

Spanish I – 531

Curriculum Guide

Area:	World Languages
Level:	College Prep
Textbook:	See attached resource list
Length:	Full Year
Credits:	5
Prerequisite:	none
Offered:	grades 9-12

I. COURSE DESCRIPTION

Spanish I introduces the students to the fundamentals of the language and culture. Throughout the course, an emphasis is placed upon the ability to read, write, and interpret the language in its simpler form. The acquisition of basic syntax and vocabulary is an essential part of study at this level. The course is designed to integrate a variety of topics as well as culture that the students will study, learn and be able to apply in real-life situations.

II. CORE CURRICULUM CONTENT STANDARDS

Standard 7.1 (Communication) All students will be able to communicate in at least one World Language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Standard 7.2 (Culture) All students will demonstrate an understanding of the perspectives of culture(s) through experiences with its products and its practices.

III. COURSE OBJECTIVES

By the end of the first year of Spanish, students will demonstrate the ability to:

Speaking

1. Make statements, ask and answer questions in the present tense on topics and themes which they have learned.
2. Express immediate needs for things such as food and shelter, using sentences or

- phrases from previously learned material.
3. Manipulate the language to participate in simple, spontaneous conversations.
 4. Describe objects, people, places, situations and pictures using learned vocabulary and grammatical structures creatively.
 5. Begin to use person, gender and number appropriately, including using appropriate formality in various situations.
 6. Speak so that their pronunciation and intonation neither offend nor amuse a native speaker.

Listening

1. Understand learned material which deals with basic survival situations.
2. Comprehend learned vocabulary for basic daily needs.
3. Comprehend the main idea from conversations of native speakers on topics to which they have been exposed.
4. Understand a native speaker as long as there is repetition and slower speech.

Reading

1. Identify and understand vocabulary necessary for basic survival in areas such as food, time, personal identification, travel, clothing, etc.
2. Read with comprehension simple, non-technical material containing learned vocabulary and expressions.

Writing

1. Write limited material with reasonable accuracy on topics that the students have learned.
2. Spell learned vocabulary with reasonable accuracy.
3. Write elementary sentences in the present tense placing words in appropriate order for comprehensibility, using correct grammatical structures.

Cultural Knowledge

1. Demonstrate an awareness of the geographical locations of the parts of the world in which the target language is spoken.
2. Become familiar with basic customs, gestures, nonverbal cues, traditions and lifestyles in the foreign countries.
3. Compare and contrast foreign cultures with culture in the United States.
4. Begin to develop an appreciation and understanding for the cultures of the foreign countries where the language is spoken.
5. Describe and give examples of how proficiency in a second language enhances

- employment opportunities.
6. Use technology to enhance language acquisition and to acquire current cultural information.

IV. DESCRIPTION OF INSTRUCTION

A variety of techniques are used to make the classroom an interactive experience. Methods include question-answer discussions, group work, cooperative learning activities, personalized questions, real life situations, face to face conversations, repetition, and total physical response. Through these activities both grammar and vocabulary are reinforced in the target language. Materials utilized in the instruction process include the textbook, visual/audio aid materials, realia, and modern technology. A thematic format is used and enhanced with the incorporation of authentic, contemporary, and relevant material.

II. EVALUATION

1. Teachers will evaluate the student's class participation, individual and small group activities subjectively. A record of the student's progress is maintained.
2. Students shall satisfactorily pass criteria referenced quizzes, tests, and examinations both orally and in writing.
3. A test or a group of smaller quizzes will be given at the end of each topic.
4. A midterm examination will be administered to all students. The midterm examination will consist of listening comprehension and a written section. The final examination will consist of a written and an oral (face to face) achievement section.
5. Grades will be calculated according to the school grading policy and the following guideline:
Test Grades
 - a. Oral tests, quizzes and oral presentations
 - b. Written tests, quizzes and projectsHomework
Class work
Small group work

III. GENERAL ACTIVITIES

Learning activities used throughout the course:

1. Visual presentation with flash cards, transparencies, pictures.
2. Role play in (real life) simple situations.
3. Cooperative learning activities.

4. Student presentations and skits.
5. Communicative activities: individual, paired, small group, and large groups.
6. Total physical response.
7. A variety of educational games.
8. Listening comprehension activities.
9. Face to face conversations on a variety of topics.
10. Homework assignments.
11. Use of modern technology to enhance language acquisition and cultural knowledge.

Spanish I

Outline of Instruction

The following material is covered with a thematic unit approach which is interdisciplinary and emphasizes speaking, reading, listening, writing, multimedia, culture, and technology.

THEMATIC UNITS

I. The First Step- Greetings

A. Vocabulary

1. Greetings and Leave takings
2. Classroom Objects
3. Alphabet / Numbers 0-31
4. Classroom Expressions

B. Culture

1. Spanish Names
2. Basic Names and Locations of Spanish Speaking countries
3. Terms to describe one who speaks Spanish: **Latino, Hispanic, Spanish**

II. Chapter 1- Friendship

A. Vocabulary

1. Likes and Dislikes
2. Personality Characteristics
3. Sports and Leisure Activities

B. Grammar

1. Adjectives and basic agreement
2. Neither / Nor **ni....ni**
3. I like...**me gusta...**
4. the verb **ser**

C. Culture

1. The Concept of Friendship

III. Chapter 2 – School

A. Vocabulary

1. School subjects and Supplies
2. Numbers 32-1,000

B. Grammar

1. Concept of Telling Time
2. Personal Pronouns
3. Verbs that end in AR

C. Culture

1. Mexican vs. U.S. School System
2. Levels of Speech **tú/ usted/ ustedes**

IV. Chapter 3 – Sports and Leisure Activities

A. Vocabulary

1. Public buildings and Places
2. Seasons
3. Sports and Leisure Activities

B. Grammar

1. The verb **ir**
2. The verb **jugar**
3. **ir + a+ infinitive** (future)
4. The verb **estar**
5. The preposition **con**

C. Culture

1. Common Leisure time Activities
2. Parks and Plazas

V. Chapter 4 – food

A. Vocabulary

1. Foods, Ingredients and Drinks
2. Likes and Dislikes

B. Grammar

1. Verbs Ending in ER
2. Adjective Agreement

C. Culture

1. Meals and Mealtimes
2. Origin of Cacao (chocolate)

D. Enrichment

1. Chocolate tasting

VI. Chapter 5- Family

A. Vocabulary

1. Family Members
2. Personal and Physical Characteristics

B. Grammar

1. The verb **tener**
2. The verb **ser** (review)
3. Possessive Adjectives

C. Culture

1. The Family Structure and it's Importance
2. Explanation of how names are formed in Spanish speaking countries.

VII. Chapter 6 – Clothing

A. Vocabulary

1. Clothing
2. Colors
3. Prices

B. Grammar

1. Adjective placement
2. Demonstrative Adjectives
3. Direct Object Pronouns
4. Preterit Tense

C. Culture

1. Shopping for Clothes
2. Types of Clothing Stores
3. Various Latin American Monetary Units

VIII. Chapter 7 – Leisure And Vacation Time

A. Vocabulary

1. Nature
2. Travel
3. Weather
4. Clothing

B. Grammar

1. The verb **poder**
2. **Para**+infinitive
3. The verbs **pensar** and **querer**
4. The personal “a”

C. Culture

1. Geography of Latin America
2. Ancient Civilizations of Latin America
 - a. Mayan
 - b. Incan
 - c. Aztec
3. Common Vacation Areas in Latin America

IX. Chapter 8 – Home

A. Vocabulary

1. Rooms in the House
2. Furniture
3. Household Appliances
4. Household Chores

B. Grammar

1. The verbs **poner y hacer**
2. The verbs ending in “ir”
3. The verb **preferir**
4. Possessive adjectives **su y nuestro**
5. **Tener + que + infinitive**

C. Culture

1. Architecture and the Home
2. History of the Patio

X. Enrichment

The following material may be covered during the level I school year. It may include but not be limited to:

- A. Popular Music of the Spanish Speaking World
- B. Daily Expressions
- C. Poetry of the Spanish Speaking World
- D. Holidays / Cultural Traditions
- E. Current Events
- F. Movies

BIBLIOGRAPHY

In addition to the main text, Paso A Paso, a number of reference materials, general textbooks, literary works, articles, videos, and culturally authentic resources are used. The following is a summary of these materials.

Books

- a. Scott Foresman, Paso a Paso
- b. Glencoe McGraw-Hill, Repaso A Complete Review Workbook for Grammar, Communication, and Culture
- c. McDougal Littell, Ventanas Uno

Audio Visual Resources

- a. The Lost Civilization of the Maya
- b. The Incas Remembered
- c. The Rise and Fall of the Aztecs
- d. Spanish Language Television
- e. La Quince (MTV Sweet Sixteen Celebration)
- f. Selena

Internet

- a. www.studyspanish.com Study Spanish.com
- b. www.yourdictionary.com Your Dictionary.com
- c. <http://www.kn.pacbell.com/wired/Algunas/algunas.html> Algunos Lugares en Español