



## World Language Curriculum Guide

## Spanish 1

Course Description
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<p>Spanish 1 is the foundational course in a 4-year program that focuses on developing proficiency in reading, writing, speaking, and listening. Vocabulary and grammar are studied while considering the customs, traditions, and lifestyles of the Spanish-speaking world. Students are encouraged to take an active role in paired activities and group work as well as oral and written presentations. Students are required to do work outside of the classroom in order to master vocabulary and grammar concepts. The target proficiency level for this course is Novice Mid.</p>
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Communication Standards (Novice Mid)
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| <ol style="list-style-type: none"> <li>1. <b>Interpretive Communication</b> - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:               <ol style="list-style-type: none"> <li>a. Recognize traits of multiple cultures and communities. (NM.1.a)</li> <li>b. Identify some basic facts from the text. (NM.1.b)</li> </ol> </li> <li>2. <b>Interpersonal Communication</b> - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:               <ol style="list-style-type: none"> <li>a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.a)</li> <li>b. Respond to questions by expressing basic information about themselves. (NM.2.b)</li> <li>c. Ask highly predictable, formulaic questions. (NM.2.c)</li> </ol> </li> <li>3. <b>Presentational Communication</b> - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:               <ol style="list-style-type: none"> <li>a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)</li> <li>b. Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b)</li> </ol> </li> <li>4. <b>Intercultural Communication</b> - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:               <ol style="list-style-type: none"> <li>a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)</li> <li>b. Use appropriate rehearsed gestures and behaviors. (NM.4.b)</li> <li>c. Recognize some behaviors that are likely to offend members of target-language cultures. (NM.4.c)</li> </ol> </li> </ol> |
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### Linguistic Cultures Standards (Novice Mid)

5. **Cultures** - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
  - a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NM.5.a)
  - b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)
6. **Comparisons** - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
  - a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:
    1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.a.1)
    2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NM.6.a.2)
  - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
    1. Identifying cognates. (NM.6.b.1)
    2. Comparing basic idiomatic expressions. (NM.6.b.2)
    3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

### Lifelong Learning Standards (Novice Mid)

7. **Connections** - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:
  - a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NM.7.a)
  - b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NM.7.b)
8. **Communities** - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently:
  - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
    1. Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NM.8.a.1)
    2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. (NM.8.a.2)
  - b. Become lifelong learners by:
    1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NM.8.b.1)
    2. Interacting with speakers/signers of the target language to build diverse relationships. (NM.8.b.2)
    3. Identifying uses of the target language in the community. (NM.8.b.3)
    4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NM.8.b.4)



**SUBJECT: SPANISH 1**

Units	Concepts / Skills	Activities May Include
<p>Las Lecciones Preliminares Preliminary Lessons</p> <p>September</p>	<ul style="list-style-type: none"> <li>Greetings and good-byes</li> <li>Speaking politely</li> <li>Counting (0-199)</li> <li>Days</li> <li>Months</li> <li>Date</li> <li>Time</li> <li>Seasons</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Self introduction skit</li> <li>Introduce a friend or family</li> <li>Record a weather report</li> <li>Create a calendar</li> <li>Vocabulary quiz</li> </ul>
<p>¿Cómo Somos? Describing Oneself, Families, Pets</p> <p>October - November</p>	<ul style="list-style-type: none"> <li>Physical descriptions &amp; personality traits</li> <li>Nationalities</li> <li>School subjects</li> <li>School in spanish speaking</li> <li>Introduce the concept of formality in language and register (tú vs. usted)</li> <li>Introduction of the verb SER</li> </ul>	<ul style="list-style-type: none"> <li>Journal Writing</li> <li>All about me blog/poster/poem</li> <li>Describe my family members or friends orally and in writing</li> <li>Describe my teachers/ classmates orally and in writing</li> <li>Vocabulary and grammar tests and quizzes</li> </ul>
<p>En clase y después In class and afterward</p> <p>December</p>	<ul style="list-style-type: none"> <li>School subjects</li> <li>The customs of schools in spanish speaking countries</li> <li>The family</li> <li>Pets</li> <li>The house/ apartment</li> <li>Introduction of key basic verbs (tener)</li> <li>Introduction of AR verb conjugation</li> <li>Introduction of the key verbs Estar and Ir</li> </ul>	<ul style="list-style-type: none"> <li>Journal writing</li> <li>Create my dream house</li> <li>Describe my school orally and in writing</li> <li>Compare my school to a school in a Spanish speaking country</li> <li>Describe my classes orally and in writing</li> <li>Role play about buying school supplies</li> <li>Create a plan for purchasing school necessities</li> <li>Short readings</li> <li>Vocabulary and grammar tests and quizzes</li> </ul>



Units	Concepts / Skills	Activities May Include
<p>¿Qué comemos y dónde? What do we eat and where?</p> <p>January</p>	<ul style="list-style-type: none"> <li>Food</li> <li>Drinks</li> <li>Desserts</li> <li>Mealtime customs in Spanish speaking countries</li> <li>Introduction of ER and IR verbs</li> </ul>	<ul style="list-style-type: none"> <li>Describe a favorite meal</li> <li>Discuss foods you like and dislike</li> <li>View and discuss short videos</li> <li>Compare school lunches in our community to a Spanish speaking community</li> <li>Role play ordering food in a cafe</li> <li>Role play finding a table at a cafe</li> <li>Vocabulary and grammar tests and quizzes</li> <li>Short readings</li> <li>Journal entry</li> </ul>
<p>Los deportes Sports</p> <p>February - March</p>	<ul style="list-style-type: none"> <li>Talk about sports</li> <li>Discuss likes and dislikes using Gustar</li> <li>Discuss interests using the verb Interesar</li> <li>Discuss wants and desires with the verb Querer</li> <li>how to describe a soccer uniform including colors</li> <li>Discuss the basics of tennis, basketball and baseball</li> <li>Talk about other after school activities</li> <li>Introduce stem-changing verbs</li> </ul>	<ul style="list-style-type: none"> <li>Watch videos of native speakers engaged in sports and other leisure activities</li> <li>Read about famous Spanish speaking athletes</li> <li>Write about one's interests, likes and dislikes</li> <li>Vocabulary and grammar tests and quizzes</li> </ul>
<p>El Bienestar Well-being &amp; Health</p> <p>March - April</p>	<ul style="list-style-type: none"> <li>Describe personality, conditions, emotions</li> <li>Discuss a visit to the doctor's office</li> <li>Explain how you feel, illnesses</li> <li>Use the verb Estar to discuss feelings and emotions</li> <li>Use the verb SER to discuss characteristics and personalities</li> </ul>	<ul style="list-style-type: none"> <li>Role play a visit to the Nurse</li> <li>Read about what someone does to stay in shape and feel good</li> <li>Listen to the description of a fictional character and draw what you hear</li> <li>Create a fictional character and detail characteristics, feelings, interests</li> <li>Interpret infographics regarding caring for one's health</li> <li>Vocabulary and grammar tests and quizzes</li> </ul>



Units	Concepts / Skills	Activities May Include
<p>Las vacaciones Summer &amp; Winter Vacations</p> <p>May - June</p>	<ul style="list-style-type: none"> <li>▪ Summer and winter activities</li> <li>▪ Resorts in Spanish speaking countries</li> <li>▪ Express actions in the past using preterite AR verbs</li> <li>▪ Express events in the past using the verbs Ser and Ir</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create posters highlighting favorite summer or winter activities</li> <li>▪ Write postcard/ email relating events of a fictional vacation</li> <li>▪ Watch videos highlighting vacation spots in Spanish speaking world</li> <li>▪ Read short texts utilizing the preterite tense</li> <li>▪ Interpret infographics about vacation opportunities</li> </ul>

Textbook
<ul style="list-style-type: none"> <li>▪ <i>¡Así se Dice! Level 1</i>, by Conrad J. Schmitt and McGraw-Hill authors; published by Glencoe/McGraw-Hill</li> </ul>