# Spanish I Scope and Sequence – Fall Semester

**Idea Control (Evidence of Use)**  Partial Control (~50% Accuracy)  **Full Control (+80% Accuracy)**

<table>
<thead>
<tr>
<th>Vocabulary for Communication</th>
<th>Unit 1 – Welcome</th>
<th>Unit 2 – My Friends and I</th>
<th>Unit 3 – School</th>
</tr>
</thead>
</table>
| See suggested vocabulary in Unit Overviews for more detail. | - Alphabet  
- Basic personal information  
- Greetings, introductions and farewells  
- Polite expressions  
- Cardinal numbers, 0-31  
- Cognates  
- Seasons/Weather  
- Days, Months  
- Time  
- Classroom commands | - Personality traits (adjectives)  
- Physical traits (adjectives)  
- Likes and dislikes with activities  
- Negative expressions (*no me gusta nada, también, tampoco*)  
- Conjunctions (e.g. *porque, y*) | - Colors  
- School (e.g. classes, schedule, classroom items)  
- Cardinal numbers, 32-60  
- Ordinal numbers (adj. agreement)  
- Tener in context  
- *-ar verbs in context*  
- *estar* w/ locations and emotions  
- Comparatives (*más/menos*)  
- Conjunctions (*o/pero*) |

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| Words students might need to know, but are not required for assessment. | - Accent marks  
- Idiom  
- Punctuation  
- Social Register  
- Tilde | - Cognate  
- Conjunctions  
- False Cognate  
- Negation  
- Noun  
- Subject  
- Verb | - Articles, Definite and Indefinite  
- Conjugation  
- Gender  
- Preposition  
- Pronoun  
- Subject Pronoun  
- Verb Stem  
- Verb Ending  
- Tense |

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| Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes. | - word order for questions and statements  
- *gustar* and an opposite expression\(^1\) in first and third person singular  
- *ser*  | - pluralization of nouns  
- gender and number agreement  
- conjugation  
- definite and indefinite articles  
- *ser/estar/tener/-ar verbs in context* |  |

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<td>Cultural understandings are infused across the units. For details, see C-CAP.</td>
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<td>A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.</td>
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\(^1\) e.g. *disgustar, odiar, chocar* (colloq.)
# Spanish I Scope and Sequence – Spring Semester

## Idea Control (Evidence of Use)  Partial Control (~50% Accuracy)  Full Control (+80% Accuracy)

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<tr>
<th>Vocabulary for Communication</th>
<th>Unit 4 – Let’s go out to eat!</th>
<th>Unit 5 – Where are you going?</th>
<th>Unit 6 – Celebrations and Family</th>
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<td>See suggested vocabulary in Unit Overviews for more detail.</td>
<td>Cardinal numbers 61-1000  Food  Nutrition  Ordering in a restaurant  Place settings  Comparative adjectives  Negative expressions (S)</td>
<td>Leisure time  Locations on city maps  Prepositions  Time expressions  -er/-ir verbs  Interrogatives (adónde, dónde, con quién)  Contractions (al, del)  Conjunction (para)</td>
<td>Activities  Celebrations  Family members  Descriptors for people  Possessive adjectives</td>
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<td>Comparative Adjective</td>
<td>Contraction  Military Time  Preposition  Simple Future</td>
<td>Circumlocution</td>
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<td>e-ie stem change (e.g. <em>preferir</em>)  noun modification with <em>de</em>  double verbs  comparative adjectives  all forms of <em>ser</em>  <em>me gustan</em>, <em>me encantan</em>  -er/-ir verbs, present tense  plurals of nouns and adjectives</td>
<td>contractions (<em>al</em>, <em>del</em>)  <em>ir</em> + <em>a</em> + place  <em>ir</em> + <em>a</em> + infinitive  conjugation of -er/-ir/-ar verbs (regular)</td>
<td>conjugations of irregular verbs  question formation  conjugation of irregular verbs (<em>tener</em>/<em>ser</em>/<em>estar</em>)  possessive adjective agreement  verb agreement/conjugation  present indicative tense (regular)</td>
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## Grammar

Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.

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## Culture

Cultural understandings are infused across the units. For details, see C-CAP.

## Interpretive and Presentational Strategies

A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.