

# Spanish I

## PROGRAM SUMMARY

This course is being delivered by Elevate K-12, a provider of high quality, live online curriculum and instruction. The teacher will be live streamed onto a screen in the front of the classroom while students participate on their devices. A Classroom Coach will be in the room with students to facilitate instruction. Students will engage in a variety of learning experiences using technology and traditional approaches: group work, partner collaboration, projects, hands-on activities, online research, and more. The teacher and Classroom Coach will work together to make each class productive, rigorous, and engaging.

## COURSE DESCRIPTION

This course introduces students to Spanish language and culture, aiming for [Novice-Mid Proficiency](#) or higher. ***\*See the end of this document for more information on "proficiency v. performance"*** Through reading, writing, listening, and speaking activities aligned with [ACTFL Standards](#), students develop communication skills. Lessons emphasize vocabulary, grammar, and Hispanic culture for well-rounded proficiency in Interpretive, Interpersonal, and Presentational communication. Unit topics reflect real-world activities and scenarios, covering all 11 ACTFL Standards. For more details, refer to the [ACTFL proficiency guidelines](#). [The [NCSSFL-ACTFL Can-Do Benchmarks](#) are a user-friendly way to understand what language learners will be expected to know and be able to do in Spanish at each Proficiency Level].

### MATERIALS REQUIRED FOR CLASS

- Spiral notebook
- Pens and pencils
- Elevate approved device

### GRADING

- Students will be graded on quizzes, tests, and projects
- All assignments will be completed during class
- Student scores will be collected by Elevate and provided to the school for input into their electronic gradebook

## ACTFL Proficiency Levels



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This course, at a rate of one lesson per class period, would take about 35 weeks to complete

Unit 1 - Introduction to Basic Communication in Spanish	
Lesson Name and Number	Skills
1.1 Las Presentaciones 1.2 El Mundo Hispanohablante 1.3 Los Países Hispanohablantes 1.4 Las Emociones 1.5 Unit 1 Check-In 1 Assessment 1.6 Los Números 1-59 1.7 El Alfabeto 1.8 Los Colores 1.9 Números, Colores y Más 1.10 Unit 1 Check-In 2 Assessment 1.11 Los Días de la Semana 1.12 Los Meses del Año 1.13 Las Estaciones 1.14 El Clima 1.15 Unit 1 Check-In 3 Assessment 1.16 La Hora 1.17 Proyecto 1.18 Unit 1 Review Day 1 1.19 Unit 1 Review Day 2 1.20 Unit 1 Summative Assessment	<b>Vocabulary &amp; Grammar:</b> <ul style="list-style-type: none"> <li>• Greetings/ Introductions</li> <li>• Adjectives of Nationality</li> <li>• Where are you from?</li> <li>• Feelings, Emotions and States of Being</li> <li>• Numbers 1-59</li> <li>• The Spanish Alphabet</li> <li>• Colors and describing the color of different objects</li> <li>• Days of the Week</li> <li>• Months of the Year</li> <li>• The Seasons</li> <li>• Weather</li> <li>• Telling Time in Spanish with minutes [<i>Unit 5 = "menos"</i>]</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>• Spanish Speaking Countries</li> <li>• Hispanic Heritage and Cultural Identity</li> <li>• Changes in climate based on Geography</li> <li>• Military Time in Spanish speaking countries</li> </ul>
Unit 2 – Los Pasatiempos	
2.1 Los Pasatiempos Comunes 2.2 El Verbo: Gustar	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Pastimes and Hobbies</li> </ul>

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- 2.3 Los Pasatiempos
- 2.4 (No) Me Gusta
- 2.5 Unit 2 Check-In 1 Assessment
- 2.6 Acuerdo, Desacuerdo y Pronombres de Sujeto
- 2.7 Conjunctiones y Pronombres Plurales
- 2.8 Los verbos –ar
- 2.9 Los verbos –ar Parte 2
- 2.10 Unit 2 Check-In 2 Assessment
- 2.11 Las Preguntas
- 2.12 Vamos a Hablar
- 2.13 Hablar y Celebrar
- 2.14 Más Preguntas
- 2.15 Unit 2 Check-In 3 Assessment
- 2.16 Los Verbos –er/-ir
- 2.17 Más Práctica: -er/-ir
- 2.18 Unit 2 Review Day 1
- 2.19 Unit 2 Review Day 2
- 2.20 Unit 2 Summative Assessment

## Grammar:

- Expressing likes and dislikes using Gustar
- Agreement and Disagreement with Gustar
- Conjunctions: y, o, pero
- Intro to Subject Pronouns
- Formal vs Informal You
- Regular Verbs in Present Tense: -AR, -ER, -IR
- Asking & answering questions

## Culture:

- Pastimes of Hispanic Countries
- Celebrations: Quinceañera

## Unit 3 – La Comida

- 3.1 Comida
- 3.2 La Comida Part 2
- 3.3 Las Comidas Hispanas
- 3.4 Las Comidas Hispanas Parte 2
- 3.5 Unit 3 Check-in 1 Assessment
- 3.6 ¡A Comer!
- 3.7 ¡A Cocinar!
- 3.8 Compartir la Comida
- 3.9 Preparar la Comida

## Vocabulary:

- Common food items and expressing likes
- Review: Subject Pronouns
- Verbs related to food preparation
- Restaurant Vocabulary

## Grammar:

- Famous Dishes from Hispanic countries
- Review: using -ar, -er, and -ir verbs in Present Tense

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3.10 Unit 3 Check-In 2 Assessment  
3.11 Poner la Mesa  
3.12 Poner la Mesa, Parte 2  
3.13 Salir al Restaurante  
3.14 Salir al Restaurante Parte 2  
3.15 Unit 3 Check-In 3 Assessment  
3.16 ¿Cómo está la Comida?  
3.17 Proyecto  
3.18 Unit 3: Review Day 1  
3.19 Unit 3: Review Day 2  
3.20 Unit 3 Assessment

- Intro to 3 "go" verbs: poner, salir, hacer
- Prepositions: Uses of "sin" and "con"; "para"
- The Verb Estar with adjectives to describe how food tastes

## Culture:

- Popular Foods in Hispanic countries
- Family Meal traditions in Hispanic countries

## Unit 4 – La Familia y Las Características

4.1 La Familia  
4.2 Nouns: Gender and Number  
4.3 Adjetivos Físicos  
4.4 ¿Cómo es tu familia?  
4.5 Unit 4 Check-in 1 Assessment  
4.6 Los Adjetivos: Personalidad  
4.7 ¿Cómo eres?  
4.8 Mi Familia, Tu Familia  
4.9 La Familia Hispana  
4.10 Unit 4 Check-In 2 Assessment  
4.11 La Familia Extensa (Extendida)  
4.12 Más Adjetivos  
4.13 La familia es...La familia tiene...  
4.14 Yo soy...yo tengo...  
4.15 Unit 4 Check-In 3 Assessment  
4.16 La Vida Familiar

## Vocabulary:

- Family Vocabulary Words
- Physical Descriptive Adjectives
- Personality Adjectives
- Describing different family members
- Family Life - vocabulary

## Grammar:

- Review: Subject Pronouns
- Gender and Plural of Nouns
- Definite/ Indefinite Articles
- Review: SER
- Identifying Cognates
- Noun/ Adjective Agreement
- Gender neutral Adjectives
- Possessive Adjectives; Possession with "de"

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<p>4.17 Proyecto 4.18 Unit 4: Review Day 1 4.19 Unit 4: Review Day 2 4.20 Unit 4: Summative Assessment</p>	<ul style="list-style-type: none"> <li>• Personal “a”</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Spanish Royal Family</li> <li>• Family Life in Hispanic Families</li> <li>• Quinceañera, Parte 2</li> </ul>
<p><b>Mid-Course Review</b></p>	
<p>R.1 Unit 1 Midterm Review R.2 Unit 2 Midterm Review R.3 Unit 3 Midterm Review R.4 Unit 4 Midterm Review R.5 Units 1-4 Midterm Review</p>	<ul style="list-style-type: none"> <li>• All Major Vocabulary, Grammar, and Culture from Units 1-4 is reviewed</li> <li>• 1 Review Lesson per Unit</li> <li>• 1 Final Lesson with a Mid-Course Review Game</li> </ul>
<p><b>Unit 5 – La Escuela</b></p>	
<p>5.1 La Sala de Clases 5.2 La Sala de Clases Parte 2 5.3 La Clase de... 5.4 La Escuela 5.5 Unit 5 Check-in 1 Assessment 5.6 Tengo Hambre 5.7 El Horario de Clases 5.8 Mi Día Escolar 5.9 Antes y Después de la Escuela 5.10 Unit 5 Check-In 2 Assessment 5.11 El Horario 5.12 Proyecto: Un día típico 5.13 Después de La Escuela 5.14 Después de La Escuela: Parte 2 5.15 Unit 5 Check-In 3 Assessment</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• The classroom</li> <li>• Your Day at School, Classes</li> <li>• Tener Phrases</li> <li>• Numbers 1-100 and beyond</li> <li>• School Schedule; “at” a time</li> <li>• Ordinal Numbers 1<sup>st</sup> – 10<sup>th</sup></li> <li>• Adjectives to describe Classes</li> <li>• After School Activities Vocabulary + review of U2 Pastimes</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Review of Present Tense Verbs – vocabulary and use</li> <li>• The Verb “Hay”</li> <li>• Consecutive Verbs – review of “Me gusta”</li> </ul>

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5.16 Las Escuelas En Otros Países  
5.17 Proyecto: Mi escuela perfecta  
5.18 Unit 5: Review Day 1  
5.19 Unit 5: Review Day 2  
5.20 Unit 5 Assessment

- Review of the verb Tener + Tener Expressions
- Tener + que + Infinitive
- Review of Telling Time; NEW: “ menos”
- Review of “hacer”
- The Verb “To Go”
- Asistir a: The Preposition “a”

## Culture:

- School Systems in Spanish Speaking Countries
- [Traditional Children's Songs](#) – Enrichment & Extra Time

## Unit 6 – En la Ciudad y la Casa

6.1 En La Ciudad  
6.2 En La Ciudad Parte 2  
6.3 Voy a la Ciudad  
6.4 La Plaza  
6.5 Unit 6 Check-In 1 Assessment  
6.6 Las Direcciones  
6.7 Las Direcciones Parte 2  
6.8 ¿Cómo vas?  
6.9 ¿Qué compras en...?  
6.10 Unit 6 Check-In 2 Assessment  
6.11 Ser v. Estar Parte 1  
6.12 Ser v. Estar Parte 2  
6.13 En la Casa Parte 1  
6.14 En la Casa Parte 2  
6.15 Unit 6 Check in 3 Assessment  
6.16 Proyecto  
6.17 Proyecto

## Vocabulary:

- Around Town Vocabulary
- Vocabulary related to finding a place
- Directions Vocabulary
- Modes of Transportation Vocabulary
- Basic House Vocabulary
- Verbs: Preferir and Querer

## Grammar:

- Contractions: al & del
- Question word: adónde
- Giving and understanding directions to get around town
- Review: “Tener” and “Hay”; describe what is in a home
- Question word: Cuántos
- Ser vs. Estar

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<p>6.18 Unit 6 Review Day 1 6.19 Unit 6 Review Day 2 6.20 Unit 6 Summative Assessment</p>	<p><b>Culture:</b></p> <ul style="list-style-type: none"><li>• The Importance of Plazas in Spanish speaking countries</li><li>• Architecture: Styles of Homes Around Latin America and Spain</li></ul>
<b>Unit 7 – El Cuerpo y la Rutina Diaria</b>	
<p>7.1 Las Partes Del Cuerpo 7.2 Las Partes del Cuerpo: Parte 2 7.3 Dibuja un Monstruo 7.4 ¿Cómo somos, mi monstruo y yo? 7.5 Unit 7 Check-In 1 Assessment 7.6 ¿Qué hace tu monstruo? 7.7 ¿Qué hace tu monstruo? Parte 2 7.8 ¿¿Qué les interesa a tu monstruo y a ti? 7.9 ¿Qué les interesa a tu monstruo y a ti? Parte 2 7.10 Unit 7 Check-In 2 Assessment 7.11 ¿Te despiertas temprano? 7.12 ¿Te despiertas temprano? Parte 2 7.13 Mi Vida Diaria 7.14 Mi Vida Diaria, Parte 2 7.15 Unit 7 Check-In 3 Assessment 7.16 Proyecto 7.17 Proyecto 7.18 Unit 7 Review Day 1 7.19 Unit 7 Review Day 2 7.20 Unit 7 Summative Assessment</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Common Body Parts Vocabulary</li><li>• Common Facial Features Vocabulary</li><li>• Review: Personal Descriptions</li><li>• Stem-Changing Verb Vocabulary</li><li>• Verbs like Gustar Vocabulary</li><li>• Reflexive Verbs: Personal Hygiene</li><li>• Basic Daily Routine</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Stem-Changing Verbs</li><li>• Verbs Like Gustar</li><li>• Ser vs. Estar vs. Tener Review</li><li>• Reflexive Verbs usage</li><li>• Comparisons</li></ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"><li>• Hispanic, Latino, Spanish, American – what do we look like?</li><li>• Las Caras de Latinoamérica: Eg: Song “Latinoamérica” by Calle 13; Julieta Venegas "Me voy"; garífuna &amp; other afrolatino genres</li><li>• <a href="#">Traditional Children's Songs</a> – Enrichment &amp; Extra Time</li></ul>

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## Unit 8 – Pasar Tiempo con Amigos

- 8.1 Los Deportes
- 8.2 ¡Me encanta este deporte!
- 8.3 Un partido
- 8.4 ¿Qué están haciendo los fanáticos?
- 8.5 Unit 8 Check-In 1 Assessment
- 8.6 El Cine
- 8.7 Los Conciertos
- 8.8 Tocar Bien
- 8.9 Una Película Buena
- 8.10 Unit 8 Check-In 2 Assessment
- 8.11 El Museo y La Galería
- 8.12 Las Preguntas
- 8.13 El Arte
- 8.14 El Arte Parte 2
- 8.15 Unit 8 Check-In 3 Assessment
- 8.16 Artistas Famosos
- 8.17 El Proyecto: Mis amigos y yo
- 8.18 Unit 8 Review Day 1
- 8.19 Unit 8 Review Day 2
- 8.20 Unit 8 Summative Assessment

### Vocabulary:

- Sports: Review and New
- Going to a game Vocabulary
- Going to the movies/theater vocabulary
- Going to a Concert Vocabulary
- Going to the museum/ gallery vocabulary words
- Question words
- Art and Painting Vocabulary

### Grammar:

- Demonstrative adjectives
- Review: Verbs like Gustar
- Review: the verb to go
- Present Progressive Regular and Irregular
- The verb: ver
- Immediate Future
- Review: -go verbs
- Review the Verb: Salir
- Bien vs bueno

### Culture:

- Famous Painters of Latin America
- Museums and Galleries
- The importance of sports related activity in the Latino culture



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## End of Course Review

Lesson 1: Unit 5 End of Course Review  
Lesson 2: Unit 6 End of Course Review  
Lesson 3: Unit 7 End of Course Review  
Lesson 4: Unit 8 End of Course Review  
Lesson 5: Unit 5-8 End of Course Review  
Spanish 1 Final Exam

- All Major Vocabulary, Grammar, and Culture from Units 5-8 is reviewed
- 1 Review Lesson per Unit
- 1 Final Lesson with a Mid-Course Review Game

**Proficiency v. Performance** – there is a difference! See the full document for further explanation and/or guidance, but the chart below explains the difference in basic terms. Also keep in mind that people will show “proficiency” at each level for different skills (listening/speaking and reading/writing) at each level. For example, students in Spanish 1 and 2, will score higher in Reading than Writing and Speaking tends to lag the other skills until the higher levels. In general, most learners even out between the skills the higher their language ability and experience in real-life situations.

[https://www.actfl.org/uploads/files/general/Resources-Publications/ACTFL\\_Proficiency\\_Guidelines\\_2024.pdf](https://www.actfl.org/uploads/files/general/Resources-Publications/ACTFL_Proficiency_Guidelines_2024.pdf)

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**Table 1. Assessing Performance vs. Assessing Proficiency**

Assessing Performance	Assessing Proficiency
<b>Based on instruction:</b> Describes what the individual can do based on what has been presented in an instructional curriculum or other formal context.	<b>Independent of specific instruction or curriculum:</b> Describes what the individual can do regardless of where, when, or how the language was learned.
<b>Rehearsed:</b> Tasks reflect familiar contexts and are derived from the functions, task types, and language that individuals have rehearsed.	<b>Not Rehearsed:</b> Tasks may reflect both familiar and unfamiliar topics, contexts, and language.
<b>Familiar content and context:</b> Content is based on what has been learned and rehearsed, within a context that is similar but not identical to the one rehearsed.	<b>Broad content and context:</b> Context and content are those that are appropriate for the given level.
<b>Demonstrated performance of rehearsed tasks and contexts:</b> To be rated at a level, the individual must be able to meet the criteria for that level in the contexts, content areas, and tasks that have been presented and rehearsed.	<b>Sustained performance across all the tasks and contexts for the level:</b> To be rated at a level, the individual must demonstrate consistent ability to meet all of the criteria for that level, including tasks, content, and contexts that have not been encountered previously.

The rating that an individual receives on a performance assessment can provide evidence of how that individual might be rated on an assessment of proficiency, but it does not specify proficiency level as such. For example, in a performance context, an individual may meet the criteria for the Intermediate level on a communication task that has been learned and practiced. That individual's performance would be rated as Intermediate because the criteria for demonstrated performance in practiced contexts and content areas have been met. In a proficiency context, however, the same individual may not be able to meet the criteria for the Intermediate level consistently in unrehearsed communication tasks. That

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