

## Spaulding High School

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**Course Title: Spanish 1**

**Department: English/ World Languages Department**

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**Course Description:**

This is an introductory course where students will develop communication in Spanish, have the opportunity to explore the cultural diversity of Spanish speaking people through active listening, reading and speaking. Emphasis is placed on high frequency vocabulary as they listen to native speakers, read text with targeted expressions to facilitate comprehension and interact in Spanish.

**Topics/Areas of Study/Units of Study:**

We will use Nuestra Historia (units 1-3), an online text with multiple practice activities and authentic assessments.. The themes in these units are families and communities, beauty and aesthetics, and contemporary life.

Unit	Theme	Essential Questions	Grammar
Lección Preliminar		1. What can I express in Spanish already? 2. What do I remember? 3. What skills are necessary for learning a second language?	Introductions Days of the week Expressions about the weather Numbers Expressions in the classroom
1: Mi vida escolar	Families and Communities: School	1. Why should you study a foreign language? 2. What do you need in order to be successful in school? 3. What are some differences between your school and schools in Spanish-speaking countries?	Subject Pronouns  Vocabulary: school materials and people  Present tense verbs: Hay Llamar/ llamarse Necesitar Estar Entrar Correr Tener Ir Vivir Decir Expresiones: cuando
2. Mis amigos interesantes	Beauty and Aesthetics: Definition of Beauty	1. What sources influence fashion and definitions of beauty? 2. How do ideals of beauty affect daily life? 3. What is considered	Indirect Object Pronouns The verb gustar Ser/ Estar Descriptive Adjectives Present Tense of: Dar

		beautiful in different cultures?	Trabajar Besar Beber Estar Bailar Caminar Llorar Querer Ponerse Reírse Aplaudir Expresiones: Al día siguiente Otra vez Time of the day
3. En mi tiempo libre	Contemporary Life: Entertainment and Fun	1.How do people in different cultures spend their leisure time? 2.What are some differences between your daily life and the daily life of people in Spanish-speaking countries? 3. What does "leisure time" mean?	Gusta/gustan Singular and Plural Nouns Demonstrative Adjectives Estar adjectives Verb Infinitives Present Tense verb conjugation The simple past  Vocabulary: En mi tiempo libre/ leisure time Weather and Seasons Locations:home, inside, outside Pets family Dibujar Mirar Gritar Jugar Comer Ofrecer Expressions solamente

**List of Assessed Course Standards:**

Each Unit is aligned to the American Consortium on the Teaching of Foreign Languages (ACTFL) standards for learning a language:

Communication: Interpersonal, Interpretive and Presentational

Culture:Practices, Products and Perspectives (not assessed)

Connections to other disciplines and perspectives (not assessed)

Comparisons:Culture and Language (not assessed)

Communities:Interact and collaborate beyond the classroom as a lifelong learner (not assessed)

<b>Families and Community Theme: School</b>	<b>Communication:</b>	<b>Intercultural Competencies:Connections,Comparisons, School/ Global</b>
<b>Unit 1 Mi vida escolar</b>	<p><b>Listening</b></p> <p>I can understand: a person describing where they live</p> <p>I can understand and video about school a commercial about school supplies</p>	<p>I can compare values in another culture with values in my own culture.</p> <p>I can recognize some similarities and differences between school in Mexico and school in the United States. I can reflect these topics: The art of running for the Tarahumara people. Chichicastenango Market in Guatemala Rural classroom in Mexico I can learn and compare information about: History and geography of Mexico and Guatemala Structure of school in Mexico Guatemalan teens crossing U.S. border U.S. students' lives after parents' deportation to Mexico</p>
	<p><b>Reading</b></p> <p>I can: identify classes and instructors in a class schedule read a list of classroom supplies.</p> <p>understand events in a story about schools,classmates and teachers Recognize dates and days of the week read an article on a current event about students in Guatemala and or Mexico</p> <p>understand information about food</p>	<p>I can compare languages I learn with languages Guatemalans learn. I can compare the target language to my own: Masculino y femenino un/una vs. el/la Tú form Yo form No: making sentences negative <i>I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.</i></p>
	<p><b>Speaking</b></p> <p>I can talk about my school, school supplies that I need for a specific classes and time</p> <p>describe my class schedule, discuss what my friends wear</p> <p>places,celebrations and different customs</p>	

	Greet teachers and classmates and introduce myself in Spanish	
	<p><b>Writing</b></p> <p>I can write a short note about where I live.  I can list my schedule of classes.  I can write about myself: my age, where I live, and what subjects I study  I can write an original story about a teacher</p>	
<p><b>Beauty and Aesthetics:</b></p> <p><b>Definitions of Beauty Unit 2:</b></p> <p><b>Mis amigos interesantes</b></p>	<b>Communication</b>	<p><b>Intercultural Competencies: Connections, Comparisons, School/ Global</b></p>
	<p><b>Listening</b></p> <p>I can understand when people introduce themselves and give detailed information: full name, physical description, preferences, where someone is from, what they do, and descriptions about clothes.  I can understand a video about work and preferences.</p>	<p>I can compare my culture's perspective on beauty with another culture's perspective on beauty  I can compare what people in my culture wear to special events with what people in another culture wear to special events.  I can compare the place where I live with Caracas, Venezuela  <i>I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.</i>  <i>Promote the study of Spanish in school and my community.</i>  <i>Identify resources in my community to enhance learning Spanish.<sup>1</sup></i></p>
	<p><b>Reading</b></p> <p>I can understand</p> <p>information about someone's age, likes, and wishes.  an infographic about fashion  Personal stories with rich culture specific content</p>	
	<b>Speaking:</b>	

<sup>1</sup> Individual students will choose to assess in these areas

	<p>I can give very basic information about myself and people that I know, including name, age, and what they look like, nationality/ origin.</p> <p>I can talk on the phone, exchanging basic information with someone in Spanish Talk about clothing and music preferences I can talk about my friends and what I wear.</p> <p>I can tell an original story.</p>	
	<p><b>Writing:</b> I can introduce myself and give some information about my appearance, personality and where I am from, likes and dislikes.</p> <p>I can write a comment on social media about a photo. I can write an original story.</p>	
<p><b>Contemporary Life: Entertainment and Fun</b></p> <p><b>Unit 3: En mi tiempo libre</b></p>	<p><b>Communication</b></p> <p><b>Reading:</b> I can usually understand short simple messages on familiar topics: Weather expressions and forecast An infographic about video games Events in stories about parties and sports</p> <p><b>Listening</b> I can recognize common weather expressions Conversations about the seasons and activities Descriptions of regional weather and what people do. Understand a video about technology and music. Understand a video about feelings.</p>	<p><b>Intercultural Competencies: Connections, Comparisons, School/ Global</b></p> <p>I can understand concepts of work and leisure in different cultural contexts. I can compare the geography and climate where I live with that of Chile and El Salvador I can compare my life to the life of a deportee.</p> <p>I can compare my community with a community in El Salvador.</p> <p>I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.</p> <p>I can monitor the weather in a few Spanish-speaking countries on your smartphone or online. Become more familiar with the international standard use of centigrade and change the temperature from Fahrenheit to Celsius!</p> <p>I can explore a Spanish online news site and keep up to date by reading some international headlines.</p>

**Speaking:**

I can answer questions about some basic information and what I like to do and where my friends and I spend time.

I can describe where I live, say what the weather is like, and say what I do there.

Talk about places and people in other countries.

I can compare daily life and people in El Salvador with those where I live.

**Writing**

I can answer basic questions about myself in a chat.

Describe my personality, where I live, weather, pastimes and hobbies.

Write about activities and places.

I can rewrite the ending of a story.

Here is the link to Chapter 1 alignment to ACTFL learning standards.

<https://www.vocesdigital.com/supportdocs/Nuestra1Actfl.pdf>

These standards will be addressed throughout units 1-3 with specific performance indicators for each unit. The skills you develop will help you understand, communicate and connect with the language and culture. Here is a list of the different skills that you will practice and assess in units 1-3.

**Materials/Text(s): Nuestra Historia Level 1****Assessment/Reassessment:**

At the end of each unit there is a comprehensive review and assessments. These assessments will measure your progress interpreting the spoken and written language, your ability to speak with another person and to present information to an audience and your written communication.

Assessments will provide information across the three modes of communication: interpretive, interpersonal, and presentational.

1. Interpretive assessments: listening and reading tasks where students will look for main ideas, recognize key words, locate supporting details, guess meaning from context, and monitor their personal reactions to the authentic text.
2. Interpersonal assessments: verbal or written where students listen to native speaker recordings and formulate responses that make sense in the context of the conversation.
3. Presentational assessments: speaking or writing performance in which students write (texts, emails, blog posts, and postcards) and verbalize scripts, voicemail recordings, and even short speeches about a given topic.

## Reassessment

The expectation is that students complete all practice tasks leading to the assessments as these practices will enhance your ability to communicate in Spanish. Students will have the opportunity to reassess once they have demonstrated steady progress with practice activities. Any student who is not meeting expected progress at progress report time will need to report to office hours to develop a Plan for Academic Success (PAS). Students who are below and who fail to make or follow through with a PAS will lose the opportunity to attend Call Back Day at the end of the semester. These students may still take advantage of other opportunities and support, but they MUST show adequate progress on making up for late work while keeping up with current tasks.

## Safety protocols (these may change over the course of the year):

- Covid-19 Handbook [LINK](#)
- Specifically for in-classroom:
  - Wear your mask over your nose and mouth at all times
  - Wipe down your desk/chair/materials before leaving
  - No food/drink other than water in the classroom
  - Don't leave any possessions in classrooms

## Expectations:

- **Cell phone expectations: Do not have** cell- phones, electronic devices nor head -phones in plain view. These items **must be off and put away** when you are in class, unless otherwise instructed.
  
- **What to do before/after an absence:**It is the expectation that students demonstrate initiative and do all practice activities and assessments.Start by checking the google classroom for all assignments and communicate with me if you have questions.
  
- **Behavioral expectations:**
  - Be attentive.  
Develop the practice of checking the Classroom and Voces platforms **everyday** in order to stay informed about the announcements, practices, assessments etc.
  - Be present.  
Maintain a high level of curiosity and engagement as you make personal connections with the Spanish language and cultures.
  - Be an active learner.  
Increase your communication in Spanish as we progress through the lessons.  
Communicate any questions or concerns.
  - Be respectful, polite and patient. Refrain from making remarks that are off topic.
  
- **Only bring water to class.** Snacks or any food items need to be consumed outside the classroom. Only students with a medical exemption will bring the necessary food items in the classroom.
  
- **Do not use a translator.** Only use the references provided in the text or by the teacher.
  
- **Necessary materials:**Chromebooks should be brought to class and **sufficiently charged**. It is your responsibility to sign out a back-up before class begins.

