

a-g SPANISH 1 A & B

COURSE TITLE/ TRANSCRIPT CODE

a-g Spanish 1A 7R9918

a-g Spanish 1B 7R9919

COURSE DESCRIPTION

This one-year course introduces students to the culture and history of the Spanish language, while actively developing students' ability to comprehend, read, speak, and write in Spanish. Through oral and written exercises, grammar and vocabulary skills are developed and create a foundation for the language. Pronunciation and phrasing skills are developed through the use of CD's, cassettes &/or computer-based resources. Cultural aspects of the Spanish language and life in the Spanish language-speaking world will be explored as well.

PREREQUISITES: None

REQUIRED TEXTBOOK: EXPRESATE! SPANISH 1; 2008; Holt, Rinehart and Winston

SUPPLEMENTARY MATERIALS: Oxford Spanish/English Dictionary
EXPRESATE 1 Audio CD (for listening/speaking exercises in the text)
EXPRESATE 1 DVD (for listening/speaking and cultural teachings in the text)
Examview version 5 assessment suite for EXPRESATE 1

COURSE PURPOSE

In this Spanish 1 course, students will:

- be introduced to the culture and history of the Spanish language.
- create a good foundation onto which additional foreign language studies can be built.
- gain an ability to comprehend, read, speak, and write in Spanish.
- develop grammar and vocabulary skills through written and oral exercises.
- master the topics in the course outline.
- explore cultural aspects of the Spanish language and life in the Spanish-speaking world.
- develop listening/ speaking/ pronunciation skills through the use of CDs, cassettes &/or computer-based resources as well as person-to-person communication opportunities.
- gain insights into their own language and culture
- become more effective communicators.
- apply information learned to real life situations.

COURSE OUTLINE

Spanish 1 Course Outline/ Content

VOCABULARY INSTRUCTION

Chapter 1: asking someone's name and saying yours.

Asking and saying how you are

Introducing others

Saying where you and others are from

Exchanging phone numbers

Telling time

Giving the date and the day

Days of the week, months of the year

The alphabet

Chapter 2: describing people

Asking and saying how old someone is

Describing things

Talking about what you and others like

Chapter 3: talking about what you and others like to do

Talking about what you want to do

Talking about everyday activities

Saying how often

Saying when you do something

Chapter 4: saying what you have and need

Talking about classes

Talking about plans

Inviting others to do something

Chapter 5: Describing people and family relationships

Talking about where you and others live

Talking about responsibilities

Chapter 6: Commenting on food (describing food)

- Making polite requests
- Talking about meals (breakfast, lunch, dinner & the foods associated with them)
- Offering help
- Cooking verbs

Chapter 7: Your daily routine

- Talking about staying fit and healthy
- Talking about how you feel (physical and emotional)
- Giving advice
- Expressions with tener (to have)

Chapter 8: Asking for and giving opinions

- Colors
- Asking for and offering help in a store
- Numbers 1 to 1,000,000
- Demonstrative adjectives and comparisons (more than, as much as, less than etc...)
- Saying where you went and what you did
- Talking on the phone

Chapter 9: Talk about plans

- Talk about past holidays
- Talk about preparing for a party

- Greet, introduce other, and say goodbye

Chapter 10: Asking for information

- Reminding and assuring
- Talking about a trip
- Expressing hopes and wishes

GRAMMAR INSTRUCTION

Chapter 1: Learn the subject pronouns

- Learn the present tense "To Be" (*ser*) verb and be able to conjugate it in the I (*yo*); singular informal you (*tu*); s/he, it, formal singular you (*el, ella, Ud.*), we (*nosotros/as*); they, formal plural you (*ellos/as, Uds.*)

Chapter 2: Review using "To Be" in sentences/conversation.

- Add adjectives (from ch. 2) to "to be" ie. He is tall.
- Practice gender and adjective agreement.
- Practice forming questions.
- Learn the articles that accompany each noun. (In Spanish, "the" is masculine, feminine, singular or plural ie. *el, la, los, las*)

Chapter 3: Learn the verbs "to like/ prefer" (*gustar*) and "to want" (*querer*)—first exposure to irregular verb conjugations.

- Learn regular *-ar* and *-ir* verbs (in Spanish)
- Learn weather expressions ie. *Hace frío.*

Chapter 4: Learn the question words: who (*quien*), what (*que*), when (*cuando*), where (*donde*), why (*por que*)

- Learn the verb "to have" (*tener*) and "have" idioms ie. I have to go now.
- Learn the verb "to come" (*venir*)
- Learn to put "a" with time (in Spanish)
- Learn the verb "to go" (*ir*) and "to go" idioms ie. I'm going to learn how to knit.
- Learn *-er* and *-ir* verbs with irregular I (*yo*) forms.

Chapter 5: learn possessive adjectives

- Learn stem changing verbs in the present tense
- Learn transitory "to be" (*estar*) and use it with prepositions
- Use negation in a sentence.
- Learn the verbs "to touch" (*tocar*) and "to seem" (*parecer*)

Chapter 6: irregular stem changing verbs

- *Ser* and *estar*
- *Pedir* and *servir*
- *Preferir*, *poder*, and *probar*
- Direct objects and direct object pronouns
- Affirmative informal commands

Chapter 7: verbs with reflexive pronouns *afeitarse* (to shave)

Yo me lavo los dientes (I brush my teeth).

- Using infinitives *Ser* (to be)
- Irregular stem changing verbs
- *Estar* (to be), *Tener* (to have), *sentirse* (to feel)

- Negative informal commands No lo hagas (Don't do it).
- Object and reflexive pronouns with commands Ponte los zapatos (Put on your shoes).

Chapter 8: Costar (to cost: It costs \$1.00), plus the numbers 1 to 1,000,000

- Demonstrative adjectives and comparisons (more than, less than as much as...)
- Quedar (to stay)
- Introduction to the past tense
- Simple preterite of -ar verbs
- Simple preterite of -ir verbs
- Preterite -ar verbs with reflexive pronouns Yo me levante (I got up).

Chapter 9: Preterite of -er and -ir verbs

- Review of preterite tense
- Pensar (to think) and pensar que (to think that...) with infinitives i.e. Pensamos ir al cine. (We're thinking of going to the movies).
- Direct object pronouns La invite (I invited her).
- Conocer (to know) and the personal a
- Present Progressive tense

Chapter 10: Review of the preterite tense

- Preterite of -car, -gar, -zar verbs
- Preterite of hacer (to do)
- Informal commands of spelling-changing and irregular verbs
- Review of direct object pronouns
- Review of verbs followed by infinitives

CONVERSATION

Ideas for conversation include, but are not limited to the following: Practice with another student; Practice with another Spanish-speaking person in the student's family/ community; Make arrangements for a "conversation exchange" with a Spanish-speaking person who would like to develop his/her English-speaking abilities.

Chapter 1: Students can ask another's name and introduce themselves.

- Students can greet, both formally and informally.
- Students can ask how someone is feeling.
- Students can ask where someone is from
- Students can say goodbye.
- Students can describe another person.
- Students can ask and answer questions about time, day, and month.
- Students can spell out a word in Spanish.

Students can change a positive statement into a negative statement i.e. Someone is here/No one is here. I like fish/I don't like fish.

Chapter 2: Students can ask and answer when their birthday is.

- Students can describe a person, using characteristics of that person.
- Students can ask and answer personal likes and dislikes.
- Students can ask and answer simple questions about their opinion of things i.e. How was the film? It was

horrible! I didn't like it!

Chapter 3: Students can ask and answer questions about activities that they enjoy doing.

- Students can ask and answer questions about what they want to do in the immediate future i.e. Do you want to go to the dance? Yes, I want to go!
- Students are able to describe their week i.e. On Mondays, I go to Spanish class. On Tuesdays, I study at home...
- Students can ask and answer questions using frequency words i.e. How often do you play the piano? I never play the piano.
- Students can ask and answer questions about the weather.

Chapter 4: Students can ask and answer questions about supplies needed for studying.

- Students can ask and answer questions about what they feel like doing.
- Students can invite and respond to invitations.
- Students can describe their hometown.
- Students can ask and answer what they are going to do in the near future.
- Students can ask and answer questions about what they usually do.

Chapter 5: Students can ask and answer questions about their family tree.

- Students can ask and answer questions about family members activities i.e. Does your aunt go to the library with your cousins?
- Students are able to ask and answer questions about the frequency of their usual activities i.e. How often do you go to the library with your aunt and cousins?
- Students can ask and answer questions about their daily activities i.e. On Mondays, how late do you sleep in?
- Students can ask and answer questions about their favorite places.
- Students can ask and answer proximity questions i.e. How close to the window is the bookshelf?

Chapter 6: Students ask and answer what they want to eat and drink.

- Students ask and answer what they think of the food
- Students ask and answer whether they want dessert.
- Students ask and answer whether there's anything else you need
- Students ask and answer what they usually order in a restaurant.
- Students ask and answer what they usually drink in a restaurant.
- Students ask and answer what they like to serve at a party.
- Students ask and answer what other family members like to order at a Mexican restaurant.
- Students ask and answer what they like to do on the weekend and at night.
- Students ask and answer what their favorite breakfast, lunch, and dinner are.
- Students ask and answer how often they cook, set the table, pack a lunch, eat hamburgers and fries.

Chapter 7: Students role-play getting up late, and not being able to find 2 personal items.

- Students describe what they like to do on Saturday afternoon.
- Students describe their morning routine for weekdays and then for weekends.
- Students ask and answer how they are feeling (both physically and emotionally).
- Students can describe usual symptoms of being sick and of being tired.
- Students can describe usual symptoms of being sick and of being tired.

Chapter 8: Students ask and answer about what styles and colors of clothing they like to wear.

- Students ask and answer questions about what clothing is in fashion.
- Students ask and answer questions about what they like to wear on a typical weekday and then on the weekends.
- Students ask and answer about what they don't like to wear.
- Students role-play shopping for clothes at a store.
- Students ask and answer questions about whether they prefer one color over another, one style over another, one type of clothing over another, etc...
- Students can give descriptive opinions about another's clothing i.e. I like the color and style of Shauna's sweater but I think it's too big for her.
- Students talk about what they did last night.
- Students ask and answer questions about visiting different kinds of stores.
- On the telephone, students can have a basic conversation
 - o Hello.
 - o Hello.
 - o Is Alberto there? Can I speak with him please?
 - o Yes, can I tell him who is speaking?
 - o This is Caitlin.
 - o Yes, one moment please...
 - o Hello Caitlin.
 - o Hello. How are you?

Chapter 9: Students ask and answer questions about how they celebrate different holidays.

- Students ask and answer questions about how they will celebrate an upcoming holiday.
- Students ask and answer questions about what they did last weekend.
- Students can describe an ideal party that they want to organize. They can include descriptions of the food, the music, the invitations, the reason for the party, where it will be and whom they would like to invite.

Chapter 10: Students ask and answer questions about traveling outside the country.

- Students can ask and answer questions about trips they have taken in the past.
- Students can describe things needed to pack and to be done in order to take a trip (in the future).
- Students can ask and answer questions about transportation on a trip.
 - o What time is the flight?
 - o Where is my gate?
 - o Where are the restrooms?
 - o Where is my luggage?
 - o I need a taxi to the hotel.
 - o Where is the nearest subway/train/bus?
 - o Where is the nearest exit?
 - o I am lost. I need to find _____
- Students can ask and answer questions about what they like to do on vacation.
- Students can ask and answer questions about a trip they would like to take someday.

CULTURE

Options for studying cultures of the Spanish-speaking world include, but are not limited to, the following:

1. Cook meals from a Spanish-speaking culture/country a minimum of once a month)
2. Check out subtitled Spanish-language films from the library, video rental store, or through the mail (i.e. Netflix).
3. Participate in local celebration of holidays of the Spanish-speaking world (Mexican Independence Day, Dia de los Muertos, Cinco de Mayo, etc.)
4. Listen to Spanish music.
5. Watch documentaries about Spanish language speaking countries.
6. Read travel guides about Spanish-speaking countries.
7. Do an art project, exploring the arts and crafts of the Spanish culture (creating a piñata, papel picado, god's eye, etc.)
8. Read children's books with myths or legends from the Spanish culture.
9. Watch Spanish television programming.
10. Select and read a historical novel set in a Spanish-speaking country (James Michener's *IBERIA* is a classic read that provides a vivid description of Franco's Spain).

Students will demonstrate their understanding of the following for each country represented by a chapter in the textbook. Demonstration can be by an oral &/or written report, lap book, poster, etc.

Topics are to include, but not be limited to, the following: location, major rivers/ mountain ranges/ cities/ etc., geography, pastimes, culture, climate, wildlife, history, politics, special celebrations, etc.

Chapter 1: Study the culture of Puerto Rico.

Chapter 2: Study the culture of Texas.

Chapter 3: Study the culture of Costa Rica.

Chapter 4: Study the culture of Chile.

Chapter 5: Study the culture of Mexico.

Chapter 6: Study the culture of Argentina

Chapter 7: Study the culture of Florida

Chapter 8: Study the culture of the Dominican Republic

Chapter 9: Study the culture of Peru.

Chapter 10: Study the culture of Spain.

KEY ASSIGNMENTS

1. Students will read chapters of the text, finish chapter exercises, and respond to chapter summary questions. Students will complete writing activities and audio components. Students will make recordings of their oral responses &/or have phone conversations with the Subject Matter Expert (SME).
2. Students will practice their Spanish oral communication skills on a daily basis.
3. Students will complete a minimum of one extra written assignment per week.

An example from chapter 1 follows: Imagine you have joined the Spanish Club. The club asks all new members to write a short paragraph about themselves to be posted on the club's Web site (in Spanish). In your paragraph, be sure to include your name, where you are from and your e-mail

address.

4. Students will participate in a minimum of 5 cultural activities of choice per semester. Students will provide documentation of completion of these activities through oral &/or written reports, demonstrations, etc.

Options for cultural activities include, but are not limited to, the following:

- Cook meals from a Spanish-speaking culture/country a minimum of once a month)
- Check out subtitled Spanish-language films from the library, video rental store, or through the mail (i.e. Netflix).
- Participate in local celebration of holidays of the Spanish-speaking world (Mexican Independence Day, Dia de los Muertos, Cinco de Mayo, etc.)
- Listen to Spanish music.
- Watch documentaries about Spanish language speaking countries.
- Read travel guides about Spanish-speaking countries.
- Do an art project, exploring the arts and crafts of the Spanish culture (Create a piñata, papel picado, god's eye, etc.).
- Read children's books with myths or legends from the Spanish culture.
- Watch Spanish television programming.
- Select and read a historical novel set in a Spanish-speaking country (for example: James Michener's IBERIA is a classic read that provides a vivid description of Franco's Spain).

5. Students will take end-of-chapter tests, and two cumulative end-of-semester final examinations (one per semester). Tests will cover vocabulary, grammar, reading comprehension, listening as well as writing. Tests will include, but not be limited to, short answer and essay questions

6. Student will create two reports/projects related to a Spanish-speaking culture/ country (one per semester). Project options include, but are not limited to, the following: a written research report, a power point presentation, a hands-on project related to a cultural point studied, or a recorded oral presentation. Project topics must be preapproved by an Education Specialist (ES) &/or Subject Matter Expert (SME).

7. Students will participate in a minimum of 1 hour of person-to-person communication each week. Students will keep a log of their conversation time. Their communication partner can be another student, a Spanish-speaking person from the family or community, a Spanish speaker who wishes to do a "conversation exchange" in order to improve his/her English speaking abilities, etc.

Conversations can include, but are not limited to, the following:

Ask another's name and introduce themselves, say both formal and informal greetings; ask how someone is feeling; ask where someone is from; say goodbye; describe another person using characteristics of that person; ask/ answer questions about time/ day/ month; spell out a word (in Spanish); change a positive statement into a negative statement; ask/ answer when their birthday is; ask/ answer questions about personal likes/ dislikes; ask simple question about other person's opinion of things; describe how the week has gone; etc.

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include but are not limited to:

Direct Instruction

Teacher demonstration

Guided practice

Multimedia presentation and support materials

Dialogs

Tutorials

CDs, cassettes, &/or computer-based resources

Grammar and vocabulary drills

Reading for understanding

Listening for understanding

Spanish language media and entertainment offerings

Student-directed personal study

Regular access to a Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Students' progress will be assessed through a variety and/or combination of methods. The methods available include but are not limited to the following:

Regular review of work by Education Specialist (credentialed teacher) and Subject Matter Expert (SME)

Observations of and discussions with students

Student demonstrations/ presentations

Student work samples (written and oral)

Student written and oral responses

Student writing assignments

Portfolios

Participation

Final projects

Tests and Examinations

Final grades will be based on:

20% daily work

30% exams

25% oral exam or taped conversations

25% cultural report or presentation assessment