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| Academy of Richmond County / Homepage | **Academy of Richmond County** | **ACADEMIC YEAR: 2025 - 2026** |
|  |  **INSTRUCTIONAL PLAN BY WEEKLY OBJECTIVES**  |
|  | **1. DATOS INFORMATIVOS:** |
| **TEACHER:** | **Alexandra Gomez****Mencia Vilar****Zulailed Rivera** | **SUBJECT/MODULE:** | **Spanish** | **World language Department** | **GRADE LEVEL:** | **All grades** |
| **SEMESTER** | **1st Semester** | **WEEKLY HOURS:** | **5** | **Total hours: 90 - 95 hours**  | **N° of clases** | **90-95** |
| **N.º DE UNIDAD** | **UNIT TITLE:** |

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| **Unit 1: *Bienvenidos al mundo español*Unit 2: *Lo que me gusta*** |

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| **PERFORMANCE STANDARDS*****(Based on Georgia Standards for Modern Languages – Spanish I)*** | **Interpersonal Communication*** MLI.IP1.b: Exchange simple spoken and written information in the target language, using cultural references where appropriate.
* MLI.IP1.g: Ask for clarification and help when needed in the target language.

**Interpretive Communication*** MLI.INT1.b: Understand simple spoken and written language presented through a variety of media in the target language.
* MLI.INT1.c: Understand culturally authentic materials and information in the target language.

**Presentational Communication*** MLI.P1.c: Present information orally and in writing that contains a variety of vocabulary and phrases.
* MLI.P1.f: Demonstrate Novice-Mid proficiency in pronunciation and fluency.

**Cultural Comparisons and Connections*** MLI.CCC1.a: Recognize similarities and differences between the target language and one’s own language.
* MLI.CU1.a: Identify cultural practices, perspectives, and products of target-language communities.
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| **START DATE** | **August 5, 2025** |  |
| **END DATE**  | **December 12, 2025** |
| **2.PLANNING:** |  |  |  |  |  |  |
|  August |
| **WEEK**  | **ClASS RANGE** | **LEARNING TARGET** | **ACTIVITIES – TEXTBOOK PAGES** | **ASSESSMENT** |
| WEEK 1 (Aug 5–8) | 1-2 | Introduction to the Spanish class. To review the expectations of the class and general rules.  | Review syllabus, late work policy, relearning plan. |  |
| 3 -4 | Instructional time on how to use the Vista higher learning app on launchpadJoin remindPick up workbooks | Check how to get into VHL, available resources, how to complete tasks, grade book in the app.  | Minor grade: Short quiz about the information of the course |
| WEEK 2 (Aug 11–15)67 | 5 | To learn the Spanish alphabet and the pronunciation of words in Spanish | ***Objetivo 1 – Deletrear y pronunciar******palabras del español*** (2–3)• Activating Prior Knowledge•Presentation: Spanish alphabet and pronunciation |  |
| 6 | To learn words and expressions used to greet people and introduce themselves. To learn several ways to say goodbye in Spanish and how to make polite request and respond politely.  | ***Objetivo 2 – Saludos y presentaciones***(4–5)• Activating Prior Knowledge• Presentation: Asking someone’s name, saying one’s name, and making introductions***Objetivo 3 – Despedidas y expresiones de cortesía***(6–7)• Activating Prior Knowledge•=Presentation: Expressions related to departure | Workbook (Cuaderno de práctica) |
| 7 | To identify and recognize numbers from 0 to 100 in the target language. | Numbers Dictation of number | Workbook (Cuaderno de práctica) |
| 8 | To learn and speak about days of the week and use months of the year. | ***Objetivo 7 – Días y fechas***(14–15)• Activating Prior Knowledge• Presentation: Days of the week, months, and the calendar format |  |
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| To review main grammar and vocabulary and to assess student proficiency. |

 | ***Repaso***(28–29)• Warm-Up• Review• Oral presentation | Minor grade: Oral presentation |
| Week 3 (Aug 18–22) | 10-11 | To identify vocabulary related to people and family relationshipTo learn and use subject pronouns and to use the verb ser and estar. |  |  |
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To integrate vocabulary and grammar and to assess student proficiency | ***Desafío 1 – Comunicación* / *Evaluación***(44–45)***•*** Activating Prior Knowledge ***•*** *Comunicación*: Review***•*** *Final del desafío* ***•*** *Quiz on Desafío 1* |  Minor grade: Quiz |
| 14 | To describe people using different adjectives referring to physical appearance.  |  |  |
| 15 | To describe family relationships. |  |  |
| Week 4 (Aug 25–29) | 16-17 | To recognize the structures used to express age and possession, using the verb tener and numbers in Spanish.  | ***Desafío 3 – Gramática*** (58–61)***•***Warm-Up***•***Grammar: *Expresar edad y posesión. El verbo ‘tener’****•***Grammar: *Expresar posesión* |  |
| 18-19 | To express ownership with possessive adjectives.  |  |  |
| 20 | To integrate vocabulary and grammar and to assess student proficiency | ***Desafío 3 – Comunicación* / *Evaluación*** ***•***Activating Prior Knowledge***•*** *Comunicación:* Review***•*** *Final del desafío****•***Quiz on *Desafío* *3* | Major grade: Evaluation |
|  SEPTEMBER |
| WEEK 5 (Sept. 1–5)1314 | 21-22 |  |

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| 25 |  Integrate family vocab, possessives and tener in a writing task.  |  |  |
| WEEK 6 *(Sept. 9–13)* | 26-27 |

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| 29-30 |  |  |  |
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| **Docente:**  | **REVISADO** |  | **APROBADO** |
| **Firma:** | **Coordinador académico:**  |  |  |
| **Fecha:**  | **Firma:** |  | **Firma:** |
|  | **Fecha:** |  | **Fecha:** |