

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**COURSE OUTLINE**

**SPANISH I**

**Date: March 2006**

**Subject Area: World Language**

**Proposed Grade Level(s): 8**

**Course Length: 1 Year**

**Grading: A – F**

**Number of Credits: None – Students will have the opportunity to move to Spanish II if they meet the prerequisite requirements provided by the high school.**

**Prerequisites: None required, one elective wheel of Spanish prior to course is recommended.**

**COURSE DESCRIPTION:**

Spanish I is an introductory course to the Spanish Language and cultures of today. Emphasis is on development of the four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of Hispanic cultures and heritage through the use of a text, video, audio, and workbook program. The course is conducted in the target language using the immersion method.

**GENERAL GOALS/PURPOSES:**

Students develop a basic proficiency in the target language and develop cultural awareness and sensitivity to others.

**STUDENT READING COMPONENT:**

Students must take an active role in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Students read simplified texts written by native speakers. As the students begin to progress, readings will come from original texts, ads, poetry, and narratives that are introduced by reading strategies and culminated in achievable tasks.

**STUDENT WRITING COMPONENT:**

Writing instruction in Level 1 guides students carefully through the pre-writing, writing, and editing processes. It is designed to facilitate proficient use of vocabulary and grammatical structures in a personalized context. Students will progress from writing simple sentences to paragraphs, to short stories, and to letters.

**STUDENT ORAL COMPONENT:**

Oral proficiency activities combine all the elements in the units of study-function, topics, vocabulary and structures in the context of role-playing, partner, and group activities. These activities give students a chance to

integrate what they have learned in real communication with others. Participation in daily oral activities will be a mandatory part of this class.

## **DETAILED UNITS OF INSTRUCTION:**

### **TEXT:**

McDougal Littell: En Espanol (Level 1) w/student workbooks / Authors: Estella Gahala, Patricia Hamilton Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy, Barbara J. Rupert © 2004

**Each unit covers activities in communication, vocabulary, grammar, and culture that focus on a specific theme.**

### **Preliminary and Unit 1**

**Students will learn basic communication skills and practice these skills including but not limited to:** Greeting, giving introductions, stating where people are from, exchanging phone numbers, stating which day it is, expressing likes and dislikes, describing people, clothing, family, ages, birthdays, give dates, express possession, register levels.

**Students will understand:** Me llamo, subject pronouns and ser, ser + de, gustar + infinitive, definite and indefinite articles, noun-adjective agreement: gender and number, tener, possession using de, possessive adjectives, giving dates...**and be able to use in sentences, and conjugate in appropriate present tense.**

### **Unit 2**

**Students will be able to discuss in conversation with others their:**

- Classes, schedule, obligations, telling time, say where you're going

**Students will be able to understand and conjugate:**

- Present tense of -ar, -er, -ir verbs, adverbs of frequency, ir a + infinitive, tener expressions, interrogative words, estar + location, irregular yo forms.

### **Unit 3**

**Students will be able to:**

- Create and present invitations, express feelings and preferences, make comparisons, describe weather, clothing and accessories, and state their opinions.

**Students will be able to understand and conjugate:**

- Estar + adjectives, acabar de + infinitive, venir, stem-changing verbs, saber, present progressive.

### **Unit 4**

**Students will improve conversation regarding travel by:**

- Identifying places, requesting and giving directions and instructions, shopping, requesting food, and saying where you went.

**Students will be able to understand and conjugate:**

- Prepositions of location, commands, stem-changing verbs, indirect object pronouns and affirmative and negative words.

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:**

**LAB FEE, IF REQUIRED:**

None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See Appendix.

**DISTRICT ESLRs TO BE ADDRESSED:**

**Students will be:**

- **Self-Directed Learners:** Who take responsibility for their learning as they master the target language.
- **Effective Communicators:** Who speak, write, read, and listen in the target language.
- **Constructive Thinkers:** Who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers:** Who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers:** Who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens:** Who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language.

## Appendix

### **World Languages**

#### **National Standards – The Five C’s and 11 Content Standards**

##### Communication

###### Communicate in Languages Other Than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feeling 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 available only through the foreign language and its cultures.

##### Comparisons

###### Develop Insight into 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.

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