

World Languages
Prince William County Public Schools
Guide at-a-Glance for Spanish 1

By the end of each marking period, students can perform the following functions:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
<p>Unit 1: Joining the Global Community</p> <p>Functions/Objectives: I can...</p> <p>Spanish in the world</p> <ul style="list-style-type: none"> • Identify stereotypes • Identify language communities world-wide • Recognize Spanish language variations • Recognize similarities between Spanish and English • Demonstrate intercultural awareness <ul style="list-style-type: none"> -Greetings & goodbyes -Express courtesy -Register -Gestures -Body language & personal space <p>Spanish in the classroom</p> <ul style="list-style-type: none"> • Identify basic classroom objects • Use classroom expressions and make requests • Ask about & identify class items • Ask and tell how to say, spell, and identify meanings of words in Spanish • Ask for and give the day & date <p>Share personal demographic information</p> <ul style="list-style-type: none"> • Ask for and give names • Ask and tell how others & I are feeling • Ask and tell where others & I are from • Ask for and state ages • Ask for and give birthdates • Request and provide contact information 	<p>Unit 2: My Life at School</p> <p>Functions/Objectives: I can...</p> <ul style="list-style-type: none"> • Ask for and give the time • Identify and describe classroom objects • Locate objects in a classroom • Discuss school schedules and say at what time classes begin & end • Express what people have and need for classes • Express an opinion about a class • Identify places around the school • Ask and say to where people go in the school • Talk about events after school including at what time & where they occur • Identify and describe clothing • Discuss what people wear to school • Talk about the seasons and weather 	<p>Unit 3: My Life at Home</p> <p>Functions/Objectives: I can...</p> <ul style="list-style-type: none"> • Talk about family relationships • Describe physical and personality traits of others • Talk about leisure-time activities • Talk about where leisure-time activities take place • State likes and dislikes of things/objects • Talk about what people are going to do during free time • Ask and say what people want to do • Differentiate between what people <i>have to do</i> or <i>want to do</i> • Extend, accept, and decline an invitation to do an activity 	<p>Unit 4: My Life in the Community</p> <p>Functions/Objectives: I can...</p> <ul style="list-style-type: none"> • Talk about places in the city/community • Discuss how I get places and interpret a train/bus schedule • Identify and describe foods and drinks • Order a simple lunch/dinner • Describe the flavor of foods and beverages

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