



Spanish 1

Timeline / Theme	Unit	Standard(s)	Student Focused Objective (Unit Objective)	Resources/ Suggested Activities
7/31: Teacher/Student introduction (Using basic Phrases) 8/1: Discuss Syllabus and review Basic Basic phrases. 8/2: The importance of learning a 2nd Language 8/5 Diagnostic test	Unit 0: Classroom expectations	Communication <i>Interpersonal Mode:</i> 1. <i>Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.</i> a. <i>Greet and leave people in a polite way.</i> b. <i>Exchange basic information about self and others.</i>	Students will be able to <u>discuss</u> the classroom expectations and the use of the Spanish Language.	-Syllabus -Basic Phrases Chart -The teacher -The benefits of a bilingual brain -*Unit Google slide (pp)
8/6: Unit 1 Basic Vocab {ABC} 8/7: Intro to definite articles 8/8: Intro to indefinite articles 8/9: Listening Training 8/12: Writing using Articles and Nouns 8/13: Adjectives vocab, *intro of the colors in the routine. 8/14: Vocab review and formative quiz 8/15: Rules of order (ANA) 8/16: Writing in ANA format drills. 8/19: Structure and Agreements (Number & Gender) *intro of the numbers in the routine. 8/20: Plural form of articles definites and indefinites 8/21: Listening and drills of basic phrases in singular and plural. 8/22: What do you see?/Que veo?(Writing drills using Phrases) 8/23: Study guide 8/26: Spanish Speaking world Geography exploration	Unit 1: Nouns, Articles and Adjectives, Basic pronunciati ons	Communication <i>Interpersonal Mode:</i> 1. <i>Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.</i> a. <i>Greet and leave people in a polite way.</i> b. <i>Exchange basic information about self and others.</i> c. <i>Exchange basic information about their everyday lives.</i> <i>Interpretive Mode:</i> 2. <i>Interpret what is heard, read, or viewed on familiar topics using the present tense.</i> b. <i>Recognize words, phrases and simple sentences in an informational text.</i> c. <i>Interpret visual and auditory cues.</i> Connections 6. <i>Connect with other disciplines while using the target language.</i> a. <i>Use math skills to convert English measurements to metric system and to convert currencies.</i> b. <i>Locate cities, states, and countries where the target language is spoken.</i>	Students will be able to <u>write</u> short phrases in present tense in Spanish using the structure; Article, Noun, Adjective.	-Complete Spanish Step by step by Barbara Bregstein (p.3-13) -Video, What do I see, Que veo?



<p>8/27: Introduction to the Hispanic Heritage project 8/28-8/29: The class will be divided in two parts; the first 15 minutes we will perform the pronunciation routine and the rest of the class will be dedicated to the HHM project. (Turn in date: 9/16) 8/30: Unit 1 test.</p>				
<p>9/9-10: Unit 1 Basic Vocab (To be) 9/11-12: Differences between Estar & Ser -Class discussion -Place vs. Doctor 9/13: Listening Drill and ID context [Yo soy maestro vs. Yo estoy en la clase] 9/16: Writing drills. (Practice) *HHM project turned in. 9/17: Building a Poster [Place and Doctor] 9/18: Practice and drills, Conversation (memorize for the test). 9/19: Super Quiz and first 4 project presentations. 9/20: Project presentations. 9/23: Reading Comprehension with vocab guidance. (Reading a loud) 9/24-25: Study guide (Add las caras Lindas) 9/26: Unit 2 test 9/27: Make up day</p>	<p>Unit 2: Estar, Ser, and Subject Pronouns.</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. <i>Presentational Mode:</i> 3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame. a. Present basic information orally and in writing. c. Tell about familiar objects, experiences, and daily routines. d. Recite short memorized phrases, poems, and/or rhymes.</p>	<p>Students will be able to <u>differentiate</u> and <u>use</u> the verb to be in Spanish verbally and writing.</p>	<p>-Complete Spanish Step by step by Barbara Bregstein (p.14-26) -*Las caras lindas</p>
<p>9/30: Introduction to vocabulary of Interrogative words. (Routine) 10/1: "Hay", class discussion and drills (Video, ¿Que hay ...?)</p>	<p>Unit 3: Hay, Interrogative words, Days, and</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an</p>	<p>Students will be able to <u>differentiate</u> and <u>use</u> interrogative</p>	<p>-Complete Spanish Step by step by Barbara Bregstein (p.27-39) -Osos en la escuela (Bears</p>



<p>10/2-3: Vocab review, (Listening)“Look and research” Asking questions about different hispanic art pieces. 10/4: Interrogative words Drills 10/7:Time (how to ask and answer for the time) Explaining my Schedule. 10/8: Dates (How to ask, answer and write the date in Spanish) (Add months and days to the routine) 10/9: Dates (How to ask, answer and write the date in Spanish) What normally happens in different seasons? 10/10: Listening and Drills of Interrogative words. (conversation) 10/11: HHM Program? 10/15-16: Reading comprehension 10/17: Conversational drills and Routine 10/18: E-Learning (time to practice conversations and catch up) 10/21-23: Study guide (memorize conversation) 10/24: Study guide check and pre-test. 10/25: Unit 3 Test</p>	<p>Months.</p>	<p>informational text. c. Interpret visual and auditory cues. Connections 6. Connect with other disciplines while using the target language. c. Describe weather in different locations around the world. 7. Interpret information related to diverse perspectives in the target culture. a. Exchange ideas on various audio and visual documents to interpret content. b. Explore authentic websites and materials to interpret topics.</p>	<p>words in Spanish verbally and writing.</p>	<p>at school)</p>
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<p>10/28: Introduction to vocabulary of Numbers, days of the weeks and months. 10/29: Listening and writing drills 10/30: Ordinal numbers 10/31: Telling the time and the dates 11/1: Listening (El restaurante) [intro vocab] p.51 11/4-5: Reading comprehension (El restaurante) p.51 11/6-7: questions and answers 11/8: Memorize your answers (Drills) 11/12: Memorization Quiz/ 11/13: Create your menu for your restaurant [Pick a country] 11/16: Food (Fruits, vegetables, the supermarket) 11/18: Food (Breakfast, Lunch, Dinner) 11/20: Restaurant Menu/Visit (Unit 4 Project 1st) 11/21: At the store; Items and clothes 11/22: Visiting the store (Unit 4 Project 2nd) 12/2-6: Study guide/Practice 12/16-19: Midterm test (material from all units)</p>	<p>Unit 4: Numbers, Dates, and Time</p>	<p>Communication, Interpretive Mode: 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. Culture 5. Identify products of the target cultures. b. Identify the cultural elements found in music and short video clips. c. Listen to, read, and identify the products from the target culture. Connections 7. Interpret information related to diverse perspectives in the target culture. a. Exchange ideas on various audio and visual documents to interpret content. b. Explore authentic websites and materials to interpret topics. Communities 11. Identify opportunities to use the target language beyond the classroom environment. a. Plan real or <u>imaginary</u> travel.</p>	<p>Students will be able to <u>read, write and pronounce</u> Numbers, Dates, and Times in a set of realistic simulations in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy -Complete Spanish Step by step by Barbara Bregstein (p.40-55)</p>
<p>1/9: Introduction to vocabulary (bank of verbs) <i>Add to the dictionary.</i> 1/10: Vocab review (1; Enrique y Maria) -Intro to conjugations in present tense 1/13-17: Conjugations drills {-AR Verbs} 1/21-24: Conjugations drills {-ER Verbs} 1/27-30: Conjugations drills {-IR Verbs} 1/31: Reading Comprehension (2; Los estudios)</p>	<p>Unit 5: Regular Verbs</p>	<p>Communication Interpretive Mode: 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases, and simple sentences in an informational text. c. Interpret visual and auditory cues. Connections 7. Interpret information related to diverse perspectives in the target culture.</p>	<p>Students will be able to <u>conjugate</u> and Interpret regular verbs in present tense in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy -Complete Spanish Step by step by Barbara Bregstein (p.56-69) -Listening Training La paella loca.</p>



<p>2/3: Listening Training/Vocab and conjugations review). 2/4: Quiz (Vocab and conjugations) 2/5-6: Reading comprehension (Una Escuela en Mexico) 2/7: Listening training (La paella Loca) 2/10-12: Study Guide 2/13: Unit 5 Test 2/14: Make up day</p>		<p>a. Exchange ideas on various audio and visual documents to interpret content.</p>		
<p>2/24-26: Introductory vocabulary 2/27: Listening, Conversationals 2/28: (-Easy Spanish Reader, William T. Tardy, 3-5) 3/3-7: Gustar sentences intro and Drills (prep for the next 6 topics) 3/10: At the house 3/11: The family 3/12: At the classroom 3/13 :At the store 3/17: At the game (Mascots) -Football -Fútbol (Soccer) -Basketball 3/18: Animals (Imaginary trip to the zoo) 3/19: Study Guide 3/20: Test Unit 6 3/21: Make up day</p>	<p>Unit 6: El diario vivir</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text. c. Interpret visual and auditory cues. Comparisons 8. Identify characteristics of the target language and the native language. a. Observe formal and informal forms of language. b. Identify word order for dates and placement of descriptors. c. Identify high-frequency idiomatic expressions.</p>	<p>Students will be able to <u>use</u> and <u>Interpret</u> daily vocabulary present tense in Spanish.</p>	<p>-Easy Spanish Reader, William T. Tardy</p>
<p>3/31: The verb Ir (to go) and its conjugations. 4/1: Listening, conversations and drills 4/2-3: Grammar Excerpts (Ir) 4/4: Video guessing 4/7: Idioms Vocabulary</p>	<p>Unit 7: IR, Idioms, cognates, and my portfolio* (EFS)</p>	<p>Communication <i>Interpretive Mode:</i> 2. Interpret what is heard, read, or viewed on familiar topics using the present tense. b. Recognize words, phrases and simple sentences in an informational text.</p>	<p>Students will be able to articulate basic fundamentals of the Spanish language in</p>	<p>-Easy Spanish Reader, William T. Tardy -Complete Spanish Step by step by Barbara Bregstein (p.82-101)</p>



<p>4/8: Conversations and Idioms Drills 4/9: Writing Drills 4/10: Listening; Useful words: que and para. 4/11: Conversations and writing drills 4/14-18 {E-Learning}: (-Easy Spanish Reader, William T. Tardy, 6-10) 4/21: Parts of the body (p.91) 4/22: Time Expression with Hacer Vocab/Discussion 4/23-25: Grammar drills and practice 4/28: Listening, conversation drills and prep vocabulary for RC 4/29-5/1: Reading comprehension. (p.99-101) 5/5-6: Intro to cognates and practice 5/7: Translation workshop* 5/8: Transcripts workshop* 5/9: Writing Practice* 5/12: Presentation (work collaboration) 5/13-14: Portfolio material gathering and putting materials together 5/15-20: Study guide for final (All materials 5/21-29: Final Test</p>		<p>Comparisons 8. Identify characteristics of the target language and the native language. a. Observe formal and informal forms of language. b. Identify word order for dates and placement of descriptors. c. Identify high-frequency idiomatic expressions. d. Identify cognates.</p>	<p>realistic situations.</p>	<p>-¿Que va a pasar?</p>
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2nd Semester Plans:

(1/13/25- 1/23/25) Unit Plan: Conjugating Regular Verbs in Spanish

Grade Level: 8-12th [Spanish 1]

Unit Duration: 6 Days

Unit Objectives:

- Students will conjugate regular -AR, -ER, and -IR verbs in the present tense.



- Students will understand the significance of regular verbs in Spanish communication.
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Day 1: Introduction to Regular Verbs (-AR)

Objective: Articulate the concept of regular verbs and conjugate -AR verbs in the present tense.

Lesson Activities:

1. **Do Now:** Students brainstorm examples of activities they enjoy (e.g., dancing, singing). Introduce verbs like *bailar* (to dance) and *cantar* (to sing).
2. **Mini-Lesson:** Explain regular verbs and the steps to conjugate -AR verbs. Use the verb *hablar* and *Bailar* as an example.
3. **Guided Practice:** Students practice conjugating common -AR verbs (e.g., *bailar*, *estudiar*, *trabajar*). (Worksheet)
4. **Cultural Connection:** Show a short video or infographic on the importance of dance (e.g., flamenco in Spain or salsa in Latin America).
5. **Exit Ticket:** Conjugate *bailar* in all forms and write one sentence using it.

Homework: Write 5 sentences using different -AR verbs in the present tense.

Day 2: Practice with -AR Verbs in Context

Objective: Use -AR verbs in context to describe daily activities.

Lesson Activities:

1. **Do Now:** Match pictures of activities to their corresponding Spanish verbs.
2. **Mini-Lesson:** Review conjugation of -AR verbs and introduce vocabulary related to daily routines.



3. **Collaborative Activity:** In pairs, students create a dialogue using -AR verbs to describe a school day.
4. **Cultural Connection:** Discuss a typical school day in a Spanish-speaking country and compare it with students' experiences.
5. **Exit Ticket:** Write 3 questions using -AR verbs to ask a classmate about their routine.

Homework: Research a Spanish-speaking country's school schedule and write 3 sentences using -AR verbs to describe it.

Day 3: Introduction to Regular -ER and -IR Verbs

Objective: Conjugate regular -ER and -IR verbs in the present tense.

Lesson Activities:

1. **Do Now:** Quick review: Conjugate an -AR verb on the board.
2. **Mini-Lesson:** Teach the conjugation of -ER and -IR verbs using examples like *comer* (to eat) and *vivir* (to live).
3. **Guided Practice:** Students conjugate several -ER and -IR verbs (e.g., *leer*, *escribir*, *aprender*).
4. **Cultural Connection:** Discuss the significance of meals in Spanish-speaking cultures (e.g., *comer* during la siesta in Spain).
5. **Exit Ticket:** Write sentences using *comer* and *vivir*.

Homework: Write a short paragraph about what you eat at different meals, using -ER verbs.

Day 4: Using Regular Verbs in Sentences

Objective: Apply conjugated verbs in full sentences to describe personal experiences.

Lesson Activities:

1. **Do Now:** Students fill in blanks with the correct conjugation of regular verbs.



2. **Mini-Lesson:** Demonstrate how to structure sentences with conjugated verbs, subjects, and complements.
3. **Independent Practice:** Students write sentences based on prompts (e.g., Describe your favorite meal using -ER verbs).
4. **Cultural Connection:** Share examples of famous meals from Spanish-speaking countries (e.g., paella, tamales) and relate them to the verb *comer*.
5. **Exit Ticket:** Write a short sentence about your favorite food and where you live using *comer* and *vivir*.

Homework: Interview a family member about their daily activities and write 5 sentences using regular verbs.

Day 5: Interactive Practice and Peer Collaboration

Objective: Collaborate to use regular verbs in creative ways, emphasizing cultural relevance.

Lesson Activities:

1. **Do Now:** Translate simple sentences into Spanish using regular verbs.
2. **Group Activity:** In groups, create a short skit using a mix of -AR, -ER, and -IR verbs. Skits should reflect cultural scenarios, such as ordering at a restaurant or attending a festival.
3. **Cultural Connection:** Highlight cultural festivals where communication and action verbs are important (e.g., Carnaval).
4. **Exit Ticket:** Reflect on how verb conjugations help express thoughts in Spanish.

Homework: Write a reflection on what you learned this week, using at least 5 regular verbs in context.

Day 6: Assessment and Cultural Showcase

Objective: Demonstrate understanding of conjugating regular verbs and their cultural relevance.

Lesson Activities:



1. **Do Now:** Review game (e.g., Kahoot) on conjugating regular verbs.
2. **Assessment:** Students complete a written quiz, conjugating verbs and writing sentences.
3. **Cultural Showcase:** Share reflections from homework, focusing on cultural insights.
4. **Closing Activity:** Students discuss how language and culture are interconnected.

Homework: Optional: Explore a Spanish song or poem with regular verbs and identify them.

This unit weaves linguistic skills with cultural understanding, fostering both language acquisition and cultural awareness.

(1/27/25- 1/31/25) Unit Plan: *Conjugating Regular Verbs in Spanish*

5-Day Instructional Unit: Conjugating Regular Verbs in Present Tense (Spanish)

Unit Goals:

1. Students will conjugate regular -AR, -ER, and -IR verbs in the present tense.
 2. Students will demonstrate their understanding by scoring at least 80% on a quiz.
 3. Students will practice through guided exercises, group activities, and independent work.
 4. This unit will help students communicate in Spanish about everyday activities.
 5. Students will achieve these goals by the end of the 5-day unit.
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Lesson Plan Overview:

Day 1: Introduction to Regular Verbs (-AR, -ER, -IR)



- **Agenda:**
 - Warm-up: Spanish greetings and common verbs.
 - Direct instruction: Explain verb endings and conjugation patterns.
 - Group practice: Conjugate verbs in pairs.
 - Independent practice: Worksheet on -AR verbs.
 - Exit ticket: Conjugate 3 -AR verbs in a short sentence.
- **Assignment:** Fill in the blanks worksheet with -AR verbs.

Day 2: Conjugating -AR Verbs

- **Agenda:**
 - Warm-up: Review -AR verb endings with a song.
 - Direct instruction: Model conjugation with visual aids.
 - Group practice: Sentence creation activity.
 - Independent practice: Verb conjugation exercises.
 - Exit ticket: Write a short paragraph using -AR verbs.
- **Assignment:** Create a daily routine paragraph using -AR verbs.

Day 3: Conjugating -ER and -IR Verbs

- **Agenda:**
 - Warm-up: Review previous lessons.
 - Direct instruction: Teach -ER and -IR verb endings.
 - Group practice: Verb conjugation relay game.
 - Independent practice: Worksheet covering -ER and -IR verbs.
 - Exit ticket: Write 3 sentences using -ER and -IR verbs.
- **Assignment:** Complete a conjugation chart for -ER and -IR verbs.

Day 4: Mixed Practice

- **Agenda:**



- Warm-up: Verb conjugation bingo.
- Direct instruction: Review all regular verb conjugations.
- Group project: Create a skit using conjugated verbs.
- Independent practice: Write a conversation using all verb types.
- Exit ticket: Peer review with feedback.
- **Assignment:** Write a short story using 5 -AR, 3 -ER, and 3 -IR verbs.

Day 5: Assessment and Review

- **Agenda:**
 - Warm-up: Verb conjugation quiz prep.
 - Assessment: Conjugation quiz (fill-in-the-blank and short answer).
 - Group review: Discuss common mistakes.
 - Reflection: Write about progress and challenges.
 - Exit ticket: Share one learning success.
 - **Assignment:** Self-assessment checklist and reflection journal.
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Assignments:

1. Fill-in-the-blank worksheet (-AR verbs)
2. Daily routine paragraph (-AR verbs)
3. Conjugation chart (-ER/-IR verbs)
4. Short story using all verb types
5. Self-assessment and reflection journal