

# SPANISH 1

## Course Description:

The world language program focuses on using languages in real-world situations.

National Standards: Communication, Culture, Connections, Comparisons, Communities  
[ACTFL Language Connects](#)

State Standards: Communication, Culture, Connections, Comparisons, Communities  
[TN World Language Standards Entire Doc](#)  
[TN World Language Standards Condensed](#)

## Essential Knowledge and Skills:

*At the end of Spanish 1 your student will be able to..*

- Introduce oneself and others
- Exchange basic greetings and farewells
- Ask and tell one's age
- Express likes and dislikes
- Tell time in target language
- Make simple statements in the present tense
- Understand simple commands
- Ask/answer simple questions on topics such as school, family, activities, self, the house, places around town, food, health, and responsibilities
- Use formal/informal forms of address appropriately
- Give simple statements about the weather
- Read and understand simple, level appropriate authentic text
- Identify and demonstrate knowledge of geographical locations where the target language is spoken
- Prepare and present simple original skits in the target language
- Recognize basic cultural similarities and differences
- Compare essential structures of the target language with their own
- Give simple directions
- Compare and contrast the viewpoints of the target culture with their own



## Performance Expectations: Student Outcomes

### First Nine Weeks

### Hello! Welcome to Language Class! Welcome back to school!

#### Suggested Targets:

- I can explain what proficiency and performance are and how they affect my language learning.
- I can explain the importance of proficiency to language learning.
- I can explain the difference between performance assessment and other sorts of assessment.
- I can explain the rules, procedures and expectations in our classroom.
- I can persuade someone to learn a new language.
- I can acknowledge that having an accent is part of the language learning process.
- I can explain why learning another language is more than just learning to speak another language.
- I can greet and say good-bye to someone in a culturally appropriate manner.
- I can introduce myself and ask someone their name.
- I can ask and say how to spell names.
- I can tell where I am from.
- I can tell the date and time.
- I can tell you my phone number and my email address.
- I can ask and answer questions about name, age, origin and phone number.

- I can ask questions to find out basic information about someone else.
- I can express my emotions and ask others how they feel.
- I can describe the weather.
- I can respond to classroom instructions.
- I can describe classes and classroom objects.
- I can say where classroom objects are located.
- I can talk about daily schedules.
- I can say where I am going through my day.
- I can say what I have and what I have to do in relation to my school life.
- I can talk about what school activities I like to do and how often I do them.
- I can talk about what my friends like and don't like and what they do after school.
- I can ask and answer questions about school activities.

### **Sample Performance Assessment: Presentational Writing Task**

In order to be more inclusive, the superintendent has asked all schools to have information about the school in different languages so everyone knows what is available at the school. You and some of your classmates have been asked to each write about your school classes and activities to be included in the pamphlet. Write a short paragraph telling your name, age, what classes you take and what clubs and organizations you are involved with, why you chose them and what you do in class and at meetings or practices.

### **Second Nine Weeks**

### **All about my me, my friends & family**

#### **Suggested Targets:**

- I can describe what I look like and my personality.
- I can identify people and things.
- I can describe myself and others.
- I can describe my friends' appearance and personality.
- I can tell what activities I participate in and what sports I play.
- I can ask and answer questions about activities including when, why, and with whom.
- I can express why I like or don't like certain activities.
- I can say when and with whom I do certain activities.
- I can ask and answer questions about likes and dislikes.
- I can ask and tell about who makes up my "family".
- I can ask and tell what my family members look like and their personality.
- I can describe my family and make comparisons in regards to age and personalities.
- I can ask and tell information about when members of my family were born.
- I can ask and tell what members of my family like to do and why.
- I can talk about what my family members like and don't like and what they do on the weekend.
- I can ask and answer questions about what my family and I do together on the weekends.

#### **Sample Performance Assessment:**

You now have an ePal from a Spanish speaking country. You have received an email asking about your family. Write an email describing your family members. Give as much detail as possible (age, physical description, personality, what your family does together) so that your new ePal will appreciate how unique your family is.

**Third Nine Weeks****All about food and where I live****Suggested Targets:**

- I can identify all meals of the day.
- I can talk about foods and beverages.
- I can categorize all foods according to where they belong on a food pyramid.
- I can determine which foods are healthy and which are not healthy.
- I can say which foods I like and do not like.
- I can order from a menu.
- I can describe places and events in town.
- I can talk about what places in town I know.
- I can talk about types of transportation.
- I can communicate what I am going to do or where I am going to go.
- I can describe my house and the rooms in my house.
- I can identify household items and determine where they belong in a house.
- I can describe where things are located.
- I can provide directions as to where I live or where to go eat.

**Sample Performance Assessment:****Presentational Writing**

- You have recently been blogging with a group of target language-speaking teenagers to work on your language skills. They have all been describing the foods that they eat, talking about the ingredients and whether these foods are healthy or unhealthy. Write a blog post about the foods that you typically eat and describe them in detail.
- You are FaceTiming with a student from \_\_\_\_\_ who is planning to spend a semester attending your school. The student has asked you about your school and what it is like living in Clarksville. Tell the student all about Clarksville, where to go eat, the spots to visit, how to get there, describe your home and where this student would be staying while they live with you.

**Interpersonal**

- You and your friend are at the mall and decide to eat at the food court. You have become very health conscious, but your friend still prefers to eat junk food. Since you are both studying the target language and you don't want to embarrass your friend in public, you give her advice about food choices that are healthy and unhealthy and why certain food choices would be better.

**Presentational Speaking**

- You are going to visit the target language country over fall break and your host mother sent you an email asking about foods that you like and don't like so that she will know what to prepare when you are there. You call her Skype number and leave a voice message describing your eating habits and telling her what types of food you prefer to eat and why.

**Fourth Nine Weeks****All about my responsibilities and my health****Suggested Targets:**

- I can talk about chores and responsibilities.
- I can tell someone what to do.

- I can communicate what I just did.
- I can talk about parts of the body.
- I can determine which parts of the body are used for specific activities.
- I can talk about what I know in terms of staying healthy.
- I can express ways to stay healthy.
- I can communicate when I am ill or when something hurts.

**Sample Performance Assessment:****Presentational Writing**

- You start feeling sick during the school day and need to go home. You know that you will miss a writing assessment in your Spanish class. You decide to write your teacher a note in Spanish explaining to her what happened to make you sick and that you are going home, hoping that you won't have to make up the writing assessment if you write your note to her in Spanish.
- You have found an online blog for teens who speak the language you are studying. Everyone is blogging about themselves and you decide to participate. Write a blog about yourself. Be sure to tell them all about you, your friends, and family.

**Presentational Speaking**

- You are visiting a Spanish speaking country and get hurt on your first day there. You look up a doctor on the phone book and call to try to get an appointment. When the receptionist answers the phone, you explain your symptoms to her in Spanish and ask for an appointment.
- You and a school friend that is from (insert TC here) have tickets to go to a concert this weekend. Your mother has told you that you cannot go until you finish all of your chores. There is no way that you can get all of your chores finished in time to leave for the concert. You call your friend to ask him to help you with your chores, but you don't want your mother to know that you are asking him for help, so you decide to speak in (insert TL) when you ask for his help. Tell him each of your specific chores and how to complete them.

**Cross-content connections:**

- World Geography
- World History
- Visual Art
- Music
- Health and Wellness/ PE
- English/Language Arts
- Humanities