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| Spanish ICourse Purpose | Students will use basic vocabulary and basic grammar elements to respond to given prompts in the target language. Students will compare cultures of Spanish-speaking nations to other cultures in reference to art, music, architecture, folk traditions and history. | STANDARDREFERENCE |

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| Unit Outcome 1 Spanish I | Students will use greetings in a conversation, recite the Spanish alphabet, identify and use number, identify Spanish-speaking countries in Central America. |  |

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| Component |
| SP1.1.1 | Use greetings in a conversation. |  |
| SP1.1.2  | Recite the alphabet. |  |
| SP1.1.3 | Identify #1-30. |  |
| SP1.1.4 | Indentify Central American countries. |  |

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| Unit Outcome 2Spanish I | Students will identify classroom objects, tell time in Spanish and identify Spanish-speaking countries in South America. |  |

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| Component |
| SP1.2.1 | Identify classroom objects. |  |
| SP1.2.2  | Tell time in Spanish. |  |
| SP1.2.3 | Identify South American countries. |  |
| SP1.2.4 |  |  |

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| Unit Outcome 3Spanish I | Students will identify days and months, express the date, describe weather conditions and identify seasons. |  |

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| Component |
| SP1.3.1 | Identify days and months and seasons. |  |
| SP1.3.2  | Express the date. |  |
| SP1.3.3 | Describe weather conditions. |  |
| SP1.3.4 |  |  |

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| Unit Outcome 4 Spanish I | Students will express what they like to do and dislike doing using infinitives. |  |

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| Component |
| SP1.4.1 | Express likes using infinitives. |  |
| SP1.4.2  | Express dislikes using infinitives. |  |
| SP1.4.3 |  |  |
| SP1.4.4 |  |  |

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| Unit Outcome 5Spanish I | Students will distinguish between masculine and feminine nouns, describe themselves and others using adjectives and use the singular definite and indefinite articles. |  |

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| Component |
| SP1.5.1 | Distinguish between masculine and feminine nouns. |  |
| SP1.5.2  | Describe people using adjectives. |  |
| SP1.5.3 | Use singular definite and indefinite articles. |  |
| SP1.5.4 |  |  |

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| Unit Outcome 6Spanish I | Students will describe school subjects, use ordinal numbers, identify the subject pronouns and conjugate regular –er verbs. |  |

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| Component |
| SP1.6.1 | Describe school subjects. |  |
| SP1.6.2  | Use ordinal numbers. |  |
| SP1.6.3 | Identify subject pronouns. |  |
| SP1.6.4 | Conjugate regular verbs ending in –er. |  |

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| Unit Outcome 7 Spanish I | Students will describe classroom items including their location, use the irregular verb *estar* and use the plural definite and indefinite articles. |  |

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| Component |
| SP1.7.1 | Describe classroom objects. |  |
| SP1.7.2  | Use prepositions to describe location. |  |
| SP1.7.3 | Conjugate *estar*. |  |
| SP1.7.4 | Use plural definite and indefinite articles, |  |

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| Unit Outcome 8Spanish I | Students will identify breakfast foods and beverages and conjugate regular –er and –ir verbs. |  |

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| Component |
| SP1.8.1 | Identify breakfast foods. |  |
| SP1.8.2  | Identify beverages. |  |
| SP1.8.3 | Conjugate verbs ending in –er. |  |
| SP1.8.4 | Conjugate verbs ending in -ir. |  |

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| Unit Outcome 9Spanish I | Students will identify lunch and dinner foods, discuss health, execute noun/adjective agreement and use the irregular verb *ser*. |  |

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| Component |
| SP1.9.1 | Identify lunch and supper foods. |  |
| SP1.9.2  | Express health conditions. |  |
| SP1.9.3 | Agree nouns and adjectives. |  |
| SP1.9.4 | Conjugate *ser*. |  |

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| Unit Outcome 10 Spanish I | Students will describe places in town, what they do at these places and conjugate the irregular verb *ir*. |  |
| Component |
| SP1.10.1 | Describe places in town. |  |
| SP1.10.2  | Describe actions done in these places. |  |
| SP1.10.3 | Conjugate the verb *ir*. |  |
| SP1.10.4 |  |  |

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| Unit Outcome 11 Spanish I | Students will describe their pastimes and recreational sports, express the times of day and conjugate the irregular verb *jugar*. |  |
| Component |
| SP1.11.1 | Describe pastimes and sports. |  |
| SP1.11.2  | Express times of day. |  |
| SP1.11.3 | Conjugate the verb *jugar*. |  |
| SP1.11.4 |  |  |