

Spanish Level 1

Trimester 1	
Theme/Topic	Unit 4 - A Day in the Life - Activities and Interests
Language and Level / Grade	Spanish 1 – Novice low 8th grade
Approximate Length of Unit	11 weeks
Essential Question	How does where I live influence what I do?
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> ● Identify similarities & differences in how young people spend their free time both here and in Spanish-speaking countries using images. ● Identify similarities & differences in homes both here and in Spanish-speaking countries using images. ● Provide information regarding time, weather & dates. ● Create a dialogue between two people sharing free time interests.
Week	Topics to cover:
	First day of School (½ day with students) Getting to know you activities (sig 72), syllabus, classroom procedures <ul style="list-style-type: none"> ● Why study Spanish?/ What is Global Citizenship?/ What is race?/culture?/ethnicity?/nationality? ● Study Skills & Strategies ● Policies & procedures ● Google calendar
	Free time activities Describing interests Review regular present tense -AR, -ER & -IR, Gustar like Verbs Review time, days of the week Describing likes & dislikes with gustar, interesar, encantar, aburrir Indirect object pronouns
	Weather & seasons (weather project ?) Ir+ a+ location Ir + a+ infinitive
	Emotions Estar adj/noun agreement
	Stem changing verbs (e → ie, o → ue)
	Present progressive Review

	Unit IPA's Interpretive listening and reading Presentational speaking and writing
	<p>Unit IPA's will be presented in the following modes of communication:</p> <ul style="list-style-type: none">● Interpretive; the ability to understand and interpret a <i>one-way aural and written text</i>. Learners understand, interpret, and analyze what is heard, read, or viewed on unit topics.● Presentational; the ability to present information in a <i>written and oral format</i>. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on unit topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Trimester 2	
Theme/Topic	Unit 5 - Healthy Lifestyle - Global Challenges
Language and Level / Grade	Spanish 1 – Novice low 8th grade
Approximate Length of Unit	12 weeks
Essential Questions	What does it mean to be healthy?
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> ● express what they do to maintain a healthy lifestyle ● describe what activities they participate in and do not participate in ● talk about their daily routine ● compare/contrast lifestyles in the U.S. and other Spanish-speaking countries
Week	Topics to cover:
	Health & fitness activities Food Stem changing verbs (e → i) servir, pedir, competir
	Body parts & personal care items - doler Reflexive verbs
	Staying healthy / visiting Dr. ??? Expressions of frequency
	Sports es importante + infinitive es necesario + infinitive Stem changing verbs (u → ue)
	Review Unit IPA's Interpretive listening and reading Presentational speaking and writing
	Unit IPA's will be presented in the following modes of communication: <ul style="list-style-type: none"> ● Interpretive; the ability to understand and interpret a <i>one-way aural and written text</i>. Learners understand, interpret, and analyze what is heard, read, or viewed on unit topics.

- **Presentational;** the ability to present information in a *written and oral format*. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on unit topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Trimester 3	
Theme/Topic	Unit 6 - Vacation Time - Global Challenges
Language and Level / Grade	Spanish 1 – Novice low 8th grade
Approximate Length of Unit	12 weeks
Essential Question	Where do people go on vacation and what activities are popular? Where might a visitor go to while in a Spanish speaking country?
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> ● express what they do and did while on a summer vacation. ● express what they do and did while on a winter vacation. ● talk about modes of transportation. ● compare and contrast tourist locations in the U.S. and Spanish-speaking countries.
Week	Topics to cover:
	modes of transportation Regular Preterite - AR
	summer weather /Beach Vacations / Beach items Regular Preterite Car, Gar, Zar
	winter weather / Mountain vacations Regular Preterite - ER & -IR
	Hacer, IR, Ser, Dar, Ver (Just yo & tú)
	Tarjeta Postal/Postcard Unit IPA's Interpretive listening and reading Presentational speaking and writing
	End of year activities: songs Alfabeto challenge
	Unit IPA's will be presented in the following modes of communication: <ul style="list-style-type: none"> ● Interpretive; the ability to understand and interpret a <i>one-way aural and written text</i>. Learners understand, interpret, and analyze what is heard, read, or viewed on unit topics.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Presentational; the ability to present information in a <i>written and oral format</i>. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on unit topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
|--|--|