

Spanish I

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
IP	Interpersonal Mode of Communication		
MLI.IP1	The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:		
	A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	Saludos Section 1 Part D	Vocabulario
	B. Express likes, dislikes, emotions, agreement and disagreement.	El Tiempo Section 2 Part B	Que te gusta llevar
	C. Make simple requests.	Los Lugares Section 2 Part A	Hacer
	D. Ask for clarification.		
	E. Give simple descriptions.	Los Colores Section 1 Part C	Writing Activity
	F. Comprehend basic directions.	La Hora Section 1 Part C	Writing Practice Activity
	G. Ask questions and provide responses based on topics such as self, family, school, etc.	Saludos Section 2 Part C	More Practice with "you"
	H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	Saludos Section 1 Part B/El Dia y La fecha Section 2 Part A	The Spanish Alphabet/Los Numeros
MLI.IP2	The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:		

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	A. Initiate, participate in, and close a brief oral or written exchange.	Los Colores Section 3 Part B	Creative Writing
	B. Use formal and informal forms of address.	Saludos Section 2 Part C	More Practice w/you
	C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	Los Lugares Section 1 Part E	Speaking/Writing Assignment
INT	Interpretive Mode of Communication		
MLI.INT1	The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:		
	A. Identify main ideas and some details when reading and listening.	El Tiempo Section 3 Part C	La Lectura
	B. Comprehend simple, culturally authentic announcements, messages, and advertisements.		

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	C. Understand simple instructions, such as classroom procedures.	La Escuela y Rutina Section 1 Part F	Tarea Oral
	D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.	Las Actividades Section 1 Part D	Los Jovenes
MLI.INT2	The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:		
	A. Differentiate among statements, questions and exclamations.	Dia y La Fecha Section 3 Part A	Subject Pronouns
	B. Recognize basic gestures, body language, and intonation that clarify a message.	Saludos Section 1 Part C	La Cultura
P	Presentational Mode of Communication		
MLI.P1	The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:		

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	A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.	Las Actividades Section 2 Part A	El Proyecto
	B. Give basic information about self and others including school, family, activities, etc.	La Familia Section 1 Part G	Homework
	C. Demonstrate Novice-Mid proficiency in oral and written presentations	Las Actividades Section 1 Part C	El Proyecto
MLI.P2	The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:		
	A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.	El Tiempo Section 3 Part C	El Trabalenguas
	B. Demonstrate comprehension of rehearsed material.	El Dia y La Fecha Section 3 Part B	More about San Fermin
CU	Cultural Perspectives, Practices, and Products		

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MLI.CU1	The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:		
	A. Demonstrate knowledge of contributions of target culture(s) to civilization.	La Comida Section 2 Part A	El Proyecto
	B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.	La Comida Section 1 Part A	Paella/Intro
	C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	La Familia Section 1 Part D	Quinceañera
CCC	Connections, Comparisons, and Communities		
MLI.CCC1	The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:		

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	A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	Los Colores Section 3 Part D	Venezuela/Costa Rica
	B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	El Dia y La Fecha Section 2 Part A	More Practice
	C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.		
	D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.	El Dia y La Fecha Section 1 Part B/Section 3 Part D	España/Additional Resources
MLI.CCC2	The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:		
	A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.	La Familia Section 2 Part D	El Proyecto

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	B. Demonstrate an awareness of elements of the students' own culture.		
MLI.CCC3	The students compare basic elements of the target language to the English language. The students:		
	A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.	Los Lugares Section 1 Part C	Cognate Study
	B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	Saludos Section 1 Part B	The Spanish Alphabet
MLI.CCC4	The students demonstrate an awareness of current events in the target culture(s). The students:		
	A. Give information regarding major current events of the target culture(s).	Los Lugares Section 1 Part F	Venezuela Project
	B. Understand the impact of current events of the target culture(s).	Los Lugares Section 1 Part F	Venezuela Project

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MLI.CCC5	The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:		
	A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	Los Colores Section 3 Part D	Costa Rica Additional Resources
	B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.	Los Colores Section 3 Part D	Costa Rica Additional Resources