**Curriculum**

**Spanish 1**

**Course Overview**

Spanish I is an introductory course which is intended for students with little or no prior experience in Spanish. All four language skills (reading, writing, listening and speaking) are emphasized equally and developed simultaneously. Topics of study include the Spanish education system, leisure activities, the family, food, eating out, clothing, travel, sports, seasons and daily activities. Developing a sound knowledge of basic grammar and an interest in the people, their countries and their cultures are essential components of this course. Cultural readings in the target language supplement material taught in each chapter.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

The overall objective of this course is for students to begin to achieve communicative competence in a variety of everyday situations.

At the end of this course students will be expected to demonstrate ability to:

1. recognize familiar words in context.

2. understand brief conversational exchanges at normal speaking speed.

3. participate in short dialogues based on models with relative ease.

4. ask/respond freely and correctly to simple questions posed using appropriate vocabulary, grammar, and pronunciation.

5. communicate original ideas, albeit on a rudimentary level.

6. convey information and discuss basic, original ideas clearly and effectively in a limited range of situations.

7. express their needs, desires, basic ideas with relative ease.

8. understand simple written passages.

9. read and respond at an elementary level to written material.

10. produce Spanish which is phonetically and syntactically correct.

11. write coherent, simple, and grammatically accurate compositions.

12. show an awareness of some elements of Hispanic culture.

13. given and follow basic classroom instructions.

14.understand and apply acquired skills accurately in spoken and written form in a limited range of situations.

15. understand and manipulate a limited range of vocabulary in common usage.

16. use a register appropriate to the situation.

17. demonstrate an understanding of how the language works.

18. use the target language to recognize the impact of Spanish language and Hispanic culture on a variety of academic disciplines such as history, art, music, sport, and science.

**Performance Indicators**

Students will be able to:

Recognize how to greet people at different times of the day.

Introduce themselves to others.

Recognize different nationalities and names of countries.

Recognize and respond to classroom instructions.

Remember and use the numbers 0 - 100.

Tell time and indicate the date.

Recognize and identify some parts of the body.

Classify and identify an item or person.

Recognize the singular and plural forms.

Understand how to ask a simple question.

Understand how to make a negative statement.

Recognize and recall the names for activities they like or do not like to do.

Describe personality traits.

Explain simple sentence structure.

Students will be able to:

Interpret school schedules and subjects.

Recognize what students do during the day.

Understand how to ask basic questions using interrogative words.

Create a description of a classroom.

Explain where things and places are located.

Implement the plural form to talk about more than one object or person at a

time.

Talk about foods and beverages for breakfast and lunch.

Explain and talk about likes and dislikes.

Apply statements for frequency to express how often something is done.

Compare differences in their school day with those of students in

Spanish-speaking countries.

Understand cultural perspectives on meals.

Students will be able to:

Differentiate foods and beverages typically consumed for dinner.

Analyze food, health and exercise choices.

Classify and describe locations in their community.

Compare and explain leisure activities and activities outside of school.

Describe where they go and with whom.

Understand how to ask questions using interrogative words.

Apply their language skills to extend, accept and decline invitations.

Recognize when an event happens.

Understand cultural perspectives on after-school activities.

Classify and describe families and family members.

Recognize and summarize special celebrations and parties.

Tell the age of a person.

Express possession.

Understand cultural perspectives on family and celebrations.

Students will be able to:

Recall vocabulary to talk about family celebrations.

Differentiate and describe family members and friends.

Ask politely to have something brought to you.

Order a meal in a restaurant.

Explain items in their bedrooms and identify rooms in a house.

Make comparisons.

Understand cultural perspectives on different types of housing.

Command someone to do something (informal commands).

Explain what someone is doing right now using the present progressive tense.

Talk about clothes, shopping and prices.

Tell what they want and prefer.

Use demonstrative adjectives to point out specific items.

Talk about things that happened in the past.

**Assessments**

structured class discussions, work in pairs (peer assessment), group projects, designing posters, leaflets, oral presentations (self-, peer- and teacher’s evaluation), role play, writing assignments, homework, vocab quiz, end of unit test, language lab

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structured class discussions, work in pairs (peer assessment), group projects, designing posters, leaflets, oral presentations (self-, peer- and teacher’s evaluation), role play, writing assignments, homework, vocab quiz, end of unit test, end of year exam, language lab

**Core Topics**

Spanish-speaking World

Education and Work: At School and in the classroom, household chores

The Individual and Society: Describing people, the family, celebrations

Towns and Services: Places in a town, homes, bedroom furnishings

Leisure and Travel: Activities, sports, extending, accepting and declining invitations

Food and Drink: Basic meals, ordering in a restaurant

Health and Emergency: Healthy diet and exercise habits

Essential grammar

**Specific Content**

**First Quarter**

Topics:

Greetings, introductions, numbers, telling time, giving the date, weather and seasons, likes and dislikes regarding activities, describing people, classroom objects, introductions to Spain, the Caribbean and Mexico

Essential Grammar:

Infinitives, negative statements, interrogative statements, adjective agreement, definite and indefinite articles, word order, subject pronouns, present tense of -*ar* verbs, *gusta(n)*

**Second Quarter**

Topics:

Classes and school schedules, classroom objects and location of items, food, *Día de los Muertos*, *La Navidad*, introductions to Central and South America

Essential Grammar:

*Tener*, *estar*, plural forms of nouns and articles, present tense of –*er* and –*ir* verbs, *encanta(n),* indirect object pronouns, *ser*, interrogative words, adverbs and expressions of frequency.

**Third Quarter**

Topics:

Places in town, leisure activities, extending, accepting and declining invitations, families and celebrations, *la quinceañera*

Essential Grammar:

*Ir*, interrogatives, simple future tense (*ir a* + infinitive), *jugar, poder, querer, tener que* + infinitive, possessive adjectives

**Fourth Quarter**

Topics:

Ordering food in a restaurant, home and chores, shopping for clothes and supplies

Essential Grammar:

*Venir, ser* vs*. estar,* comparisons and superlatives, *e-ie* stem-changing verbs, *o-ue* stem-changing verbs, *e-i* stem-changing verbs such as *pedir* and *servir*, affirmative *tú* commands, present progressive tense, preterite tense of *–ar, -car, -gar* and *-zar* verbs, demonstrative adjectives, preterite tense of –*er* and *-ir* verbs, preterite tense of *ir, hacer* and *dar.*

**Resources**

Realidades 1 text, ancillary materials and internet practice

Teacher created materials

Various websites

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Teacher created materials

Ventanas 1

Various websites including www.studyspanish.com and www.conjuguemos.com

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Quinceañera video

Realia: maps and advertisements

Ventanas 1

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Teacher created materials

Various websites including www.conjuguemos.com and www.studyspanish.com

Video series: ¿Eres tú, María?

Realia: advertisements, floor plans, menus