

Spanish I Scope and Sequence – Fall Semester

Idea Control (Evidence of Use) Partial Control (~50% Accuracy) Full Control (+80% Accuracy)

	<i>Unit 1 – Welcome</i>	<i>Unit 2 – My Friends and I</i>	<i>Unit 3 – School</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> Alphabet Basic personal information Greetings, introductions and farewells Polite expressions Cardinal numbers, 0-31 Cognates Seasons/Weather Days, Months Time Classroom commands 	<ul style="list-style-type: none"> Personality traits (adjectives) Physical traits (adjectives) Likes and dislikes with activities Negative expressions (<i>no me gusta nada, también, tampoco</i>) Conjunctions (e.g. <i>porque, y</i>) 	<ul style="list-style-type: none"> Colors School (e.g. classes, schedule, classroom items) Cardinal numbers, 32-60 Ordinal numbers (adj. agreement) Tener in context -ar verbs in context <i>estar</i> w/ locations and emotions Comparatives (<i>más/menos</i>) Conjunctions (<i>o/pero</i>)
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> Accent marks Idiom Punctuation Social Register Tilde 	<ul style="list-style-type: none"> Cognate Conjunctions False Cognate Negation Noun Subject Verb 	<ul style="list-style-type: none"> Articles, Definite and Indefinite Conjugation Gender Preposition Pronoun Subject Pronoun Verb Stem Verb Ending Tense
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>		<ul style="list-style-type: none"> word order for questions and statements <i>gustar</i> and an opposite expression¹ in first and third person singular <i>ser</i> 	<ul style="list-style-type: none"> pluralization of nouns gender and number agreement conjugation definite and indefinite articles <i>ser/estar/tener/-ar verbs in context</i>
<p>Culture</p>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p>Interpretive and Presentational Strategies</p>	A variety of strategies for interpretive and presentational communication are spread across this year's units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.		

¹ e.g. *disgustar, odiar, chocar* (colloq.)

Spanish I Scope and Sequence – Spring Semester

Idea Control (Evidence of Use) Partial Control (~50% Accuracy) Full Control (+80% Accuracy)

	<i>Unit 4 – Let’s go out to eat!</i>	<i>Unit 5 – Where are you going?</i>	<i>Unit 6 – Celebrations and Family</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Cardinal numbers 61-1000 • Food • Nutrition • Ordering in a restaurant • Place settings • Comparative adjectives • Negative expressions (S) 	<ul style="list-style-type: none"> • Leisure time • Locations on city maps • Prepositions • Time expressions • -er/-ir verbs • Interrogatives (<i>adónde, dónde, con quién</i>) • Contractions (<i>al, del</i>) • Conjunction (<i>para</i>) 	<ul style="list-style-type: none"> • Activities • Celebrations • Family members • Descriptors for people • Possessive adjectives
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> • Comparative Adjective 	<ul style="list-style-type: none"> • Contraction • Military Time • Preposition • Simple Future 	<ul style="list-style-type: none"> • Circumlocution
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • e-ie stem change (e.g. <i>preferir</i>) • noun modification with <i>de</i> • double verbs • comparative adjectives • all forms of <i>ser</i> • <i>me gustan, me encantan</i> • -er/-ir verbs, present tense • plurals of nouns and adjectives 	<ul style="list-style-type: none"> • contractions (<i>al, del</i>) • <i>ir + a + place</i> • <i>ir + a + infinitive</i> • conjugation of -er/-ir/-ar verbs (regular) 	<ul style="list-style-type: none"> • conjugations of irregular verbs • question formation • conjugation of irregular verbs (<i>tener/ser/estar</i>) • possessive adjective agreement • verb agreement/conjugation • present indicative tense (regular)
<p>Culture</p>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p>Interpretive and Presentational Strategies</p>	A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.		