

| Quarter | Content | Skills | Assessments | Eligible content |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Greetings Introductions, Alphabet Spanish-speaking countries Saying where you are from Numbers 0 to 10, phone numbers Days of week Weather, Seasons Classroom commands and questions</p> <p>Describe Activities and snacks Subject Pronouns Ser – to be Gustar + an infinitive (Describe likes and dislikes)</p> <p>Los Premios Juventud, Latin Grammys El arte de Miami La expedicion de Hernando de Soto</p> | <p>Recite the Spanish alphabet Converse in Spanish to greet someone, say goodbye and say where you are from Recite the numbers 0 –10 Identify the Spanish speaking countries Describe likes and dislikes in Spanish Utilize subject pronouns (yo, tu Ud, el, ella, nosotros, vosotros, Uds, ellos, ellas) and the verb Conjugate the verb ser (to be) Answer yes or no questions Describe the use of Spanish in the US and its influence To describe the influence of Latinos in the US</p> | <p>Oral questions and observations, guiding questions, graphic organizers Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessment</p> | <p>Standard - 12.1.1.S1.A Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>Standard - 12.1.S1.A Know the basic sound system and spelling patterns of the target language.</p> <p>Standard - 12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)</p> <p>Standard - 12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>Standard - 12.1.1.S1.D Use simple sentence and question structures in speaking and writing.</p> <p>Standard - 12.1.1.S2.A Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency.</p> <p>Standard - 12.1.1.S4.F Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area.</p> <p>Standard - 12.1.S1.B</p> |

| | | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | <p>Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>Standard - 12.1.S1.C Recognize common vocabulary terms through listening and reading</p> <p>Standard - 12.1.S1.E Identify words from the target language that are commonly used in English.</p> <p>Standard - 12.3.1.S1.A Discuss the fundamental products and customs of the target culture in the target language.</p> <p>Standard - 12.3.1.S1.C Model life skills and social interactions in the target language culture and in one's own culture.</p> |
| 2 | <p>Describe yourself and others</p> <p>Definite and indefinite articles</p> <p>Adjective agreement</p> <p>Plural nouns</p> <p>School schedules and classes</p> <p>Classroom activities</p> <p>Expressions of frequency</p> <p>Telling time, the 24 hour clock</p> <p>Numbers 11 – 100</p> <p>Tener + que + an infinitive (To have to do something)</p> <p>AR Verbs</p> | <p>Utilize adjectives to describe characteristics and physical description</p> <p>Ask and answer questions to describe people</p> <p>Identify and utilize definite and indefinite articles</p> <p>Apply rules of agreement (gender and number; nouns and adjectives)</p> <p>Describe one's school schedule; classes, times and basic transitions</p> | <p>Oral questions and observations, guiding questions, graphic organizers</p> <p>Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes</p> <p>Informal writing assignments, formal writing</p> | <p>Standard - 12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)</p> <p>Standard - 12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>Standard - 12.1.1.S1.D Use simple sentence and question structures in speaking and writing.</p> <p>Standard - 12.1.1.S2.A</p> |

| | | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Classroom objects Places in school Feelings Say where things are located (prepositions) Estar (to be) Ir (to go)</p> <p>Spanish in the US La comida Mexicana vs Tex Mexico y Cuba El arte en Texas Los cascarones Platos tradiciones de Mexico y Cuba</p> <p>Mexico San Miguel de Allende Chichen Itza UNAM Universidad Autonoma de Mexico Uniforms and school schedules in Spanish Speaking Countries Los murales en Mexico La Piedra del Sol Frida Kahlo Yarn paintings in Mexico</p> | <p>Describe cultural differences and similarities pertaining to schools in Spanish speaking countries (uniforms, school schedule, school year, school day, etc.) Describe classroom activities</p> <p>Tell time in Spanish and use phrases dealing with time Utilize words of frequency Conjugate the verb tener (to have) in the present tense Use tener que + infinitive (to have to; must) Use adjectives to describe school Use adjectives to describe feelings Utilize prepositions of location Conjugate the verb estar (to be), ir (to go) in the present tense To identify places of interest in Mexico and important historical artifacts</p> | <p>assignment, listening and reading assessments, Interpersonal and Presentational speaking assessment</p> | <p>Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. Standard - 12.1.1.S4.F Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area. Standard - 12.1.S1.B Know common vocabulary forms and structures used in basic speaking and writing. Standard - 12.1.S1.C Recognize common vocabulary terms through listening and reading Standard - 12.1.S1.E Identify words from the target language that are commonly used in English. Standard - 12.3.1.S1.A Discuss the fundamental products and customs of the target culture in the target language. Standard - 12.3.1.S1.C Model life skills and social interactions in the target language culture and in one's own culture.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Rock drawings In the Dominican Republic | | | |
| 3 | <p>Meals and food Asking Questions Gustar with nouns ER and IR Verbs</p> <p>Family Writing the date Numbers 200 – 1,000,000 Possessives with de Possessive adjectives Making Comparisons - Equal and Unequal</p> <p>Puerto Rico Viejo San Juan, La Plaza de Colon Puerto Rican cuisine – pinchos, tostones, alcapurrias, bacalitos El Yunque – coqui Los huracanes Salvadoran cuisine – pupusas, curtido, semitas Elections in Puerto Rico Instruments of Puerto Rico and Peru La quinceanera</p> | <p>Describe meals and common foods Ask and answer questions with target question words Describe food with select adjectives Utilize gustar with nouns Conjugate present tense simple ER and IR verb conjugation Discuss likes and dislikes about food Utilize possessive adjectives Form comparatives and superlatives in Spanish Use tener expressions Describe family and pets To identify places of interest in Puerto Rico and typical Puerto Rican cuisine</p> | <p>Oral questions and observations, guiding questions, graphic organizers Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessment</p> | <p>Standard - 12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)</p> <p>Standard - 12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>Standard - 12.1.1.S1.D Use simple sentence and question structures in speaking and writing.</p> <p>Standard - 12.1.1.S2.A Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency.</p> <p>Standard - 12.1.1.S4.F Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area.</p> <p>Standard - 12.1.S1.B Know common vocabulary forms and structures used in basic speaking and writing.</p> |

| | | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | <p>Standard - 12.1.S1.C Recognize common vocabulary terms through listening and reading</p> <p>Standard - 12.1.S1.E Identify words from the target language that are commonly used in English.</p> <p>Standard - 12.3.1.S1.A Discuss the fundamental products and customs of the target culture in the target language.</p> <p>Standard - 12.3.1.S1.C Model life skills and social interactions in the target language culture and in one's own culture.</p> |
| 4 | <p>Clothing and Shopping Colors Stem changing Verbs (e – ie) Direct Object Pronouns</p> <p>Places around town Stem Changing Verbs (o-ue) Stem Changing Verbs (e - i</p> <p>Espana Markets in Spain and Guatemala Real Madrid FC Barcelona Sevillanas, flamenco Pablo Picasso, Salvador Dali</p> | <p>To use vocabulary pertaining to clothing, colors and shopping To use direct object pronouns Speak using stem-changing verbs (e-ie, o-ue, e-l and u –ue) To describe places in town</p> <p>To describe major cities in Spain, soccer clubs, the dances flamenco and sevillanas, famous painters Pablo Picasso, Salvador Dali, and Diego Velazquez To explain the Arabic influence on the Spanish language</p> | <p>Oral questions and observations, guiding questions, graphic organizers Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes Informal writing assignments, formal writing assignment, listening and</p> | <p>Standard - 12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)</p> <p>Standard - 12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>Standard - 12.1.1.S1.D Use simple sentence and question structures in speaking and writing.</p> <p>Standard - 12.1.1.S2.A Speak and model phrases and sentences with accepted</p> |

| | | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Climate differences between Chile and Spain The Moors – Arab influence on the Spanish language Diego Velazquez Weekend Activities in Spain and Chile</p> | | <p>reading assessments, Interpersonal and Presentational speaking assessment</p> | <p>pronunciation, rhythm and intonation with survival level proficiency. Standard - 12.1.1.S4.F Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area. Standard - 12.1.S1.B Know common vocabulary forms and structures used in basic speaking and writing. Standard - 12.1.S1.C Recognize common vocabulary terms through listening and reading Standard - 12.1.S1.E Identify words from the target language that are commonly used in English. Standard - 12.3.1.S1.A Discuss the fundamental products and customs of the target culture in the target language. Standard - 12.3.1.S1.C Model life skills and social interactions in the target language culture and in one’s own culture.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|