

**SPANISH 1 Year at a Glance
2022-2023**

Quarter 1 (August 10 – October 14)	RESOURCES	MAJOR TOPICS / CONCEPTS	
	Para empezar (pg 1-23) Guided Workbook (pg 1-12)	Students Will Be Able To:	
	1 En la escuela <ul style="list-style-type: none"> ○ Greetings and Introductions ○ Classroom directions ○ Time ○ Body Parts 2 En la clase <ul style="list-style-type: none"> ○ Questions ○ Spanish alphabet ○ Calendar 3 El tiempo <ul style="list-style-type: none"> ○ Weather and Seasons 	Parte 1 <ul style="list-style-type: none"> ○ Greet people at different times of the day. ○ Introduce themselves and others. ○ Respond to classroom directions. ○ Begin using numbers. ○ Tell time. ○ Identify parts of the body. 	Parte 2 <ul style="list-style-type: none"> ○ Talk about things in the classroom. ○ Ask questions about new words and phrases. ○ Use the Spanish alphabet to spell words. ○ Talk about things related to the calendar. Parte 3 <ul style="list-style-type: none"> ○ Describe weather conditions. ○ Identify the seasons. ○ Compare weather in the Northern and Southern Hemispheres.
	Capítulo 1 Mis amigos y yo (pg. 24-71) Guided Workbook (pg. 13-30)	Students Will Be Able To:	
Capítulo 1A ¿Qué te gusta hacer? Vocabulario: <ul style="list-style-type: none"> ○ Activities ○ Expressing likes and dislikes <i>Include all forms of GUSTAR</i> Gramática <ul style="list-style-type: none"> ○ Infinitives ○ Negatives ○ Expressing agreement and disagreement Capítulo 1B Y tú, ¿cómo eres? Vocabulario: <ul style="list-style-type: none"> ○ Personality traits ○ Descriptive Adjectives (<i>Please refer to list provided for additional vocab</i>) ○ Expressing likes and dislikes Gramática: <ul style="list-style-type: none"> ○ Adjectives ○ Gender or Nouns (<i>include día, mano, mapa, agua, etc.</i>) ○ Definite and indefinite articles ○ Word order: placement of adjectives 	1A: <ul style="list-style-type: none"> ○ Listen to and read about activities people like and don't like to do. ○ Talk and write about what they and others like and don't like to do. ○ Describe their favorite activities. ○ Ask and answer questions about activity preferences. ○ Use cognates to figure out new words. 	1B: <ul style="list-style-type: none"> ○ Listen to and read descriptions of others. ○ Talk and write about what they and others are like. ○ Describe their personality to others. 	

<p>Capítulo 2 La escuela (pg. 72-121) Guided Workbook (pg. 31-48)</p>	<p>Students Will Be Able To:</p>	
<p>Capítulo 2A Tu día en la escuela Vocabulario:</p> <ul style="list-style-type: none"> ○ School subjects and schedules ○ School supplies ○ Class descriptions <p>Gramática:</p> <ul style="list-style-type: none"> ○ Subject Pronouns (<i>students should know what vosotros is and recognize its conjugations</i>) ○ Present tense of <i>-ar</i> verbs (<i>Please refer to the list provided</i>) <p>Capítulo 2B Tu sala de clases Vocabulario:</p> <ul style="list-style-type: none"> ○ Classroom ítems and furniture ○ Computers ○ Words to describe location (<i>Please refer to the list provided</i>) <p>Gramática:</p> <ul style="list-style-type: none"> ○ The verb <i>estar</i> ○ Plurals of nouns and articles 	<p>2A:</p> <ul style="list-style-type: none"> ○ Listen and read about school subjects and schedules. ○ Talk and write about classes, school activities, likes and dislikes. ○ Discuss and compare classes and opinions about school. ○ Identify, talk to, and write about different people. ○ Describe your classes and schedule. 	<p>2B:</p> <ul style="list-style-type: none"> ○ Listen to and read conversations and notes about school. ○ Talk and write about classes, classrooms, and where things are located. ○ Describe a classroom. ○ Identify and describe the location of objects around school.
<p>Capítulo 3 La comida (pg. 99-169) Guided Workbook (pg. 49-66)</p>	<p>Students Will Be Able To:</p>	
<p>Capítulo 3A ¿Desayuno o almuerzo? Vocabulario:</p> <ul style="list-style-type: none"> ○ Foods and beverages for breakfast and lunch ○ Expressions of frequency <p>Gramática:</p> <ul style="list-style-type: none"> ○ Present tense of <i>-er</i> and <i>-ir</i> verbs (<i>Please refer to the list provided</i>) ○ <i>Me gustan, me encantan</i> 	<p>3A</p> <ul style="list-style-type: none"> ○ Listen to and read descriptions of meals and menus. ○ Talk and write about foods they and others like and dislike. 	

Quarter 3 (January 5 – March 9)	Capítulo 3 La comida (pg. 99-169) Guided Workbook (pg. 49-66)	Students Will Be Able To:	
	<u>Capítulo 3B Para mantener la salud</u> Vocabulario: <ul style="list-style-type: none"> ○ Food groups, ways to describe food ○ Healthy Activities Gramática <ul style="list-style-type: none"> ○ Plurals of adjectives ○ The verb <i>ser</i> ○ Cover all forms of HACER 	3B <ul style="list-style-type: none"> ○ Listen to and read descriptions of healthy and unhealthy lifestyles. ○ Talk and write about food, health, and exercise choices. ○ Discuss food preferences and healthy food choices. ○ Describe people, places, and foods. 	
	Capítulo 4 Los pasatiempos (pg. 170-219) Guided Workbook (pg. 67-84)	Students Will Be Able To:	
	<u>Capítulo 4A ¿Adónde vas?</u> Vocabulario: <ul style="list-style-type: none"> ○ Leisure activities ○ Places in the community Gramática: <ul style="list-style-type: none"> ○ The verb <i>ir</i> ○ Asking questions <u>Capítulo 4B ¿Quieres ir conmigo?</u> Vocabulario: <ul style="list-style-type: none"> ○ Sports and activities outside of school ○ Telling time ○ Extending, accepting, and declining invitations Gramática: <ul style="list-style-type: none"> ○ <i>Ir</i> + a + infinitive ○ Stem Changing verbs (<i>please refer to the list provided</i>) ○ “Double-verbs” (<i>How two verbs work next to each other.</i>) 	4A: <ul style="list-style-type: none"> ○ Listen and read about leisure activities and schedules. ○ Talk and write about places to go and activities to do during free time. ○ Exchange information about weekend plans. 	4B: <ul style="list-style-type: none"> ○ Listen to and read invitations and responses. ○ Discuss and write an invitation and an activity plan. ○ Discuss what activities you and others will do and at what time.

Quarter 4 (March 20 – May 25)	Capítulo 5 Fiesta en familia (pg. 220-269) Guided Workbook (pg. 85-102)	Students Will Be Able To:	
	<p><u>Capítulo 5A Una fiesta de cumpleaños</u></p> <p>Vocabulario:</p> <ul style="list-style-type: none"> ○ Family members and pets ○ Telling ages ○ Party decorations and celebration activities <p>Gramática:</p> <ul style="list-style-type: none"> ○ The verb <i>tener</i> ○ Tener idioms (<i>Please refer to the list provided</i>) ○ Possessive adjectives <p><u>Capítulo 5B ¡Vamos a un restaurante!</u></p> <p>Vocabulario:</p> <ul style="list-style-type: none"> ○ Describing people and things ○ Food and table settings ○ Eating out ○ Expressing needs <p>Gramática</p> <ul style="list-style-type: none"> ○ The verb <i>venir</i> ○ The verbs <i>ser</i> and <i>estar</i> (<i>including regular present progressive</i>) 	<p><u>5A</u></p> <ul style="list-style-type: none"> ○ Listen to and read descriptions of family members and family relationships. ○ Talk and write about family, friends, and celebrations. ○ Express age. ○ Talk about what people have and have to do. ○ Identify to whom something belongs. 	<p><u>5B</u></p> <ul style="list-style-type: none"> ○ Listen to, read, and write information about restaurant meals and service. ○ Write about plans for a celebration. ○ Describe physical features of family members. ○ Discuss and describe people and foods.