

# Blackhawk School District

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## CURRICULUM

Course Title:	Spanish I
Course Number:	0641
Grade Level(s):	9-12
Periods Per Week:	5
Length of Course:	year
Credits:	1 credit
Faculty Author(s):	Sam Nardone, Alberta Oravitz, Ryan Ricciardi
Date:	December 2009; Revised March 2010

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### **MISSION:**

**A foreign language is an exciting and valuable tool that helps students communicate effectively with and develop a respect for other cultures. Through reading, speaking, listening, and writing, students gain a broadened perspective of the world as well as a better understanding of their own language. As they develop these skills, students are empowered to compete and succeed in a global society.**

### **COURSE DESCRIPTION:**

This course will introduce and develop a basic understanding of and use of the Spanish language. The student will learn many expressions which can be helpful when traveling abroad and to many parts of our own country. Grammar and structure will be presented through reading, speaking, listening, and writing activities. Through the use of textbook activities, utilizing audio CDs, and video, students will be introduced to Spanish speakers in Spain, Mexico, the Caribbean and the USA. Notes on history and culture will be introduced throughout the year.

**TEXT:** Ven Conmigo: Holt Spanish Level One. Holt, Rinehart, & Winston. 2000.

<b>COURSE OUTLINE and PROPOSED TIME RESOURCE (Chapters and Topics)</b>	<b>OBJECTIVES (PA standard)</b>	<b>LESSON REFLECTION (for future revisions)</b>
<p><i>Preliminary Chapter (1 week)</i></p> <ul style="list-style-type: none"> <li>- Alphabet (30 letter)</li> <li>- Useful Phrases</li> <li>- Colors</li> </ul> <p><i>Ch. 1 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- Greetings &amp; Salutations/Introductions</li> <li>- How are you?/How old are you?/Where are you from?/What do you like?</li> <li>- Punctuation</li> <li>- Yo &amp; Tú</li> <li>- Introduction to “Ser”</li> <li>- Question Words/Interrogatives</li> <li>- “El” &amp; “La”</li> <li>- Nouns (Gender and Agreement)</li> <li>- Numbers to 30</li> <li>- Some Spanish-Speaking Countries</li> <li>- Sports, Music, Classes, Foods</li> <li>- First names and Saints’ Days</li> </ul> <p><i>Ch. 2 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- Wants and needs</li> <li>- Your room</li> <li>- What you need and want to do</li> <li>- Indefinite articles</li> <li>- Plural nouns</li> <li>- Mucho, Cuanto</li> <li>- Él/Ella</li> <li>- 3 types of infinitives (AR, ER, IR)</li> <li>- School supplies</li> <li>- Things you do</li> <li>- Numbers to 199</li> </ul>	<p>12.1.A (Stage 1) Know the basic sound system and spelling pattern of the target language</p> <p>12.1.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>12.1.B (Stage 1) Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.B (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.C (Stage 1) Recognize common vocabulary terms through listening and reading.</p> <p>12.1.C (Stage 2) Recognize expanded vocabulary terms through listening and reading.</p> <p>12.1.D (Stage 1) Know simple sentence and question structures in order to communicate.</p> <p>12.1.D (Stage 2) Know simple sentence and question structures in order to communicate about memorable and upcoming events.</p> <p>12.1.E (Stage 1) Identify words from the target language that are commonly used in English.</p> <p>12.1.E (Stage 2) Identify words in English that have origins in the target language.</p> <p>12.1.E (Stage 3) Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.E (Stage 4) Describe the influence of historical events in the target culture / language that have an impact on the English language and culture.</p>	

<ul style="list-style-type: none"> <li>- School Day in Spain and Latin America</li> <li>- Apartments in Spain</li> <li>- Currency</li> </ul> <p><i>Ch. 3 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- Class schedule</li> <li>- Telling Time</li> <li>- Being late/in a hurry</li> <li>- Describing people and things</li> <li>- Things I like</li> <li>- “Los” and “las”</li> <li>- More forms of “Ser”</li> <li>- Possession with “de”</li> <li>- Descriptive Adjectives</li> <li>- Free time activities</li> <li>- Grading</li> <li>- Typical school day</li> <li>- Latin Hour (la hora Latina)</li> <li>- Día de los Muertos</li> </ul> <p><i>Ch. 4 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- What you like to do</li> <li>- Locating people and things</li> <li>- Places to go</li> <li>- Present Tense of AR verbs</li> <li>- Jugar</li> <li>- Contraction “al”</li> <li>- Con</li> <li>- Que</li> <li>- Present Tense “Estar”</li> <li>- Subject Pronouns</li> <li>- Present Tense of “Ir”</li> <li>- “El” and “los” with days of the week</li> <li>- In Town</li> <li>- Days of the week</li> <li>- Popular Sports</li> </ul>	<p>12.1.1.A (Stage 1) Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.1.1.A (Stage 2) Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival proficiency.</p> <p>12.1.1.A (Stage 3) Speak and model phrases and sentences with refined pronunciation, rhythm, and intonation with accuracy and cultural understanding.</p> <p>12.1.1.A (Stage 4) Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers.</p> <p>12.1.1.B (Stage 1) Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (I.e. Greetings, farewells, and courtesy expressions; Formal and informal forms of address; Numbers and dates; Daily life skills; Basic question words; Classroom commands)</p> <p>12.1.1.B (Stage 2) Speak and write expanded vocabulary, phrases and structures in dialogs of short essays. (I.e. Nationalities; Occupations; Age Groups' Food and beverages; Sports and leisure; School; Anatomy)</p> <p>12.1.1.C (Stage 1) Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. (I.e. Time expressions; Weather expressions; Colors; Likes and dislikes)</p> <p>12.1.1.C (Stage 2) Comprehend simple spoken conversations and written sentences using an expanded vocabulary in dialogs and short essays (I.e. Question formation, Daily Schedules and school schedules; Personal information exchange; Directions and commands)</p> <p>12.1.1.D (Stage 1) Use simple sentence and question</p>	
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<ul style="list-style-type: none"> <li>- Tú vs Ud.</li> <li>- El Paseo</li> </ul> <p><i>Ch. 5 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- Weekday activities</li> <li>- Today's date</li> <li>- Weather</li> <li>- Negation</li> <li>- Quién(es)</li> <li>- Indirect Object Pronoun "Les"</li> <li>- Regular ER &amp; IR verbs</li> <li>- Weekend activities</li> <li>- Months and seasons</li> <li>- Seasons in South America</li> </ul> <p><i>Ch. 6 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- The Family</li> <li>- Problems and advice</li> <li>- Possessive Adjectives</li> <li>- Present Tense: Hacer, Salir, Deber, Poner</li> <li>- Personal "a"</li> <li>- Chores</li> <li>- Diminutives</li> <li>- Privacy in the Hispanic culture</li> </ul> <p><i>Ch. 7 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- The telephone</li> <li>- Invitations</li> <li>- Making plans</li> <li>- Getting ready to go out</li> <li>- Stem-Changing Verbs (E – IE)</li> <li>- Pensar + Infinitive</li> <li>- Ir + A + Infinitive</li> <li>- Reflexive Verbs</li> <li>- Tener Expressions</li> <li>- Places/Events</li> </ul>	<p>structures in speaking and writing. (I.e. memorized words; phrases; expressions, facts about family)</p> <p>12.1.1.D (Stage 2) Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.(I.e. new sentences using previously learned material; original questions; spontaneous responses to questions; face-to-face conversations)</p> <p>12.3.A (Stage 1) Identify fundamental products and customs of the target culture.</p> <p>12.3.A (Stage 2) Describe the products and customs of the target culture.</p> <p>12.3.A (Stage 3) Explain a variety of services, products, and customs of the target culture.</p> <p>12.3.B (Stage 1) Know typical expressions and gestures for basic social interactions in the target culture.</p> <p>12.3.B (Stage 2) Explain cultural patterns of daily social interaction.</p> <p>12.3.B (Stage 3) Assess cultural patterns in a variety of social settings.</p> <p>12.3.C (Stage 1) Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>12.3.C (Stage 2) Explain similarities and differences of daily activities between cultures.</p> <p>12.3.C (Stage 3) Compare and contrast the similarities and differences in social institution between cultures.</p> <p>12.3.1.A (Stage 1) Discuss the fundamental products and customs of the target culture in the target language (Flags; Landmarks; Names; Culture-specific foods and crafts)</p> <p>12.3.1.B (Stage 1) Use culturally appropriate memorized expressions and gestures for basic social interactions. (I.e.</p>	
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<ul style="list-style-type: none"> <li>- Getting around without a car</li> <li>- Party Invitations</li> </ul> <p><i>Ch. 8 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- Meals and food</li> <li>- Polite requests</li> <li>- Ordering dinner</li> <li>- Paying the bill</li> <li>- Indirect Object Pronouns with “Encantar”</li> <li>- Estar with how things taste</li> <li>- Ser vs Estar</li> <li>- Stem-Changers (O – UE)</li> <li>- More Tener Expressions</li> <li>- “Otro”</li> <li>- Table Setting</li> <li>- Three meals</li> <li>- Breakfast, lunch, dinner in Hispanic countries</li> <li>- Typical dish of each country</li> <li>- Table manners</li> <li>- Tortillas/Common Andean dishes</li> </ul> <p><i>Ch. 9 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- Buying gifts</li> <li>- Directions downtown</li> <li>- Clothing</li> <li>- Comparisons</li> <li>- Preferences</li> <li>- Prices/paying for something</li> <li>- Indirect Object Pronouns “le” &amp; “les”</li> <li>- Es de (made of)</li> <li>- Demonstratives</li> <li>- Fashion</li> <li>- The “euro”</li> <li>- Specialty stores</li> </ul>	<p>greetings and leave-takings; Familiar and polite forms of address, common courtesies)</p> <p>12.3.1.B (Stage 2) Write and perform simple role-plays reflecting daily life in a culturally competent manner. (Making purchases and placing orders; Table manners and eating customs; Telephone and letter etiquette; School classes and activities)</p> <p>12.3.1.C (Stage 1) Model life skills and social interactions in the target language culture and in one's own culture (I.e. concepts of time and punctuality; daily and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity)</p> <p>12.3.1.D (Stage 1) List and relate content subject words used in English that have origins in the target language (I.e. metric, geometry, lento, a capello, allegro, tango, soccer, Olympics, Fahrenheit, Celsius)</p> <p>12.3.1.D (Stage 2) Read and comprehend simple sentences from the target language/culture in other school content areas. (I.e. recipe instruction and cooking terms, map reading, monetary systems and conversions)</p> <p>12.5.A (Stage 1) Know where in the local and regional community the target language and culture are useful.</p> <p>12.5.A (Stage 2) Identify local resources for gathering information for practical purposes and for personal enjoyment.</p> <p>12.5.B (Stage 1) Know where in the national community the target language and culture are experienced.</p> <p>12.5.B (Stage 2) Identify national resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.B (Stage 3) Know national employment opportunities where the target language is used and how and why the target language is necessary.</p>	
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<p><i>Ch. 10 (3 weeks)</i></p> <ul style="list-style-type: none"> <li>- Progressive construction</li> <li>- Preterit Tense (AR verbs) <ul style="list-style-type: none"> <li>o Jugar, Ir</li> </ul> </li> <li>- Direct Object Pronouns “lo” and “la”</li> <li>- La quinceañera</li> <li>- Cinco de Mayo</li> </ul> <p><i>Ch. 11 (1 week)</i></p> <ul style="list-style-type: none"> <li>- Doler</li> <li>- Body Parts</li> </ul> <p><i>Things to add (1-2 weeks)</i></p> <ul style="list-style-type: none"> <li>- Stem-Changers (E – I)</li> <li>- Pets/Animals</li> </ul>	<p>12.5.C (Stage 1) Know where the target language is spoken in the global community.</p> <p>12.5.C (Stage 2) Identify global resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.C (Stage 3) Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.D (Stage 1) Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.</p> <p>12.5.1.B (Stage 1) Respond to simple questions and interpret simple messages on a national level (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.B (Stage 3) Name national employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.C (Stage 1) Introduce one's self, respond to simple questions and interpret simple messages on a global level. (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.C (Stage 3) Name global employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.D (Stage 1) Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local,, national and global communities. (schools and families, offices and airports, hospitals and police stations, newspapers and magazines, libraries and bookstores, radio and TV, telephones and Internet)</p> <p>12.5.1.D (Stage 2) Use speaking, writing and reading to compare and connect the local, national and global</p>	
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	resources in English speaking communities with the target language resources in those communities. (Bookstores, libraries, newspapers and magazines, radio and TV, Internet and website searches)	
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