

Spanish 1 (Revised Spring 2020)

Course Description: Spanish 1 emphasizes vocabulary of various topics, beginner levels of grammar/sentence structure-(being able to speak and write simple sentences), (being able to pose and answer simple questions), (listening / comprehension) translating, word association, understanding cognates, and pronunciation. Continued studies of the cultures and political systems of Hispanic countries.

Big Ideas:

1. To gain a solid foundation of the Spanish language. Students gain the knowledge and confidence to write, speak (pronunciation), and understand the Spanish language. Learning vocabulary of various topics and the necessary grammar to become more proficient. They will be able to better identify unfamiliar words through context.
2. Understand cognates and textual evidence to support what the text is saying.. Students learn about the Hispanic culture and politics systems. They will learn of the differences and similarities within the Hispanic Culture in the various Spanish Speaking countries.

Essential Learner Objectives:

By the end of this course, the students will be able to:

1. Engage in simple conversation -Asking/answering questions, making simple statements, and writing simple sentences using proper sentence structure: Subject pronouns, nouns, adjectives, articles, and “present” verb tenses.
2. Understand and interpret written and spoken language on a variety of topics.
3. Demonstrate an understanding of the relationship between the practices and perspectives of various topics of the Spanish-Speaking culture.
4. Demonstrate an understanding of the nature of language through comparisons of the Spanish and English language.
5. Reinforce and further their knowledge of other disciplines through Spanish.
6. Justify the importance of knowing a foreign language in today's society.
Reinforce and further their knowledge of other disciplines through Spanish.

Grade Level Expectations

Communication Level I

1.1 Listening and Speaking

- a. Ask and answer questions about very familiar topics.
- b. Engage in common classroom interactions such as, greetings, stating needs and preferences.
- c. Share likes and dislikes.
- d. Exchange descriptions of people and places, in addition to products of the target culture.
- e. Use common social amenities such as please, thank you, excuse me.

1.2 Reading and Listening

- a. Identify people, places and things based on oral and written descriptions.

- b. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- c. Interpret gestures, intonation and other visual and auditory clues in target language materials.

1.3 Speaking and Writing

- a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
- b. Prepare illustrated stories about activities or events and share them orally or in writing.

Culture Level I

2.1 Practices and Perspectives

- a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- b. Describe the practices of common cultural activities and holiday celebrations.
- c. Identify common social etiquette within the cultures studied.

2.2 Products and Perspectives

- a. Demonstrate competencies previously introduced.
- b. Identify objects and symbols commonly used to represent the culture studied.
- c. Identify important historical and contemporary figures and events of the culture studied.

Connections Level I

3.1 Interdisciplinary Interactions

- a. Demonstrate competencies previously introduced.
- b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- c. Use target language vocabulary to refer to items and concepts learned in other subject areas.

3.2 Distinctive viewpoints of information

- a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.
- b. Broaden understanding of world culture through authentic spoken and written information.

Comparisons Level I

4.1 Language comparisons

- a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.
- c. Report similarities and differences between the sound and writing system of target and native language.

4.2 Cultural comparisons

- a. Recognize common tangible and intangible products of the culture studied.
- b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

Communities Level I

5.1 Language use within and beyond the classroom

- a. Recognize the target language when encountered outside the world language classroom.
- b. Recognize words borrowed from the target language.

5.2 Language use for personal enjoyment and enrichment

- a. Attend or view via media cultural events and social activities.
- b. Explore topics of personal interest from the target culture.