

**#552 SPANISH I**

**GRADES: 9-11**

**LEVEL: 2**

**CREDITS: 5**

**PREREQUISITES: None**

**BASIC TEXT: Ven Conmigo, Level 1, Holt, 2000**

**SUPPLEMENTAL READINGS: None**

**REQUIRED MATERIALS: Notebook, folder, art supplies, colored pencils/markers**

**COURSE DESCRIPTION:** The student studying Spanish I is presented a multi-faceted program and is expected to demonstrate basic proficiency in listening, speaking, reading and writing. Cultural themes integrated with language practice enable the student to gain a greater understanding and acceptance of cultural differences.

**MISSION RELATED GOALS:**

- Academic excellence
- Intellectual curiosity
- Respect for others
- Self-confidence
- Foster communication skills
- Foster problem-solving skills
- Successful contributing member of society

**STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:**

- Academic* – Communicates effectively, solve complex problems, works with others towards a common goal
- Civic* – Contributes to the community and global society
- Social* – Respects the rights of others

The class will provide the student with a variety of opportunities to demonstrate academic excellence and intellectual curiosity by communicating effectively, solving complex problems and working with others toward a common goal. Students will be offered opportunities to apply the target language to real world situations. A variety of teaching methods will be used to foster an environment that promotes the development and practice or utilizing self-confidence and respect for others throughout the school and global community.

**GENERAL PERFORMANCE OBJECTIVES:** The student will be able to:

1. Learn initial listening comprehension strategies as they focus on specific tasks, (i.e. from teacher verbalizations, audio tape presentations and video tape presentations).
2. Express personal likes and dislikes, opinions and preferences within a specific context utilizing appropriate phonetic intonation.
3. Extract factual information from authentic text (i.e. advertisements, brochures, TV listings, etc.) in order to complete a specific task.

4. Increase ability to understand written information through a global approach utilizing cognates, word derivations: and to interact with the content of the readings in other meaningful ways.
5. Demonstrate writing proficiency through guided activities which become more open ended as a greater control of language is acquired.
6. Link cultural understanding to the development of language proficiency.
7. Given the successful integration of listening, speaking reading, writing skills, move forward in Spanish language acquisition..

**MASSACHUSETTS FRAMEWORKS STRANDS:** Communication, Cultures, Comparison, Connections, Communities

**MASSACHUSETTS FRAMEWORKS STANDARDS:**

- Standard 1 – Interpersonal Communication
- Standard 2 – Interpretative Communication
- Standard 3 – Presentational Communication
- Standard 4 – Cultures
- Standard 5 – Linguistic Comparisons
- Standard 6 – Cultural Comparisons
- Standard 7 – Connections
- Standard 8 – Communities

**UNITS AND THEMES:**

Capítulo Preliminar - Adelante	12 days	Standards 1-8
Capítulo 1 - Mucho Gusto!	12 days	Standards 1-8
Capítulo 2: Organízate!	12 days	Standards 1-8
Capítulo 3: Nuevas clases, nuevos amigos.	12 days	Standards 1-8
Capítulo 4: ¿Qué haces esta tarde?	12 days	Standards 1-8
Capítulo 5: El Ritmo de la Vida.	12 days	Standards 1-8
Capítulo 6: Entre familia	12 days	Standards 1-8

**COURSE OUTLINE:**

**I. Capítulo Preliminar - Adelante**

How to:

- A. Identify Spanish-speaking countries
- B. Count 0-30.
- C. Say alphabet.
- D. Utilize useful phrases.
- E. Utilize colors.

F. Recognize cognates.

## II. Capítulo 1 - Mucho Gusto!

How to:

- A. Say hello and goodbye.
- B. Introduce people and respond to an introduction.
- C. Ask how someone is and saying how you are.
- D. Inquire and respond about age.
- E. Inquire and respond about origin.
- F. Talk about likes and dislikes.

Grammatical content:

- A. Spanish punctuation marks.
- B. Pronouns **yo** and **tú**.
- C. User of **ser** for origin.
- D. Forming questions with **cómo, cuántos, de dónde**.
- E. Singular definite articles **el** and **la**.
- F. Noun gender and agreement.

## III. Capítulo 2: Organízate!

How to:

- A. Talk about wants and needs.
- B. Describe contents of room.
- C. Talk about what need and want to do.

Grammatical content:

- A. Indefinite articles, **un, una, unos, unas**.
- B. Making nouns plural.
- C. Agreement of **mucho** and **cuánto** with nouns.
- D. Subject pronouns **él** and **ella**.
- E. Three types of infinitives: **-ar, -er, -ir**.

## IV. Capítulo 3: Nuevas clases, nuevos amigos

How to:

- A. Talk about classes and sequencing events.
- B. Tell time.
- C. Tell at what time something happens.
- D. Talk about being late or in a hurry.
- E. Describe people and things.
- F. Talk about things you like and explain why.

Grammatical content:

- A. Plural definite articles los, las.
- B. Using ser to tell time.
- C. Forms of ser.
- D. Adjective agreement.
- E. Tag questions.
- F. Possessions with de.

**V. Capítulo 4: Què haces esta tarde?**

How to:

- A. Talk about what you like to do.
- B. Discuss what you and others do during free time.
- C. Tell where people and things are.
- D. Tell where you and others go during free time.

Grammatical content:

- A. Present tense of regular **-ar** verbs.
- B. **Con, conmigo, contigo.**
- C. Use of **que**.
- D. Present tense of **estar**.
- E. Subject pronouns.
- F. Present tense of ir.
- G. Use of el and los with days of the week.

**VI. Capítulo 5: El Ritmo de la Vida.**

How to:

- A. Discuss how often you do things.
- B. Talk about what you and your friends like to do together.
- C. Talk about what you do during a typical week.
- D. Give today's date.
- E. Talk about the weather.
- F. Say the days of the week.

Grammatical content:

- 1. Negation.
- 2. **quien?** and **quienes?**
- 3. **Les** and **a ustedes, a ellos, a ellas.**
- 4. Regular **-er** and **-ir** verbs.
- 5. Giving the date.

**VII. Capítulo 6: Entre familia**

How to:

- A. Describe a family

- B. Describe people.
- C. Discuss things a family does together.
- D. Discuss problems and give advice.

Grammatical content:

- 1. Possessive adjectives
- 2. Present tense of **hacer** and **salir**.
- 3. Present tense of **deber**.
- 4. Present tense of **poner**.
- 5. Understanding personal **a**.

**SUGGESTED INSTRUCTIONAL STRATEGIES:** Role playing; Think, pair, share; Modeling; Cooperative learning; Student presentation; Differentiated learning; Drills mastery; Games; Note taking; Use of manipulative and tools; Flash cards

**SUGGESTED INTEGRATED ACTIVITIES:**

- 1. Work with the Food Service staff in using the facilities to create a taste testing experience for authentic foods of Spanish-speaking countries. Also, teaching the child care students basic expressions: greetings, colors, numbers and alphabet.

**USE OF TOOLS/TECHNOLOGY:**

- 1. Utilize the accompanying audio program to reinforce listening comprehension.
- 2. Integrate the video component as a means of unifying the skills acquisition.
- 3. Use the overhead projector to reinforce vocabulary, grammar, outlining, paragraph construction, organizing story development, etc.
- 4. To assign the production of an audio tape program as a culmination of a cooperative learning experience.

**ASSESSMENTS TECHNIQUES:**

- 1. Individualized quizzes in a contextualized format for each lesson.
- 2. Test per chapter evaluating all five learning skills.
- 3. Periodic oral assessment.
- 4. Projects.
- 5. Final Examination.