

SPANISH Level 1

Scope and Sequence
Grades 9-12

Level 1 Immediate environment (e.g. personal description, family, friends, and interests)

Novice Mid

Unit # and Theme	Essential Question	Instructional Time	Text Tools
Pre Test Writing: Report by Labor Day			
1: Myself and others/things <i>Likes, describing myself and others</i>	What makes me, me?	September-October-November	Realidades 1 1A and 1B Brandon brown quiere un perro (United States, birthday, pets, colors, differences between countries)
District Benchmark #1 by end of 1st quarter			
2: My Day <i>school and pastimes</i>	How do my priorities affect how I use my time?	December-January-	Realidades 1 2A and 2B (best to do 2B then 2A) Pobre Ana Mexico (transportation, supermarkets, currency, food, schools, family culture)
District Benchmark #2 by end of 2nd quarter			
3. Food, Family, home <i>Food, family, party, home</i>	How does my culture affect what I eat?	February-March	Realidades 1 3A,5B El nuevo Houdini (United States, pop culture, teenagers' daily lives) Casi se muere (Chile, food, Chilean and U.S. independence days, flags, music) Las aventuras de Isabela (Mexico, monuments, markets, food, churches, class distinctions, poverty)
District Benchmark #3 by end of 3rd quarter			
4: Getting Around <i>Where I'm going to go.</i>	How does who I am affect where I go?	April-May	Chapter 4 Piratas del Caribe y el mapa secreto (Caribbean, Hispaniola/La Española, New Mexico, pirates, weaponry, navigation, markets) Patricia va a California (Guatemala, geography, culture) El viaje de su vida (Mexico, Chichén Itzá, Caracol, cruiseship) Esperanza (Guatemala, unions, dictators, travel, border towns, immigration, coyotes/transportation of immigrants) Isabela captura un congo (Costa Rica, landscape, animals, ecotourism)
Final District Benchmark #4 by end of 4th quarter			

Level 1 High School Spanish

Unit #	Theme	Essential Question	Instructional Dates	CFA / SLO submission date
1	1: Myself and others <i>Likes, describing myself and others/things</i>	What makes me, me?		

	Standard: Learning Indicator	Student Learning Target
Interpre- tive List- ening	NL.IL.1 I can occasionally identify the sound of a character or a word.	I can write what I hear about others/things. (e.g., word/letter/number dictation)
	NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	I can understand simple classroom instructions with support (e.g., greetings, introductions, colors, numbers, commands: look, listen, sit, stand, go). I can recognize question words.
	NM.IL.1 I can understand a few courtesy phrases.	I can understand greetings. I can understand when people express thanks.
	NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.	I can understand simple words or phrases when heard in context (e.g., stories, classroom instructions, songs). I can understand simple phrases and questions related to self, others, familiar topics, and leveled readers and texts (e.g., greetings, introductions, basic feelings, descriptions).
Inter- pre- tive Rea- ding	NL.IR.1 I can occasionally recognize a few letters or characters.	I can recognize question words. I can understand isolated words used frequently in class (e.g., listen, tell me, look at).
	NL.IR.2 I can connect some words, phrases, or characters to their meanings.	I can understand meaning from cognates and context. I can connect words and phrases to their meanings about myself and others when supported by visuals, word walls, and labeled objects. I can understand when someone else writes about themselves.
	NM.IR.1 I can recognize words and phrases and characters with the help of visuals.	I can understand meaning from cognates and context. I can understand expressions of basic feelings (e.g., happy, sad, tired). I can interpret basic dialogue on familiar topics (e.g., desires, commands, simple conversations).

	NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.	I can understand character introductions (e.g., family, likes/dislikes, people and place descriptions, relationships).
Interpersonal communication	NL.IC.1 I can greet my peers.	I can understand simple greetings and respond appropriately (e.g., hello, goodbye).
	NL.IC.2 I can introduce myself to someone.	I can understand simple introductions and respond appropriately (e.g., name, age).
	NL.IC.3 I can answer a few simple questions.	I can answer yes/no and either/or who, what, when, where, and how questions about myself and others.
	NM.IC.1 I can greet and leave people in a polite way.	I can greet and state my name, age, and where I live, and bid farewell.
	NM.IC.2 I can introduce myself and others.	I can greet and state my name, age, and where I live, and bid farewell.
	NM.IC.3 I can answer a variety of simple questions.	I can answer questions about my likes and dislikes.
	NM.IC.4 I can make some simple statements in a conversation.	I can point at objects and people and identify them. I can express a positive reaction, such as "Great!"
	NM.IC.5 I can ask some simple questions.	I can ask what's your name, where are you from, how old are you.
	NM.IC.6 I can communicate basic information about myself and people I know.	I can point at objects, people and identify them. I can say my name and ask someone else's name.
	NM.IC.7 I can communicate some basic information about my everyday life.	I can tell about what I do.
Presentational Speaking	NL.PS.1 I can recite words and phrases that I have learned.	I can greet and state my name, age, and where I'm from, and bid farewell.
	NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	I can point at objects and people and identify them.
	NL.PS.3 I can introduce myself to a group.	I can greet and state my name, age, and where I live, and bid farewell.
	NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	I can sing a song in Spanish (e.g., cumpleaños, macarena, la mañanitas, un elefante).

	NM.PS.1 I can present information about myself and others using words and phrases.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.3 I can present information about familiar items in my immediate environment.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
	NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., likes/ dislikes, sports, description, interests, activities).
Presentational Writing	NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	I can write isolated words used frequently in class (e.g., listen, tell me, look at). I can write some numbers, colors, and descriptive words (e.g., 1–10, good, bad). I can write dates, days of the week, and months of the year (birthday).
	NL.PW.2 I can write words and phrases that I have learned.	I can write dates, days of the week, and months of the year.
	NL.PW.3 I can label familiar people, places, and objects in pictures and posters.	I can label classroom objects and things in the house.
	NM.PW.1 I can fill out a simple form with some basic personal information.	I can write about myself, others, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests). I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places).
	NM.PW.2 I can write about myself using learned phrases and memorized expressions.	I can write about myself (e.g., likes/dislikes, sports, activities, interests).

	NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.	I can write my schedule. I can write a to-do list.
	NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.	I can write what I learned in class today. I can list words that I recognize from a song or a short video clip.



Culture:



	Standard: Learning Indicator	Student Learning Target
Investigation of products and Practices	N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.	<p>I can identify some geographical features of other countries.</p> <p>I can identify familiar landmarks.</p> <p>I can recognize some traditional and popular songs.</p> <p>I can recognize some similarities and differences between the designs of houses, buildings, or towns.</p> <p>I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.</p> <p>I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.</p>
	N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
Understanding of	N.CP.1 I can identify some beliefs and values related to age, gender, social class, and ethnicity.	<p>I can sometimes tell the way people address each other differently based on age and social standing.</p> <p>I can sometimes recognize that appropriate dress is determined by cultural traditions.</p>


Cultural Perspectives		I can recognize that gender and age can determine one's role in a family, school, and the workplace.
	N.CP.2 I can identify some characteristics of national identity.	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
	N.CP.3 I can identify ways in which cultures are globalized.	<p>I can identify some similar leisure activities across cultures.</p> <p>I can identify some similar forms of dress across cultures.</p> <p>I can identify common fast food restaurants across cultures.</p> <p>I can identify examples of common technology use across cultures.</p>
Participation in Cultural Interaction	N.CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.	<p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>
	N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.	<p>I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</p> <p>I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.</p> <p>I can play a simple board or card game with friends.</p>
	N.CIA.3 I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.	<p>I can use a city map, GPS, or signs to help me find my way.</p> <p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>

Level 1 High School Spanish

Unit #	Theme	Essential Question	Instructional Dates	CFA / SLO submission date
2	2. My Day <i>(school and pastimes)</i>	How do my priorities affect how I use my time?		

	Standard: Learning Indicator	Student Learning Target
Interpretive Listening 	NL.IL.1 I can occasionally identify the sound of a character or a word.	I can write what I hear about school subjects or teachers.
	NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	I can understand simple classroom instructions with support (e.g., greetings, introductions, colors, numbers, commands: look, listen, sit, stand, go). I can recognize question words.
	NM.IL.1 I can understand a few courtesy phrases.	I can understand please, thank, excuse me.
	NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.	I can understand simple words or phrases when heard in context (e.g., stories, classroom instructions, songs). I can understand simple phrases and questions related to self, others, familiar topics, and leveled readers and texts (e.g., greetings, introductions, basic feelings, descriptions).
Interpretive Reading 	NL.IR.1 I can occasionally recognize a few letters or characters.	I can recognize question words. I can understand isolated words used frequently in class (e.g., listen, tell me, look at).
	NL.IR.2 I can connect some words, phrases, or characters to their meanings.	I can understand meaning from cognates and context. I can connect words and phrases to their meanings about myself and others when supported by visuals, word walls, and labeled objects. I can understand when someone else writes about their day.
	NM.IR.1 I can recognize words and phrases and characters with the help of visuals.	I can understand meaning from cognates and context. I can understand expressions of basic feelings about classes (e.g., happy, sad, tired). I can interpret basic dialogue on familiar topics (e.g., school subjects & classes).

	NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.	I can understand written descriptions (e.g., students, subjects, teachers and class).
<p>Interpersonal communication</p> 	NL.IC.1 I can greet my peers.	I can greet teachers and peers appropriately at different times of the day.
	NL.IC.2 I can introduce myself to someone.	I can introduce myself to a teacher or peers.
	NL.IC.3 I can answer a few simple questions.	I can answer yes/no and either/or who, what, when, where, and how questions about myself and others.
	NM.IC.1 I can greet and leave people in a polite way.	I can greet and state my name, age, and where I live, and bid farewell in different registers.
	NM.IC.2 I can introduce myself and others.	I can greet and state my name, age, and where I live, and bid farewell in different registers.
	NM.IC.3 I can answer a variety of simple questions.	I can answer questions about school and classes.
	NM.IC.4 I can make some simple statements in a conversation.	I can point at objects and people and identify them. I can express a positive reaction, such as "Great!"
	NM.IC.5 I can ask some simple questions.	I can ask yes/no and either/or who, what, when, where, and how questions about myself and others.
	NM.IC.6 I can communicate basic information about myself and people I know.	I can point at objects and people at school and identify them. I can say my name and ask someone else's name.
NM.IC.7 I can communicate some basic information about my everyday life.	I can tell about which classes I have and which classes are hard, fun or easy.	
<p>Presentational Speaking</p> 	NL.PS.1 I can recite words and phrases that I have learned.	I can tell about which classes I have and which classes are hard, fun or easy.
	NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	I can point at objects and people and identify them.
	NL.PS.3 I can introduce myself to a group.	I can introduce myself to my classmates
	NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	I can sing a song about school or recite the pledge of allegiance.

	NM.PS.1 I can present information about myself and others using words and phrases.	I can tell about which classes I have and which classes are hard, fun or easy.
	NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.	I can tell about my likes and dislikes regarding school subjects and teachers. I can describe what I like to do daily.
	NM.PS.3 I can present information about familiar items in my immediate environment.	I can tell about my likes and dislikes regarding school subjects and teachers.
	NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.	I can tell about my likes and dislikes regarding school subjects and teachers.
	NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.	I can tell about my likes and dislikes regarding school subjects and teachers.
Pres enta tion al Writ ing 	NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	I can write isolated words used frequently in class (e.g., listen, tell me, look at). I can write some numbers, colors, and descriptive words (e.g., 1–10, good, bad). I can write dates, days of the week, and months of the year. I can write some school subjects. I can write about what items I need for my classes.
	NL.PW.2 I can write words and phrases that I have learned.	I can write about my likes and dislikes regarding school subjects and teachers.
	NL.PW.3 I can label familiar people, places, and objects in pictures and posters.	I can label object in the classroom.
	NM.PW.1 I can fill out a simple form with some basic personal information.	I can write about myself, others, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests). I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places).
	NM.PW.2 I can write about myself using learned phrases and memorized expressions.	I can write about myself (e.g., likes/dislikes, sports, school subjects, teachers, & activities, interests).

	NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.	I can list my daily activities and write lists that help me in my day-to-day life.
	NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.	I can write notes about object in the school.

Culture:

	Standard: Learning Indicator	Student Learning Target
Investigation of products and Practices	N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.	<p>I can identify some geographical features of other countries.</p> <p>I can identify familiar landmarks.</p> <p>I can recognize some traditional and popular songs.</p> <p>I can recognize some similarities and differences between the designs of houses, buildings, or towns.</p> <p>I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.</p> <p>I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.</p>
	N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
Understanding of	N.CP.1 I can identify some beliefs and values related to age, gender, social class, and ethnicity.	<p>I can sometimes tell the way people address each other differently based on age and social standing.</p> <p>I can sometimes recognize that appropriate dress is determined by cultural traditions.</p>

Cultural Perspectives		I can recognize that gender and age can determine one's role in a family, school, and the workplace.
	N.CP.2 I can identify some characteristics of national identity.	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
	N.CP.3 I can identify ways in which cultures are globalized.	<p>I can identify some similar leisure activities across cultures.</p> <p>I can identify some similar forms of dress across cultures.</p> <p>I can identify common fast food restaurants across cultures.</p> <p>I can identify examples of common technology use across cultures.</p>
Participation in Cultural Interaction	N.CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.	<p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>
	N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.	<p>I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</p> <p>I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.</p> <p>I can play a simple board or card game with friends.</p>
	N.CIA.3 I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.	<p>I can use a city map, GPS, or signs to help me find my way.</p> <p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>

Level 1 High School Spanish

Unit #	Theme	Essential Question	Instructional Dates	CFA / SLO submission date
3	Food, Family, home <i>Food, family, party, home</i>	How does my culture affect what I eat		

	Standard: Learning Indicator	Student Learning Target
Interpre- tive List- en- ing	NL.IL.1 I can occasionally identify the sound of a character or a word.	I can write what I hear about food/family/home. (e.g., word/letter/number dictation)
	NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	I can understand what I hear about food/family/home. I can recognize question words about food/family/home.
	NM.IL.1 I can understand a few courtesy phrases.	I can understand greetings.
	NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.	I can understand simple words or phrases when heard in context (e.g., food/family/home in stories and songs). I can understand simple phrases and questions related to food, family, home and familiar topics, and leveled readers and texts.
Inter- pre- tive Rea- ding	NL.IR.1 I can occasionally recognize a few letters or characters.	I can recognize question words related to food/family/home.
	NL.IR.2 I can connect some words, phrases, or characters to their meanings.	I can understand meaning from cognates and context related to food/family/home. I can connect words and phrases to their meanings about food/family/home when supported by visuals, word walls, and labeled objects. I can understand when someone else writes about food/family/home.
	NM.IR.1 I can recognize words and phrases and characters with the help of visuals.	I can understand meaning about food/family/home from cognates and context. I can interpret basic dialogue about food/family/home.
	NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.	I can understand written descriptions (e.g., food/family/home).

Interpersonal communication	NL.IC.1 I can greet my peers.	I can understand simple greetings with people of different age groups and register by responding appropriately (e.g., hello, goodbye).
	NL.IC.2 I can introduce myself to someone.	I can understand simple introductions and respond appropriately (e.g., name, age).
	NL.IC.3 I can answer a few simple questions.	I can answer yes/no and either/or who, what, when, where, and how questions about food/family/home.
	NM.IC.1 I can greet and leave people in a polite way.	I can greet and state my name, age, and where I live, and bid farewell.
	NM.IC.2 I can introduce myself and others.	I can greet and state my name, age, and where I live, and bid farewell.
	NM.IC.3 I can answer a variety of simple questions.	I can answer questions about my food/family/home. (e.g., favorite food).
	NM.IC.4 I can make some simple statements in a conversation.	I can point at objects and people and identify them. I can express a positive reaction, such as "Great!"
	NM.IC.5 I can ask some simple questions.	I can answer yes/no and either/or who, what, when, where, and how questions about myself and others.
	NM.IC.6 I can communicate basic information about myself and people I know.	I can point at objects, people and identify them. I can say my name and ask someone else's name.
	NM.IC.7 I can communicate some basic information about my everyday life.	I can tell about what eat.
Presentational Speaking	NL.PS.1 I can recite words and phrases that I have learned.	I can tell what are my favorite foods. I can describe my family.
	NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	I can point at food/family/home and identify them.
	NL.PS.3 I can introduce myself to a group.	I can greet and state my name, age, and where I live, and bid farewell.
	NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	I can sing a song about family.
		I can tell who is in my family. I can talk about food that i like and dislike.

	NM.PS.1 I can present information about myself and others using words and phrases.	
	NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., food likes/dislikes, description, interests, activities).
	NM.PS.3 I can present information about familiar items in my immediate environment.	I can talk about myself and others (e.g., food likes/dislikes, description, interests, activities).
	NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., food likes/dislikes, description, interests, activities).
	NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.	I can talk about myself and others (e.g., food likes/dislikes, description, interests, activities).
Presentational Writing	NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	I can write isolated words used frequently in class (e.g., Food, Family, home).
	NL.PW.2 I can write words and phrases that I have learned.	I can make a family tree and label my family. I can write a menu for the week. I can list ingredients for a recipe.
	NL.PW.3 I can label familiar people, places, and objects in pictures and posters.	I can make a family tree and label my family. I can draw a food pyramid and label foods in each category.
	NM.PW.1 I can fill out a simple form with some basic personal information.	I can write what food I want to order. I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places).
	NM.PW.2 I can write about myself using learned phrases and memorized expressions.	I can write about what food I want to eat. I can describe what food I like and why.
	NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.	I can list the foods I eat in each meal. I can describe what and when I eat. I can describe my eating habits.
	NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.	I can take notes from a video, song or lecture about family or food.



Culture:

	Standard: Learning Indicator	Student Learning Target
Investigation of products and Practices	<p>N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.</p>	<p>I can identify some geographical features of other countries.</p> <p>I can identify familiar landmarks.</p> <p>I can recognize some traditional and popular songs.</p> <p>I can recognize some similarities and differences between the designs of houses, buildings, or towns.</p> <p>I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.</p> <p>I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.</p>
	<p>N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.</p>	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
Understanding of Cultural Perspectives	<p>N.CP.1 I can identify some beliefs and values related to age, gender, social class, and ethnicity.</p>	<p>I can sometimes tell the way people address each other differently based on age and social standing.</p> <p>I can sometimes recognize that appropriate dress is determined by cultural traditions.</p> <p>I can recognize that gender and age can determine one's role in a family, school, and the workplace.</p>
	<p>N.CP.2 I can identify some characteristics of national identity.</p>	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p>

		<p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
	<p>N.CP.3 I can identify ways in which cultures are globalized.</p>	<p>I can identify some similar leisure activities across cultures.</p> <p>I can identify some similar forms of dress across cultures.</p> <p>I can identify common fast food restaurants across cultures.</p> <p>I can identify examples of common technology use across cultures.</p>
Participation in Cultural Interaction	<p>N.CIA.1 I can imitate some simple patterns of behavior in familiar settings across cultures.</p>	<p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>
	<p>N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.</p>	<p>I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</p> <p>I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.</p> <p>I can play a simple board or card game with friends.</p>
	<p>N.CIA.3 I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.</p>	<p>I can use a city map, GPS, or signs to help me find my way.</p> <p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>

Level 1 High School Spanish

Unit #	Theme	Essential Question	Instructional Dates	CFA / SLO submission date
4	4: Getting Around (making plans) <i>Where I'm going to go.</i>	How does who I am affect where I go?		

	Standard: Learning Indicator	Student Learning Target
Interpretive Listening 	NL.IL.1 I can occasionally identify the sound of a character or a word.	x
	NL.IL.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	I can understand simple directions with support (e.g., turn left, turn right, go forward). I can recognize question words.
	NM.IL.1 I can understand a few courtesy phrases.	I can understand greetings. I can understand when people express thanks.
	NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.	I can understand simple words or phrases when heard in context (e.g., places, modes of transportation).
Interpretive Reading 	NL.IR.1 I can occasionally recognize a few letters or characters.	I can recognize question words. I can understand isolated words used frequently in class (e.g., listen, tell me, look at).
	NL.IR.2 I can connect some words, phrases, or characters to their meanings.	I can understand meaning from cognates and context. I can connect words and phrases to their meanings about places, directions, & getting around when supported by visuals, word walls, and labeled objects. I can understand when someone else writes about places to go..
	NM.IR.1 I can recognize words and phrases and characters with the help of visuals.	I can understand meaning from cognates and context. I can understand expressions of going places. I can interpret basic dialogue on familiar topics (e.g., places to go, going places, locations).
	NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.	I can understand written descriptions (e.g., places to go, locations, directions).

Interpersonal communication	NL.IC.1 I can greet my peers.	x
	NL.IC.2 I can introduce myself to someone.	x
	NL.IC.3 I can answer a few simple questions.	I can answer yes/no and either/or who, what, when, where, and how questions about places I like to go.
	NM.IC.1 I can greet and leave people in a polite way.	x
	NM.IC.2 I can introduce myself and others.	I can ask someone where they are from and tell where I live.
	NM.IC.3 I can answer a variety of simple questions.	I can answer questions about places I go.
	NM.IC.4 I can make some simple statements in a conversation.	I can point at places on a map and identify them. I can express a positive reaction, such as "Great!"
	NM.IC.5 I can ask some simple questions.	I can answer yes/no and either/or who, what, when, where, and how questions about places I like to go.
	NM.IC.6 I can communicate basic information about myself and people I know.	I can tell where I am from. I can ask others where they are from.
NM.IC.7 I can communicate some basic information about my everyday life.	I can tell where I like to go. I can tell where I want to go. I can tell where I went.	
Presentational Speaking	NL.PS.1 I can recite words and phrases that I have learned.	I can tell where I like to go. I can tell where I want to go. I can tell where I went.
	NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	I can point at places and identify them.
	NL.PS.3 I can introduce myself to a group.	x
	NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.	I can sing a song about places. (e.g., Fotografia)
	NM.PS.1 I can present information about myself and others using words and phrases.	I can talk about places I like to go. I can talk about places I don't like to go.
	NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.	I can talk about places I like to go. I can talk about places I don't like to go.

	NM.PS.3 I can present information about familiar items in my immediate environment.	I can talk about places I like to go to. I can talk about places I don't like to go to.
	NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.	I can talk about places I like to go to. I can talk about places I don't like to go to.
	NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.	I can talk about places I like to go to. I can talk about places I don't like to go to.
Presentational Writing	NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	I can write isolated words used frequently in class (e.g., go, come, goes, went).
	NL.PW.2 I can write words and phrases that I have learned.	I can write places and locations.
	NL.PW.3 I can label familiar people, places, and objects in pictures and posters.	I can write about places I like to go to. I can write about places I don't like to go to. I can write about places others go.
	NM.PW.1 I can fill out a simple form with some basic personal information.	I can write about myself, others, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests). I can write using limited vocabulary relevant to places.
	NM.PW.2 I can write about myself using learned phrases and memorized expressions.	I can write about places I like to go to. I can write about places I don't like to go to. I can write about places other go.
	NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.	I can write about places I go. I can write about places I don't like to go to. I can write about places others go.
	NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.	x

Culture:

Investigation of products and Practices	Standard: Learning Indicator	Student Learning Target
	<p>N.CPP.1 I can identify some common products related to home and community life of other cultures and my own.</p>	<p>I can identify some geographical features of other countries.</p> <p>I can identify familiar landmarks.</p> <p>I can recognize some traditional and popular songs.</p> <p>I can recognize some similarities and differences between the designs of houses, buildings, or towns.</p> <p>I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.</p> <p>I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.</p>
	<p>N.CPP.2 I can identify some common practices related to home and community life of other cultures and my own.</p>	<p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p> <p>I can identify major religions of a nation.</p>
<p>Understanding of Cultural Perspectives</p>	<p>N.CP.1 I can identify some beliefs and values related to age, gender, social class, and ethnicity.</p> <p>N.CP.2 I can identify some characteristics of national identity.</p>	<p>I can sometimes tell the way people address each other differently based on age and social standing.</p> <p>I can sometimes recognize that appropriate dress is determined by cultural traditions.</p> <p>I can recognize that gender and age can determine one's role in a family, school, and the workplace.</p> <p>I can identify some elements of geography that define a nation.</p> <p>I can identify symbols that represent a nation.</p> <p>I can identify the importance of some historical events through their celebration on national holidays and monuments.</p>

		I can identify major religions of a nation.
	N.CP.3 I can identify ways in which cultures are globalized.	<p>I can identify some similar leisure activities across cultures.</p> <p>I can identify some similar forms of dress across cultures.</p> <p>I can identify common fast food restaurants across cultures.</p> <p>I can identify examples of common technology use across cultures.</p>
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	N.CIA.2 I can use memorized language and very basic cultural knowledge to interact with others.	<p>I can sometimes ask and answer questions or make simple comments in a familiar cultural context such a family event or a social event with peers.</p> <p>I can understand and mention a general cultural reference, such as a song or movie title, author or composer, in a conversation.</p> <p>I can play a simple board or card game with friends.</p>
	N.CIA.3 I can use memorized language, and very basic cultural knowledge to accomplish simple, routine tasks.	<p>I can use a city map, GPS, or signs to help me find my way.</p> <p>I can imitate appropriate greetings.</p> <p>I can recognize and imitate table manners.</p> <p>I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.</p> <p>I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.</p>