

Grade: 9

Course Title: High School Spanish Phase 1

Course Overview

This course is designed for students new to IB without the experience of a foundation in Spanish Language learning. Students will acquire novice communicative skills and will develop cultural awareness. The course provides instruction in listening, reading, writing, and speaking in the target language. Topics include: describing self and others; asking and giving essential information; initiating and responding to greetings and introductions; expressing quantity and costs; discussing personal opinions or needs; identifying common objects; expressing location of self and others related to simple activities; and becoming familiar with geography and culture of Spanish speaking countries.

Unit #1

Title: Who are you?

Key Concept	Related Concept(s)	Global Context
Connections	Meaning, Conventions	Identities and Relationships

Conceptual understanding(s): Language is used to form valuable connections with others.

Statement of Inquiry: Through the use of language we understand that our identity is influenced by the connections we have with other people.

PA Academic Standards for World Languages:

- 12.1.S1.B Know common vocabulary forms and structures used in basic speaking and writing.
- 12.1.S1.C Recognize common vocabulary terms through listening and reading.
- 12.1.S1.E Identify words from the target language that are commonly used in English.
- 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.

Content:

- The influence of culture and connections on identities and relationships
- Verbs ser and tener
 - meaning
 - conjugation
- Describing and comparing physical characteristics and personality traits
- Noun - Adjective agreement (masculine, fememine, singular, plural)
- Characteristics of different text types (blogs, emails, magazine)
- Methods for building spanish vocabulary

Skills:

- Use online dictionaries and resources to identify unknown adjectives and expand your knowledge base.

- Compare and contrast the idea of community and connections between two cultures.
- Identify the physical and character traits of individuals in reading and listening texts.
- Distinguish between blogs, emails and magazine articles and identify key facts and information.
- Analyze traits among family members and identify similarities and differences.
- Describe individuals using accurate grammar and punctuation in spoken and written form.
 - Use personal pronouns correctly to describe individuals.
 - Identify and use adjectives correctly in their various forms (masculine, feminine, singular, plural).
 - Conjugate verbs ser and tener in the present indicative.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: How can I describe myself, friends and family? What traits do I share with others and why?
- Conceptual: What connections do I have with others? How do social conventions influence us?
- Debatable: Why are we the way we are? What is the importance of connections with others?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. “¿Quién eres?” *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 22-41.

Canarias, Antena 3. *Casting Para La Próxima Película de Paco Arango*. Youtube, 13 Aug. 2010, <https://www.youtube.com/watch?v=clqkpRnzzyU>.

SGEL ELE Español para extranjeros. *NEEM Básico - Unidad 2 Mi Familia - Subtitulado*. Youtube, 10 Feb. 2014, <https://www.youtube.com/watch?v=N6I2UpSPzeY>.

Additional Online Resources:

Online Dictionaries

- www.wordreference.com
- www.spanishdict.com
- www.linguee.com

Unit #2

Title: My Daily Routine

Key Concept	Related Concept(s)	Global Context
Culture	Patterns, Word Choice	Orientation in Space and Time

Conceptual understanding(s): Culture impacts daily actions and routines.

Statement of Inquiry: We learn new language patterns in order to communicate and at the same time we raise awareness about the differences in people’s routines.

PA Academic Standards for World Languages:

- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.3.S2.B: Explain cultural patterns of daily social interaction.
- 12.3.S2.C Explain similarities and differences of daily activities between cultures.

Content:

- Telling time
- School Schedules
- Daily Routine Actions and Frequency
 - The importance of balanced routines and healthy habits
 - The impact of culture on routine
- Regular and irregular present tense verbs (reflexive and stem-changing verbs)

Skills:

- Write and describe individual school schedules in the target language.
- Identify key facts and information in reading and listening texts.
- Explain cultural similarities and differences between routines/school schedules in our community and a Spanish-speaking community outside of the USA.
- Describe daily actions in written and spoken form accurately.
 - Correctly conjugate regular verbs in the present tense.
 - Use reflexive pronouns accurately in the present tense.
 - Correctly conjugate stem-changing verbs in the present tense.
 - Express frequency of actions.
- Ask and state the time using the 12 and 24 hour clock.
- Investigate the routine of an individual from a different country and compare and contrast.
- Analyze students' routines to determine whether they're balanced.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What is my routine like? What words do we choose in order to express our daily actions?
- Conceptual: Are daily routines cultural? Do patterns exist in people's routines?
- Debatable: Why is maintaining a routine important? Are routines really necessary, why or why not?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. "Mi Rutina Cotidiana" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 48-62.

Figuerola, Eliezer. *LA VIDA SECRETA DE TUS MASCOTAS Tráiler Español Latino*. Youtube, 15 July 2016, <https://www.youtube.com/watch?v=g5pWbcPm8al>.

Rock 'N Learn. *What Time Is It? | English to Spanish*. Youtube, 1 Feb. 2018, <https://www.youtube.com/watch?v=fPzrG-3k2jg>.

Baker, Katie. *¿Qué Hora Es? Telling Time in Spanish*. Youtube, 8 Jan. 2016, https://www.youtube.com/watch?v=vvM_ozEGYRU.

Tio Spanish - Learn Spanish Videos. *Example My Daily Routine in Spanish*. Learning Spanish. Youtube, 26 Aug. 2019, <https://www.youtube.com/watch?v=5VvDGI0wMus>.

Spanish, Dreaming. *My Daily Routine - Superbeginner Spanish - Daily Life #43*. Youtube, 27 July 2019, <https://www.youtube.com/watch?v=4tUEXGXmTng>.

Manana, Habla. *Mi Rutina Diaria. ESPAÑOL BÁSICO A1-A2. Mi Día*. Youtube, 29 Oct. 2019, <https://www.youtube.com/watch?v=B8hbp0BIWxw>.

SGEL ELE Español para extranjeros. *NEEM Básico - Unidad 3 Mi Rutina Diaria*. Youtube, 10 Mar. 2014, https://www.youtube.com/watch?v=SvfKrb_yxC8.

Unit #3

Title: Home, sweet home

Key Concept	Related Concept(s)	Global Context
Creativity	Message, Audience	Orientation in Space and Time

Conceptual understanding(s): We create and relay certain messages to different audiences.

Statement of Inquiry: Through language we create messages related to home that are aimed at a specific audience.

PA Academic Standards for World Languages:

- 12.1.S2.A Refine knowledge of the sound system and spelling patterns of the target language.
- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.1.S2.E Identify words in English that have origins in the target language
- 12.3.S1.C Describe similarities and differences of life skills and social structures in personal interactions between cultures.

Content:

- Types of houses
- Verbs ser and estar
- Cognates: How words in Spanish resemble other languages and have the same or similar meanings
- Difference between estar and hay
- Verbs in the present progressive
- Rooms and main furniture in the home
- Habitual actions that occur in each room of the home

Skills:

- Identify cognates in reading texts to gain a general understanding of reading and listening texts.
- Describe actions that occur in the various rooms of the home.

- Pronounce chores and activities clearly.
- Correctly conjugate verbs in the present progressive.
- Investigate and describe the exterior of homes in various countries.
 - Identify key vocabulary from reading and listening texts.
 - Use adjectives to describe in detail.
- Design and present an ideal home in the target language.
 - Use positional words and phrases to describe locations of furniture items.
 - Correctly conjugate and use verbs ser and estar in sentence form.
 - Use hay and estar in context in sentence form.
- Explain the ways in which culture impact the design of a home.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: How do we describe our houses? What differences are there between our houses and the houses of other people?
- Conceptual: How does culture influence the design of the home? To what degree is the audience considered when building and designing a home?
- Debatable: Why should all people not have the same style home? What are human needs?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. "Hogar, dulce hogar" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 64-91.

Aylin. *Los Tres Cerditos y El Lobo Feroz*. Youtube, 18 July 2012, <https://www.youtube.com/watch?v=FlncBenShck>.

SGEL ELE Español para extranjeros. NEEM Básico - Unidad 4 Una Casa Especial - Subtitulado. Youtube, 10 Feb. 2014, <https://www.youtube.com/watch?v=eHMU8-n3dWo>.

whatthechic. *¡Conoce mi Nueva Casa Chic!* Youtube, 7 July 2016, https://www.youtube.com/watch?v=84Dd7ULqK_o.

Additional Online Resources:

Recording websites:

- www.vocaroo.com
- www.screencastify.com
- www.flipgrid.com

Unit #4

Title: The Savvy, Thoughtful Traveler

Key Concept	Related Concept(s)	Global Context
Culture	Message, Style, Form	Personal and cultural expression

Conceptual understanding(s): The form and style with which we present ourselves sends messages to international audiences.

Statement of Inquiry: The form and style with which we present ourselves sends personal and cultural messages to global audiences.

PA Academic Standards for World Languages:

- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.3.S1.C Describe similarities and differences of life skills and social structures in personal interactions between cultures.
- 12.3.S2.B Explain cultural patterns of daily social interaction.
- 12.1.S1.F Know how the target language has influenced other school curriculum areas.

Content:

- Weather
- Clothing
- Seasons
- Cultural influence on clothing choices and styles
- Conversational skills: Giving recommendations
- Essential travel items
- Celsius and Fahrenheit
- Reflexive verbs *ponerse* and *vestirse*
- Style versus Tradition

Skills:

- Research and describe seasons and weather in Spanish-speaking countries.
- Convert temperature from Celsius and Fahrenheit and vice versa.
- Form and opinions and communicate using Spanish vocabulary.
- Communicate the ways in which culture influences our style of dress in both written and oral form.
- Correctly conjugate reflexive verbs and use them in sentence form.
- Identify main facts and opinions from listening and reading texts.
- Using weather vocabulary, give packing recommendations for travel.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: How do I dress depending on the context? What is necessary to pack when traveling nationally and internationally?
- Conceptual: What personal and cultural messages do we send with our clothing choices? How does culture impact our style?
- Debatable: To what extent is it necessary to adapt styles when traveling?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. "Así soy yo en mi tiempo libre" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 105-117.

Parada, Ruth Nohemí. *Adaptación Del Traje Regional*. Youtube, 9 Apr. 2013,
https://www.youtube.com/watch?v=f_dxNi531dM.

Unit #5 **Title: My Free Time**

Key Concept	Related Concept(s)	Global Context
Culture	Form, Purpose	Identities and Relationships

Conceptual understanding(s): Individuals are shaped by culture.

Statement of Inquiry: Our culture forms our identity, what we do and the way we interact and behave in society.

PA Academic Standards for World Languages:

- 12.1.S2.A Refine knowledge of the sound system and spelling patterns of the target language.
- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.
- 12.1.S1.F Know how the target language has influenced other school curriculum areas.
- 12.3.S1.A Identify fundamental products and customs of the target language.

Content:

- Sports and activities vocabulary and conversation
- Body Parts vocabulary and conversation
- Verb gustar (to like)
- The importance of a balanced lifestyle vocabulary and conversation
- Verbs saber and conocer (to know)

Skills:

- Discuss preferences, likes and dislikes related to sports and free time activities.
 - Correctly conjugate verb gustar and use in sentence form.
 - Pronounce sports and other activities accurately.
 - Express personal opinions orally in phrases and sentence form.
 - Agree or politely disagree in conversation.
- Describe the function and purpose of body parts in a variety of sports.
- Conjugate and use saber and conocer correctly in context.
- Describe traditional clothing and reflect on the impact of climate and globalization.
- Evaluate information from reading and listening texts in order to provide recommendations using verb phrases with que (tener que, deber que, es importante que).
 - Ways to lead a more balanced lifestyle.
- Utilize online resources to identify and describe weather in the target language.

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What do I do in my free time?
- Conceptual: How does culture influence our behavior? Why do we do the activities we do?
- Debatable: How challenging is it for an IB student to lead a balanced lifestyle?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. "Así soy yo en mi tiempo libre" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 92-104.

TopMax. *Los 10 Deportes Más Extraños*. Youtube, 24 Oct. 2017,
<https://www.youtube.com/watch?v=bCBW2kU-oAI>.

Gantzer, Guille. *Calle 13 - Latinoamérica HD (Con Letra y Subtitulado al Español)*. Youtube, 19 Oct. 2011,
<https://www.youtube.com/watch?v=dOiapn9mCl0>.

Unit #6**Title: Traditions and celebrations**

Key Concept	Related Concept(s)	Global Context
Culture	Meaning, Context	Personal and cultural expression

Conceptual understanding(s): Meaningful cultural traditions occur in different contexts.

Statement of Inquiry: Understanding the meaning of cultural traditions in different contexts will develop our knowledge of cultural diversity.

PA Academic Standards for World Languages:

- 12.3.S2.A Discuss the products and customs of the target culture.
- 12.1.S2.B Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.5.S1.A Know where in the local and regional community the target language and culture are useful.
- 12.1.S2.C Recognize expanded vocabulary through listening and reading.

Content:

- Festivals and traditions in Spanish-speaking countries
- Traditional food and drink
- Ingredients and spices vocabulary and conversation
- Verb dar (to give)
- Imperfect tense
- Interrogative words

Skills:

- Ask and answer basic questions related to birthday celebrations.
- Describe habits and customs using past tense verbs in the imperfect tense.

- Use object pronouns correctly in sentence form in conjunction with verb dar.
- Identify basic ingredients in traditional dishes.
- Respond to listening and reading comprehension questions accurately in the target language.
- Conjugate verbs correctly in the imperfect tense to describe past events.
- Investigate, evaluate and present information in the target language following the research process.
 - Tuning in
 - Finding out
 - Sorting out
 - Going further
 - Making or drawing conclusions
 - Taking action

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What traditions do we celebrate? What is a celebration?
- Conceptual: How do we identify with culture and its celebrations? How do festivals represent the values of a society?
- Debatable: Why are traditions necessary?

Resources:

Salgado, Cristobal Gonzalez, and Tere de Vries. "Un mosaico de tradiciones y celebraciones" *MYP Spanish Language Acquisition Phases 1 & 2 (Emergent)*, Oxford University Press, 2021, pp. 118-144.

SemanaNewsHouston. *Quinceañera: Tradición y Evolución*. Youtube, 16 Sept. 2015, <https://www.youtube.com/watch?v=Vw2wo6FPmA0>.

La Comunidad, E. L. Chino Y. *Quinceañera Una Costumbre Muy Hispana*. Youtube, 15 July 2013, <https://www.youtube.com/watch?v=DpAu2Zxvq74>.

Parmalee, Adam. *Daniela's Quinceanera Highlight*. Youtube, 18 Mar. 2014, https://www.youtube.com/watch?v=N5_vRLQeZhA.

Kitx, Ángel. *Costumbres y Tradiciones: Comidas Típicas Argentina*. Youtube, 17 Nov. 2015, <https://www.youtube.com/watch?v=jt2WqDGOgko>.

Noticias, Univision. *Agridulce Celebración de La Independencia de México*. Youtube, 15 Sept. 2015, <https://www.youtube.com/watch?v=2FDG7T0of8M>.

Celedón, Jorge and Jimmy Zambrano. *La Invitación*. Youtube, 3 Oct. 2009, <https://www.youtube.com/watch?v=8hSuUrK53io>.

SGEL ELE Español para extranjeros. *NEEM Básico - Unidad 5 Mi Receta de Gazpacho - Subtitulado*. Youtube, 10 Feb. 2014, https://www.youtube.com/watch?v=GyGtLGMee_M.

VideoEle. *Receta de Paella*. Nivel B1. Youtube, 23 Oct. 2014, <https://www.youtube.com/watch?v=C46clmwmS8g>.

“New York Restaurant.” *Discovery Education*, Middlebury Interactive Languages, 2013,
<https://app.discoveryeducation.com/learn/videos/ea931da6-2a28-40a7-8463-ebe8e4247fb8>.