

Name of Course: Spanish 1

Course Overview:

Summary:

World language classes focus on communication and cultural awareness. You will learn to speak, listen, read, and write through paired practice, small group work, and role plays. Emphasis will be placed upon being able to use language in meaningful, real-life situations. By the end of the year, you will have been introduced to skills, knowledge, and attitudes that will help you live and work in an increasingly global society.

Students will be able to:

- Communicate using common greetings and useful phrases
- Describe themselves and others
- Talk about family and the home
- Discuss pastimes and school related themes

Performance Indicators:

1.1. Ask and respond to questions about familiar topics based on their own lives and interests.

1.2 Express and elicit feelings and emotions in the target language.

1.3 Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.

1.4 Provide and exchange detailed information on familiar topics in formal and informal social situations.

2.1 Identify main ideas, topics, and specific information in a variety of authentic auditory or written materials.

2.2 Apply comprehension strategies to interpret text.

3.1 Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.

3.2 Narrate stories about experiences or events familiar to them (orally).

3.3 Write narrative and expository/ informational compositions in the target language.

3.4 Deliver oral presentations related to the culture in which the target language is spoken. **(not formally assessed at junior high)**

4.1 Compare the target language with English to better understand language systems.

4.2 Describe practices and perspectives of a culture(s) in which the target language is spoken.

4.3 Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken. **(not formally assessed at junior high)**

4.4 Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken. **(not formally assessed at junior high)**

4.5 Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives. **(not formally assessed at junior high)**

5.1 Identify connections between target language and another content area using either English or the target language.

5.2 Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study. **(not formally assessed at junior high)**

5.3 Explain the importance of culture and language acquisition in a 21st century global economy. **(not formally assessed at junior high)**

5.4 Use language within and beyond the school setting.

Unit of Study	Essential Question(s)	Content/Skill/Concept	Instructional Strategies
Intro- classroom commands Unit One- Introduction to the language and daily expressions	- How do target language speakers greet each other? - How do celebrations reflect the culture? - Why study another language and culture? - How is Spanish different from English? - Why does the target language sound different? - How is the calendar different? (How do people track time differently?) - How does the weather affect culture and celebrations?	- greeting and courtesies - levels of formality - numbers to 39 - days of the week - months - seasons - alphabet - weather vocabulary - Telling Time (12/24hr) - Gustar	Warm up, direct instruction, popcorn calling, partner activities, think pair share, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Homework, Listening Comprehension, Modeling, Observation, Peer editing, Similarities and Differences
Unit Two- Who am I?	- How am I unique? - How am I similar to others/ people my age in the target language regions? - Why do I wear what I wear and how does that compare to kids my age in the target regions? - What do I like and dislike and how can I express it in Spanish?	- subject pronouns - verbs “to be” & “to have” - descriptive adjectives - adjective agreement - adverbs and conjunctions - clothing vocabulary - The singulars of the verb “to wear” - definite & indefinite articles - colors	Warm up, direct instruction, popcorn calling, partner activities, think pair share, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Concept Attainment Model, Concept Map, Freewriting, Homework, Listening Comprehension, Modeling, Observation, Open-ended Question, Peer editing, Similarities and Differences
Unit three- Family	- How do we define family units? - What professions do family members do?	- Identify family vocabulary - describe family members - express ages of family members	Warm up, direct instruction, popcorn calling, partner activities, think pair share, target language discussions and

	• How do people describe their relationships? • How are family values culturally different?	• up to 100 • animals- pets • possessions (with “de” and possessive adjectives) • The verb “to like,” “to hate”, “to love” • Conjugation of AR,ER and IR Verbs	dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Concept Attainment Model, Concept Map, Freewriting, Homework, Listening Comprehension, Modeling, Observation, Open-ended Question, Peer editing, Similarities and Differences
Unit four- House and chores	• How does my home reflect who I am? • How does my home differ from homes in the target region? • What responsibilities do my family and I have at home? • How do I contribute to my family life compared to kids in the target culture? • How do homes differ in different target language speaking regions/time periods?	• Review family vocabulary, possession, & description • chores & -ar verbs to express what people do in the house • estar vs ser • yo-go verbs • prepositions of place • tener que expressions, querer • er & -ir verbs	Warm up, direct instruction, popcorn calling, partner activities, think pair share, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Concept Attainment Model, Concept Map, Freewriting, Homework, Listening Comprehension, Modeling, Observation, Open-ended Question, Peer editing, Similarities and Differences
Unit five- Around town	• How can you communicate with others to navigate cities and towns? • What are similarities and differences between Spanish towns and cities and American towns and cities?	• Prepositions of place • Irregular verb: Estar • Town vocabulary	Warm up, direct instruction, popcorn calling, partner activities, think pair share, target language discussions and dialogues, songs and music, mini presentations, Activating Prior Knowledge, Admit Slips/Exit Slips, Awards, Comprehensible Input, Computer-Assisted Instruction, Concept Attainment Model, Concept Map, Freewriting, Homework, Listening Comprehension, Modeling, Observation, Open-ended Question, Peer editing, Similarities and Differences

