

SPANISH I

Spanish I introduces students to the specific culture and the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogue, short composition, dictation, reading, and written exercises.

Grade Level:	9 (with Recommendation), 10, 11, 12
Length:	1 Year
Period(s) Per Day:	1

Essential Understanding:

All students can learn and experience success in a world language. Second language acquisition provides the vision and skills necessary to be a global citizen. A primary goal of Spanish education is real-life communication. Spanish develops critical thinking skills. Assessment must reflect the goals and learning targets set forth in this curriculum document.

Theme Samples :

Key concepts and structures include:

Adjectives: placement and agreement; possessive adjectives

Prepositions: prepositions of place, personal “a” and contractions

Nouns and Articles: number, gender, definite and indefinite

Verbs: regular, irregular and stem-changing in the present tense; tú commands; present progressive constructions; gustar-type verbs

Pronouns: subject, object and reflexive pronouns

Pronunciation: basic pronunciation and intonation

Sentence Structure: word order, statements, questions and negatives

Course Objectives and Expectations:

1. Students will use and understand Spanish verbs and word order including:
 - a. Present tense of ar, er, and ir verbs
 - b. Word order in declarative, negative and interrogative statements
 - c. Present tense of selected irregular verbs
 - d. Present tense of common stem-changing verbs: o>ue / u>ue / e>ie / e>i
 - e. Near future using ir + a + infinitive
 - f. Differences between jugar/tocar, ser/estar, saber/conocer, pedir/preguntar
 - g. Infinitives used after conjugated verbs
 - h. Present progressive

- i. Formal and informal commands
2. Students will use and understand various parts of speech and idiomatic expressions, including:
 - a. Singular and plural of common nouns with their definite and indefinite articles
 - b. Subject pronouns
 - c. Possessive adjectives
 - d. Possession and noun modification with *de*
 - e. Contractions *al* and *del*
 - f. Personal *a*
 - g. Descriptive adjectives, agreement and syntax
 - h. Prepositions and pronouns used before them
 - i. Adverbs of quantity, degree and time
 - j. Interrogative expressions
 - k. Idiomatic expressions with *tener*, *hacer*, *gustar* and *llamarse*
 - l. Reactions and interjections (e.g., agreement, confusion, negation)
 - m. Affirmative and negative word pairs (e.g., *algo/nada*, *también/tampoco*)
 - n. Direct and indirect object pronouns
 - o. Familiar and formal address
 - p. Relative pronoun *que*
 - q. Syllabication and stress
 - r. Cognates

Student Objectives :

1. I can understand Spanish when I hear it.
2. I can speak Spanish with a variety of people.
3. I can read a variety of materials in Spanish.
4. I can write Spanish for different purposes.
5. I can use my knowledge of Spanish-speaking cultures.

Pacing

Montana Common Core Standard

(Or other pertinent National content standard/s)

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken Spanish on a variety of topics.
 - 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.
- 3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its culture.
- 4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of Hispanic cultures and their own.
- 5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use Spanish both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment

Timeline

Approximate length to teach unit

1. Sounds and alphabet	1 week
2. Greetings and leave taking	1 week
3. Introductions	1 week
4. Cardinal numbers	2 weeks
5. Time	1 week
6. Days of week, months, and dates	2 weeks
7. Age	1 week
8. Weather	1 week
9. Seasons	1 week
10. Me gusta + activities/ things	2 weeks
11. Ser	2 weeks
12. Ar verbs	2 weeks
13. Family	1 week
14. Rooms of house	1 week
15. Personal activities	2 weeks
16. Classes and school activities	2 weeks
17. Sports and leisure activities	2 weeks
18. Locations and the verb estar	1 week
19. Feelings	1 week
20. Nationalities and countries	1 week
21. Animals	1 week

22. Hispanic cultural activities	various times throughout year
23. Food and meals	2 weeks
24. Health and body parts	2 weeks
25. Ser v. estar	3 weeks
26. Object pronouns	3 weeks

Resources

Standard for Foreign Language Learning In the 21st Century, 3rd edition revised, National Standards in Foreign Language Education Project (2006).

World Languages: Spanish Curriculum, Havre Public Schools (Adopted May 2012).