand interpersonal communication on topics of personal interests, such as preferences, family life, friends, leisure and school activities, and everyday occurrences.						

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	Communications	Cultures	Connections	Comparisons	Communities		
	1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, family, friends, home, and school.						
	1.1.N.SL.j: Share likes and dislikes in the target language with a classmate						
	1.1.N.RW.j: Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters						
<b>First Semester: Unit 3</b>							
<b>Dec.-Feb. Unit 3</b>	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics.	2.1.N.F.a: Describe family structures and the role of friends within a community or culture in which the language is spoken.	3.1.M.a Acquire new content knowledge about familiar topics through the target language.	4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates & borrowed words).	5.2.N.a Willingly use the target language within the classroom setting	Oral, written, listening, reading, homework, test, quizzes	adjectives, adjective agreement, verbs, conjugation, idioms, culture, possessive adjectives

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	1.2.N.L.c Understand the main idea of a visual media or live presentation (film/DVD, TV shows, commercials, theatre, or musical production).	2.1.N.H.b: Name the governmental system and key political figures in a country in which the language is spoken.		4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language in the target language.			
	1.2.N.L.d Understand the main idea of an audio presentation (CD, lecture, radio, podcast, songs/music).	2.1.N.H.d: Identify and describe significant current events in a country in which the language is spoken.		4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target language.			Names in Spanish-speaking world
	1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics.	2.1.N.F.d: Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken 2.2.N.C.b: Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites).		4.1.M.b: Select grammatical structures recognizing that meaning is not conveyed through direct word-for-word translation from one's own language to the target language.			The Royal Spanish Family

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	1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazines and newspaper articles, websites/internet, poetry, or stories.	2.1.N.F.e: Explain the practices and significance of an important regional holiday or celebration within a community or culture in which the target language is spoken.		4.1.N.c: Identify basic differences and similarities in register/honorifics between one's own language and the target language.			Dating in the Spanish-speaking world
	1.1.N.SL.h: Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family.	2.2.N.G.a: Identify countries, their capital and major cities in which the language is spoken.		4.1.N.d: Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language.			Ecuador



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	1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.	2.2.N.F.a: Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services).					
	1.2.N.L.b: Understand interpersonal communication on topics of personal interests, such as preferences, family life, friends, leisure and school activities, and everyday occurrences.	2.2.N.F.b: Identify products that were native to a community, region, or country in which the language is spoken.					
	1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, family, friends, home, and school.	2.2.N.C.a: Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites).					

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	1.1.N.SL.e: Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits.						
	1.1.N.RW.e: Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits						
<b>Second Semester: Unit 4</b>							
<b>Feb.-Apr. (Unit 4)</b>	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics.	2.1.N.F.d: Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.	3.1.M.a Acquire new content knowledge about familiar topics through the target language.	4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates & borrowed words).	5.2.N.a Willingly use the target language within the classroom setting	Oral, written, listening, reading, homework, test, quizzes	Simple future tense, negative expressions, stem-changing verbs, irregular verbs, culture

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	1.2.N.L.c Understand the main idea of a visual media or live presentation (film/DVD, TV shows, commercials, theatre, or musical production).	2.2.N.C.a: Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)		4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language in the target language.			
	1.2.N.L.d Understand the main idea of an audio presentation (CD, lecture, radio, podcast, songs/music).	2.2.N.C.b: Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites).		4.1.N.d: Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language			Soccer; Well-known athletes from the Spanish-speaking world; Mexico
	1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics.	2.1.N.F.e: Explain the practices and significance of an important regional holiday or celebration within a community or culture in which the target language is spoken.		4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target language.			

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	1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazines and newspaper articles, websites/internet, poetry, or stories.	2.2.N.G.a: Identify countries, their capital and major cities in which the language is spoken.		4.1.M.b: Select grammatical structures recognizing that meaning is not conveyed through direct word-for-word translation from one's own language to the target language.			
	1.1.N.SL.h: Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family.	2.2.N.F.a: Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services).		4.1.N.c: Identify basic differences and similarities in register/honorifics between one's own language and the target language.			

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	1.2.N.L.b: Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.	2.2.N.F.b: Identify products that were native to a community, region, or country in which the language is spoken					
	1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.						
	1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, family, friends, home, and school.						

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<b>Second Semester: Unit 5</b>							
<b>Apr-June (Unit 5)</b>	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics.	2.2.N.G.a: Identify countries, their capital and major cities in which the language is spoken.	3.1.M.a Acquire new content knowledge about familiar topics through the target language.	4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates & borrowed words).	5.2.N.a Willingly use the target language within the classroom setting	Oral, written, listening, reading, homework, test, quizzes	present progressive tense, verb usage, ordinal numbers, direct object pronouns, adjectives, culture
	1.2.N.L.c Understand the main idea of a visual media or live presentation (film/DVD, TV shows, commercials, theatre, or musical production).	2.2.N.G.b: Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken		4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language in the target language.			
	1.2.N.L.d Understand the main idea of an audio presentation (CD, lecture, radio, podcast, songs/music).	2.2.N.C.b: Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites).					Incans

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	1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics.	2.1.N.F.d: Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.					Popular tourist destinations
	1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazines and newspaper articles, websites/internet, poetry, or stories.	2.2.N.G.b: Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken.					Ecotourism in Puerto Rico
	1.1.N.SL.e: Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits.	2.2.N.C.a: Identify current cultural icons (arts, music, literature, film, and the creators of these					Autonomous Communities of Spain

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	1.1.N.SL.f: Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits.	2.2.N.G.d: Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken.					Puerto Rico
	1.1.N.SL.g: Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.	2.2.N.F.a: Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services).					
	1.1.N.RW.e: Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits.	2.2.N.F.b: Identify products that were native to a community, region, or country in which the language is spoken.					



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	1.1.N.RW.f: Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits.						
	1.1.N.RW.g: Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits.						
	1.1.N.RW.b: Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends.						

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	1.1.N.SL.h: Exchange information in the target familiar topics in the target language such as self, family, friends, home, and school.language on familiar topics such as personal interests, memorable experiences, school activities, and family.						
	1.2.N.L.b: Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.						

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	1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.						
	1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, family, friends, home, and school.						