

# Saint Patrick High School

## Curriculum Guide

<b>Department:</b>	World Language	<b>Grade and Level:</b>	Freshmen/Juniors at the CP level
<b>Class:</b>	Spanish I	<b>Term (Semester or Year):</b>	Year

<b>Required Text:</b>	<ul style="list-style-type: none"><li>• Avancemos! 1 (Online text)</li><li>*Avancemos! 1 Workbook (hard-copy text)</li></ul>
<b>Additional Resources (i.e. texts, materials, apps, etc.):</b>	<p><u>iPad Apps</u> Showbie Pages iMovie Keynote Educreations ShowMe Quizlet Duolingo WordReference MicPro QR Code Reader (by Scan)</p> <p><u>Other</u> Classroom website (google)</p>

### Course Description

Spanish one is designed to be an introductory course, while keeping in mind the varying background knowledge of the students. Instruction will be largely given in Spanish with some repetition in English where needed. Students will be introduced to and explore a variety of topics in grammar, vocabulary, and culture. By the end of the course, students will be able to express basic concepts in both a written and oral fashion. In addition, they will have been introduced to several Spanish speaking cultural events and concepts, and be able to related them to their own culture(s).

## **Academic Standards Addressed (ACTFL 5 C's):**

### **Communication**

Communicate in Language Other Than English

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **Cultures**

Gain Knowledge and Understanding of Other Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### **Connections**

Connect with Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language. **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### **Comparisons**

Develop Insight in the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### **Communities**

Participate in Multilingual Communities at Home and Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Unit Themes (Table of Contents)

<b>Lección Preliminar</b>	¡Hola!
<b>Unit 1:</b>	¿Qué te gusta hacer? /Mis amigos y yo
<b>Unit 2:</b>	Somos estudiantes /En la escuela
<b>Unit 3:</b>	Mi comida favorita/En mi familia
<b>Unit 4:</b>	¡Vamos de compras!/¿Qué hacemos esta noche?
<b>Unit 5:</b>	Vivimos aquí/ Una fiesta en casa

## Agreed Upon Assessments

Forms of assessments may include but are not limited to:

- Objective quizzes, tests, and exams
- Individual/group projects
- Homework/class work
- Presentations
- Oral participation
- Listening/reading comprehension
- Written expression
- Integrated Performance Assessment (Interpretive, Interpersonal, & Presentational)

## Research and Writing Expectations

Research and writing expectations will be centered on the themes of each unit in the book. Students will be expected to carry out a number of research and writing tasks throughout the year that will require them to call upon vocabulary, cultural, and grammar concepts that have been learned. Some of these tasks will include, but are not limited to; dialogues, essay questions, short answers, and letters/emails.

<b>Unit:</b>	Preliminary	<b>Duration:</b>	3-4 weeks
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### **Essential Questions:**

- How do you greet, introduce, and say goodbye to people?
- How do you say where you are from, exchange phone numbers, and talk about the week, the weather, and classroom related activities?
- What are the products and perspectives of different Hispanic cultures in cities throughout the United States?

### **Affirmation Statements:**

Students will be able to:

- Greet people and say goodbye
- Introduce yourself and others
- Ask and say how to spell names
- Say where you are from
- Exchange phone numbers
- Say what day of the week it is
- Describe the weather
- Respond to classroom instructions

Using:

- Basic greetings and introductions
- The alphabet
- Spanish speaking countries
- Numbers
- Ser + de
- Days of the week
- Weather/classroom expressions

### **Common Assessments:**

- Preliminary Chapter Exam
- Oral Dictations quiz on ABC's and numbers
- Map quiz of Spanish-speaking countries

<b>Unit:</b>	1	<b>Duration:</b>	4-6 weeks
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### **Essential Questions:**

- How do you express activities that you like and don't like to do?
- How do you describe yourself, other people, and things?
- What are the products and perspectives of different Hispanic cultures in the United States?

### **Affirmation Statements:**

Students will be able to...:

- L1:
  - Talk about activities
  - Tell where you are from
  - Say what you like and don't like to do
- Using:
  - Subject pronouns and ser
  - "De" to describe where you are from
  - Gustar with an infinitive
- L2:
  - Describe yourself and others
  - Identify people and things
- Using:
  - Ser to describe what someone is like
  - Definite and indefinite articles

### **Common Assessments:**

- Unit 1 Exam
- 4 Vocab/Grammar Quizzes
- 2 Reading/Listening Comprehensions

<b>Unit:</b>	2	<b>Duration:</b>	4-6 weeks
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### Essential Questions:

- How do you talk about your daily activities, ask/tell time, and talk about what you have and have to do?
- How to talk about the location of people/things and express how you feel?
- What are the products and perspectives of the culture of Mexico?

### Affirmation Statements:

Students will be able to...:

- L1:
  - Talk about daily schedules
  - Ask and tell time
  - Say what you have and have to do
  - Say what you do and how often you do things
- Using:
  - The verb tener and “tener que”
  - Expressions of frequency
  - Present tense of –ar verbs
- L2
  - Describe classes and classroom objects
  - Say where things are located
  - Say where you are going
  - Talk about how you feel
- Using
  - The verb estar
  - The conjugated verb before the subject to ask a question
  - The verb ir

### Common Assessments:

- Unit 2 Exam
- 4 Vocab/Grammar Quizzes
- 2 Reading/Listening Comprehensions
- Day of the Dead Ofrendas Project

<b>Unit:</b>	3	<b>Duration:</b>	4-6 weeks
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### Essential Questions:

- How do you talk about foods/beverages that you like/dislike and how do you ask questions?
- How do you describe your family and make comparisons?
- What are the products and perspectives of the culture of Puerto Rico?

### Affirmation Statements:

Students will be able to...:

- L1
  - Talk about foods and beverages
  - Ask questions
  - Say which foods you like and don't like
- Using:
  - Interrogative words
  - Gustar with nouns
  - Present Tense of –er and –ir verbs
  - The verb hacer
- L2
  - Talk about family
  - Ask and tell ages
  - Express possession
  - Give dates
  - Make comparisons
- Using
  - De to show possession
  - Possessive adjectives
  - comparatives

### Common Assessments:

- Unit 3 Exam
- 4 Vocab/Grammar Quizzes
- 2 Reading/Listening Comprehensions
- Family Tree Project

<b>Unit:</b>	4	<b>Duration:</b>	4-6 weeks
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### Essential Questions:

- How do you talk about seasons and what clothes to wear/buy?
- How do you talk about events, getting around the city, and say what you're going to do?
- What are the products and perspectives of the culture of Spain?

### Affirmation Statements:

Students will be able to....:

- L1
  - Talk about what clothes they want to buy
  - Say what they where in different seasons
- Using:
  - Tener expressions
  - Stem-changing verbs (e-ie)
  - Direct object pronouns
- L2
  - Describe places and events in town
  - Talk about types of transportation
  - Say what you are going to do
  - Order from a menu
- Using
  - The verb ver
  - Ir + a + infinitive
  - Stem changing verbs (o-ue and e-i)

### Common Assessments:

- Unit 4 Exam
- 4 Vocab/Grammar Quizzes
- 2 Reading/Listening Comprehensions



<b>Unit:</b>	5	<b>Duration:</b>	4-6 weeks
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### Essential Questions:

- How do you describe a home, its items, and inhabitants?
- How do you tell someone what to do, explain what you just did, and plan for a party
- What are the perspectives and products of the culture of Ecuador?

### Affirmation Statements:

Students will be able to....:

- L1
  - Describe a house and household items
  - Indicate the order of things
  - Describe people and locations
- Using:
  - Ser or estar
  - Ordinal numbers
- L2
  - Plan a party
  - Talk about chores and responsibilities
  - Tell someone what to do
  - Say what you just did
- Using
  - More irregular verbs
  - Affirmative tu commands
  - “Acabar de” + infinitive

### Common Assessments:

- Unit 5 Exam
- 4 Vocab/Grammar Quizzes
- 2 Reading/Listening Comprehensions