

# Spanish 1

**Instructor(s):**

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This course stresses the fundamentals of Spanish conversation, writing, grammar, and vocabulary. It also fosters awareness in students of differences in Hispanic and Latin cultures and comparisons with American culture. Students selecting Spanish I should have a good understanding of English grammar and self disciplined study habits.

One year / One credit

**Guiding Principles** A clear and effective communicator who uses a variety of modes of expression and demonstrates purposeful communication in English and at least one other language.

A responsible and involved citizen who displays global awareness

**Graduation Standards:**

- Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.
- Standard 2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.
- Students 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1	Para empezar	
Summary	<b>Students learn to ask and answer basic conversation starters.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (presentational and interpretive communication)</li> <li>● Students write expository information in the target language. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● Students understand that seasons are opposite in northern and southern hemispheres.</li> <li>● Students understand that other languages use different terms of address for family / friends and for older people or new acquaintances.</li> <li>● Students understand that nouns (classroom objects)</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for items in the classroom</li> <li>● that spelling and pronunciation in Spanish are predictable</li> <li>● that nouns in Spanish have gender</li> </ul>	<ul style="list-style-type: none"> <li>● greet another person at different times of day</li> <li>● ask and tell names</li> <li>● ask and describe basic health</li> <li>● name parts of the body</li> <li>● ask about and state a person's age</li> <li>● ask about and tell where a person is from</li> <li>● tell the time, the date and the season</li> <li>● describe the weather</li> </ul>

are either masculine or feminine (gender)		<ul style="list-style-type: none"> <li>● use numbers to 1000</li> <li>● recognize and respond to classroom instructions</li> </ul>
<b>Unit 2</b>	<b>Mis amigos y yo ¿Qué te gusta hacer?</b>	
Summary	<b>Students learn to talk about what they and others like to do</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students express feelings in Spanish (preferences, (presentational communication).</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (presentational and interpretive communication)</li> <li>● Students present oral information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand the importance of different types of dances in Hispanic cultures.</li> <li>● Students compare favorite activities of Spanish-speaking teens to those of teens in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for several activities that teens like to do</li> <li>● what teens in Hispanic cultures like to do</li> <li>● names and basic information about several destinations in Spain and in the Hispanic world</li> <li>● what the term “infinitive” indicates</li> <li>● that there are three common endings for infinitives in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>● exchange information about what they or another person like(s) to do (gustar)</li> <li>● exchange information about what they or another person does not like to do</li> <li>● identify three infinitive endings in Spanish</li> <li>● express agreement and disagreement (negative statements)</li> </ul>
<b>Unit 3</b>	<b>Mis amigos y yo Y tú ¿cómo eres?</b>	
Summary	<b>Students learn to talk and write about personality traits and physical description</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students express feelings and preferences in Spanish, (presentational communication).</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpretive and presentational communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand cultural perspectives on friendship, comparing the</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for personality traits and some physical characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● exchange information about what they or one of their friends or a family member is like</li> </ul>



<ul style="list-style-type: none"> <li>● Students understand that foods associated with breakfast and lunch may be different in other countries.</li> <li>● Students understand that many foods common throughout the world originated in certain geographical localities.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for several breakfast and lunch food items</li> <li>● forms and uses of -er and -ir verbs</li> <li>● expressions for frequency of actions</li> </ul>	<ul style="list-style-type: none"> <li>● exchange information about foods they like or don't like for breakfast and lunch</li> <li>● use -er and -ir verbs in the present tense</li> <li>● use the verbs gustar and encantar to tell what foods they like and love</li> </ul>
<b>Unit 6 La comida- para mantener la salud</b>		
Summary	<b>Students learn to talk and write about healthy food and exercise choices</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations.(interpersonal and interpretive communication)</li> <li>● Students express feelings in Spanish (preferences, (presentational communication).</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students understand and interpret what they hear and read. (interpretive communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand cultural perspectives on healthy practices and health care.</li> <li>● Students compare traditional foods, markets and festivals in the Spanish-speaking world with those in the US.</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary for more fruits, vegetables and for colors</li> <li>● the common visual to illustrate a balanced diet</li> <li>● that some common vocabulary (for foods and eating establishments) differ by region</li> </ul>	<ul style="list-style-type: none"> <li>● describe healthy eating practices</li> <li>● tell what they should or shouldn't do to maintain good health (deber)</li> <li>● state that they are hungry or thirsty</li> <li>● describe some physical activities helpful to maintain good health</li> <li>● use colors to describe foods and other items</li> <li>● use adjectives to describe plural nouns</li> <li>● use the verb ser to name and describe characteristics</li> </ul>
<b>Unit 7 Los pasatiempos ¿Adónde vas?</b>		
Summary	<b>Students learn to talk and write about leisure activities and schedules, places they go and activities they do during free time</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> </ul>	

	<ul style="list-style-type: none"> <li>Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>Students compare leisure activities in the Spanish-speaking world and in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary for places in the community</li> <li>forms of the irregular verbs ir and dar</li> <li>vocabulary for question words</li> </ul>	<ul style="list-style-type: none"> <li>use the verb ir to ask and tell about where they go</li> <li>ask and answer questions, both yes / no and information</li> <li>make contractions of the definite article and the preposition a</li> <li>tell at what time an action takes place</li> <li>tell how they or someone else feels (conditions)</li> </ul>
Unit 8	Los pasatiempos ¿Quieres ir conmigo?	
Summary	<b>Students learn to talk and write about what they want to and will do. They learn to prepare and respond to invitations.</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written information about personal experiences. (presentational communication)</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>Students understand cultural differences regarding extracurricular activities and activities with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary for more leisure time activities</li> <li>that Hispanic teenagers participate in different activities, which are often community and family rather than school based</li> </ul>	<ul style="list-style-type: none"> <li>use the ir a + infinitive construction to talk about future events</li> <li>use the stem changing verbs jugar, querer, poder and preferir</li> </ul>
Unit 9	Fiesta en familia Una fiesta de cumpleaños	
Summary	<b>Students learn about family relationships and celebrations</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written and oral information about personal experiences. (presentational communication)</li> <li>Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>	

Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>Students understand that each culture has a distinct concept of what constitutes a family.</li> <li>Students understand that different cultures celebrate family occasions in different ways.</li> <li>Students understand how Hispanics value family, including who celebrates events and how individuals state their names.</li> </ul>		<ul style="list-style-type: none"> <li>names of family members (vocabulary)</li> <li>names of party items and verbs used at a birthday party (vocabulary)</li> <li>forms and uses of the verb tener to ask and state age and the verb venir to tell who comes to the party</li> </ul>	<ul style="list-style-type: none"> <li>name and describe family members</li> <li>use possessive indicators</li> <li>use verbs tener and venir, including tener que to express obligation</li> </ul>
<b>Unit 10</b>	<b>Fiesta en familia / Vamos a un restaurante</b>		
Summary	<b>Students learn to describe family members and how to talk about dining out.</b>		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Students present written and oral information about personal experiences. (presentational communication)</li> <li>Students identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (interpretive communication)</li> </ul>		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>Students understand that Hispanics have different practices when dining out.</li> <li>Students understand that meal times in Hispanic countries are not the same as in the US.</li> <li>Students understand that Spanish has two different verbs that express the English "to be;" one for characteristics and one for conditions or location.</li> </ul>		<ul style="list-style-type: none"> <li>names of table setting items (vocabulary)</li> <li>adjectives that describe physical characteristics (vocabulary)</li> <li>forms and uses of verbs that state characteristics and conditions / locations</li> <li>about the history and setting of the city of Santa Fe, New Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>name items on a restaurant table</li> <li>describe physical appearance, including stature, hair color, and age</li> <li>distinguish uses of the verbs ser (characteristics) and estar (conditions and location)</li> <li>exchange information about dining out</li> </ul>
<b>Unit 11</b>	<b>La casa En mi dormitorio</b>		
Summary	<b>Students learn to describe their bedroom and its contents</b>		
Performance Indicators	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> </ul>		

Assessed in Unit	<ul style="list-style-type: none"> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand that Spanish uses different verbs for describing characteristics and conditions and for stating location.</li> </ul>	<ul style="list-style-type: none"> <li>● names of furniture and electronics in a bedroom</li> <li>● vocabulary for colors</li> <li>● how to compare objects and people</li> <li>● forms and uses of verbs that state characteristics and conditions / locations</li> </ul>	<ul style="list-style-type: none"> <li>● name furniture and electronic appliances associated with the bedroom</li> <li>● describe physical appearance of household items, including size and color</li> <li>● make comparative statements</li> <li>● make superlative statements</li> <li>● distinguish uses of the verbs ser (characteristics) and estar (conditions and location)</li> </ul>
<b>Unit 11</b>	<b>La casa ¿Cómo es tu casa?</b>	
Summary	<b>Students learn to describe the rooms in their house and talk about household chores</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>● Students present written information about personal experiences. (presentational communication)</li> <li>● Students narrate oral stories about experiences or events familiar to them. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● Students understand cultural</li> <li>● perspectives regarding home layout and privacy.</li> <li>● Students compare the format of homes in the US and in Hispanic countries.</li> </ul>	<ul style="list-style-type: none"> <li>● names of rooms in the house and items of furniture (vocabulary)</li> <li>● vocabulary for household chores</li> </ul>	<ul style="list-style-type: none"> <li>● name and describe rooms in the house and some furniture items</li> <li>● state actions in progress</li> <li>● give positive familiar commands for common household chores</li> <li>● compare US and Hispanic housing</li> <li>● talk about household chores</li> </ul>
<b>Unit 12</b>	<b>De compras ¿Cuánto cuesta?</b>	
Summary	<b>Students learn to name and describe clothing and talk about how much items cost</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● Students ask and respond to questions about familiar topics based on their own lives and interests. (interpersonal communication)</li> <li>● Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> </ul>	

	<ul style="list-style-type: none"> <li>Students present written and oral information about personal experiences. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>Students understand cultural perspectives regarding appropriate clothing for a party.</li> <li>Students understand the role of traditional clothing and craft items in some Hispanic cultures.</li> </ul>	<ul style="list-style-type: none"> <li>phrases useful in a clothing store</li> <li>vocabulary for clothing</li> </ul>	<ul style="list-style-type: none"> <li>name items of clothing</li> <li>converse in a clothing store on the topics of price, visual appeal and fit</li> <li>designate items close and at a distance</li> </ul>
<b>Unit 13</b>	<b>De compras ¡Qué regalo!</b>	
Summary	<b>Students learn to name types of stores, names of accessory items and to use past tense</b>	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students ask and respond to questions about familiar topics based on their own lives and interests.(interpersonal communication)</li> <li>Students comprehend and produce vocabulary in appropriate contexts when engaged in conversations. (interpersonal communication)</li> <li>Express and elicit feelings and emotions.(interpersonal communication)</li> <li>Students present written information about personal experiences. (presentational communication)</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>Students understand cultural perspectives regarding shopping and malls.</li> <li>Students understand the role of markets and specialty stores in Hispanic countries.</li> <li>Students learn about Hispanic crafts available in several US cities.</li> </ul>	<ul style="list-style-type: none"> <li>names of several types of stores, including on-line</li> <li>vocabulary for jewelry, gift and accessory items</li> </ul>	<ul style="list-style-type: none"> <li>name jewelry and accessory items</li> <li>converse about shopping and gift giving</li> <li>talk about past actions (regular verbs)</li> <li>use direct object pronouns to stand for items or people previously mentioned</li> </ul>
<b><u>Summative Assessments/Retake</u></b>		
<ul style="list-style-type: none"> <li>Summative assessments will count as 70% of the grade.</li> <li>Students have the opportunity to retake summative assessments.</li> <li>The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.</li> <li>The highest score a student can receive on a retake or late assessment is a 75.</li> <li>The score achieved on a retake will replace the current score (even if the score is lower).</li> <li>If a student is making up a test from an absence, that assessment will be graded up to 100.</li> </ul>		



### **Make-up Work**

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

### **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

### **Finals / Midterms**

An end of course Final Exam will be conducted, making up 10% of the students overall grade.