



Spanish I scope
and sequence
Salem
Community High
School, Salem, IL

Present/preterite/imperfect/future in context

Unit 1: [Circling with balls](#)- likes and dislikes

- Goals
 - Present tense I/you/s/he verbs in context
 - Class community

Unit 2: [Dice](#) (SOMOS I)

- Goals
 - Hay, busca, dice, este es un chico/una chica en contexto
 - Tiene

Unit 3: [Camina y corre](#) (SOMOS I)

- Goals
 - Camina, corre, busca, le gusta in context
 - Present narrative

Unit 4: [Cierra la puerta](#) (SOMOS I)

- Goals
 - Present narrative
 - Está enojada, Cierra la puerta, time telling in context
 - [Señor Wooly](#) Puedo ir al baño

Unit 5: [La universidad](#) (SOMOS I)

- Goals
 - Present narrative
 - Future recognition
 - Quiere ser, toma clases, habla idiomas

Unit 6: [La corrida de toros](#) (SOMOS I)

- Goals
 - Basic ideas about the bullfight

- Present narrative through written retell
- Predictions with future (ir + a)

Unit 7: [Siéntate](#) (SOMOS I)

- TPR Commands

Unit 8: [La criatura](#) (SOMOS I)

- Goals
 - Present narrative across multiple sources
 - Monstruo en el armario movie talk, Mi novio es un zombi song, class story

Unit 9: [Brandon Brown quiere un perro](#)

- Goals
 - Build confidence interpretive reading
 - Build class community through a common story
 - Present tense verbs in context
 - Simple past narrative in retells- interpretive only

Unit 10: [The Present movie talk](#)

- Goals
 - Present narrative
 - Making predictions
 - Movie talk, focus on retell with detail

Unit 11: [Los Castells de Tarragona](#) (SOMOS I)

- Goals
 - Le ayuda, tiene que, puede in context
 - Present narrative
 - Oral retell

Unit 12: [Lily and the Snowman](#)

- Goals
 - Retell with detail
 - Understand past narrative

Unit 13: [La comida latina/Mi Bolivia](#) (SOMOS I)

- Goals
 - Alphabet through [órale el alfabeto](#)
 - Alphabet through foods of Latin America
 - Niños prisioneros
 - Time telling with Paul story

Unit 14: [El cucuy](#) (SOMOS I)

- Goals

- Mira, tiene miedo de, hacia in context
- Describe fears
- Compare and contrast what we fear

Unit 15: [Como agua para chocolate](#) (SOMOS I)

- Goals
 - Rie y llora in context

Unit 16: [Deportes en países hispanos](#) (SOMOS I)

- Goals
 - Compare and contrast popular sports
 - Give and defend an opinion on soccer
 - [Las excusas](#) Señor Wooly

Unit 17: [El cortejo](#) (SOMOS I)

- Goals
 - Sale, no conoce a nadie, agarra la mano
 - Present narrative (written)
 - Past narrative (interpretive)
 - Predictions (future ir + a)

Unit 18: [El nuevo Houdini](#)

- Goals
 - Read a longer piece for language learners
 - Read in the past tense, produce super 7 in past tense
 - Consequences of actions

Unit 19: [El chico del apartamento 512](#) (SOMOS I)

- Goals
 - Piensa que, quieres salir conmigo
 - The ideal partner
 - Give and defend an opinion
 - Present narrative
 - Simple future narrative - I am going to have:

Unit 20: Film study - Selena

- Goals
 - Understanding of the importance of Selena in Tejano music.
 - Present and past narrative (written)

Unit 21: [Los niños prisioneros](#) (SOMOS I)

- Goals
 - Lo que hace, escucha, debes/no debes hacer in context

- Responsibilities
- Culture- Child prisoners in Bolivia

Unit 22: [Gauchos](#) (SOMOS I)

- Goals
 - Trabaja, vive solo, necesita in context
 - Culture- Gauchos of Argentina

Unit 23: [El viajero](#) (SOMOS I)

- Goals
 - Lleva, regresa a su país, llega allí
 - Culture- Immigration
 - Give and defend an opinion

Miscellaneous other units

Book of life

[Cinco de mayo](#) (to clear up why we don't have a huge party)

Noticing:

Verb conjugations in context

Pronouns (possessive, direct and indirect object, subject) in context

Producing:

Present/Future with ir + a in context

Developing 4 skills in each unit:

Reading

Listening

Speaking

Writing

Techniques:

Story retells

Readers

Movie Talks

Film and Text comparisons

Adapted authentic pieces

Grammar in context

Yellow Brick Road Retell