Spanish 1

Course Overview

Spanish is the second most commonly spoken language in the United States. People in more than 20 different countries speak Spanish and it ranks within the top three most spoken languages in the world. Proficiency in Spanish along with an understanding of the values and beliefs of Spanish–speaking cultures will enable people to participate actively in our diverse global community of the 21st century.

Students in Spanish 1 embark on a voyage of discovery. They explore the language and the culture of the peoples who speak this modern world language. Students begin to develop their ability to understand simple spoken and written Spanish. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about familiar topics that include self, school, food, pastimes, family, house, and clothing and stores. In other words, they learn how, when, and why to say what to whom. Vocabulary and basic grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied.

Spanish 1A

Students start using the language to exchange greetings and introductions. They follow simple classroom directions and spell words in Spanish. They tell time and the date and talk about the weather and seasons. Students interpret simple spoken and written Spanish and use the language to communicate about things they like to do, their own and others’ personalities, the school day, basic foods and beverages, as well as activities they engage in to maintain good health.

There are four units in Spanish 1A:
Unit 1 ¡Bienvenidos a la clase de español! / Welcome to Spanish class!
Unit 2 Nos conocemos / Getting acquainted
Unit 3 La escuela / School
Unit 4 La comida / Food
Spanish 1B

As students become more acquainted with the language, they communicate orally and in writing about pastimes, places in the community, families, and celebrations. They use Spanish to order food in a restaurant. They give simple descriptions of their houses and talk about household chores. In addition, students communicate about shopping for clothing and gifts and express their preferences. Throughout the course, students interpret basic information on these topics when listening and reading.

There are four units in Spanish 1B:

Unit 5  Los pasatiempos / Pastimes

Unit 6  Fiesta en familia / Family Celebrations

Unit 7  La casa / House

Unit 8  La ropa y las tiendas / Clothing and stores
UNIT OVERVIEWS

Spanish 1A

Unit 1 - ¡Bienvenidos a la clase de español! / Welcome to Spanish Class!

In the first unit, students exchange greetings and make introductions in a culturally appropriate manner. They learn numbers for telling time and the date and the Spanish alphabet for spelling. Students follow simple classroom directions and ask and answer simple questions. They communicate orally and in writing about the classroom, basic weather conditions, and the seasons. Throughout the unit, students interpret basic information on these topics when listening and reading.

**Students will be able to:**
- Exchange greetings in a culturally appropriate manner
- Make introductions
- Ask about things in the classroom
- Understand classroom commands
- Ask how to spell words
- Tell time
- Tell the date
- Describe basic weather conditions
- Identify the seasons
- Identify use of tú and usted
- Identify some Spanish-speaking countries
- Identify some famous Spanish speakers
- Compare ways of greeting people in Spanish-speaking countries and in the U.S

**Students will learn and apply:**
- The alphabet
- Accent marks
- Numbers from 1–100
- Llamarse
- Estar with greetings
- Present tense of ser with days of the week, dates, and time
- Nouns and gender
- Date format
- Present tense of hacer with weather
Unit 2 - *Nos conocemos / Getting Acquainted*

In Unit 2, *Nos conocemos*, students speak and write about things they like to do and ask and answer simple questions about their activities. They compare popular activities in the United States with those in Spanish-speaking countries. Students give simple descriptions about their personalities and ask about those of others. In addition, they identify some attitudes about friendship that are held by people from Spanish-speaking countries. Throughout the unit, students interpret basic information on these topics when listening and reading.

**Students will be able to:**
- Communicate about preferences regarding activities
- Express agreement or disagreement
- Communicate about their own personalities and those of others
- Identify some Spanish-speaking countries
- Identify some famous Spanish-speaking people
- Identify music and dances of different Spanish-speaking countries
- Identify attitudes about friendship of people in Spanish-speaking countries and compare them to their own

**Students will learn and apply:**
- Infinitive construction with present tense of *gustar* (only *Me gusta ...*, *te gusta ...*)
- Negatives (*no, no... nada, ni...ni*)
- Adjective agreement
- Placement of adjectives
- Definite and indefinite articles

Unit 3 - *La escuela / School*

In this unit, *La escuela*, students exchange information, orally and in writing, about their school schedules and their classes. They describe classrooms including the location of objects. Students also describe the school day in Spanish-speaking countries and make comparisons with their own. Throughout the unit, students interpret basic information on school when listening and reading.

**Students will be able to:**
- Communicate about school schedules and course preferences
- Describe their school day
- Tell time and use the 24 hour clock
- Communicate about their classroom and the location of items
- Identify some Spanish-speaking countries
- Identify courses students take in Spanish-speaking countries and compare them to courses taken in the U.S.
- Identify attitudes about school in Spanish-speaking countries and compare them to those in the U.S.

**Students will learn and apply:**
- Subject pronouns
- Present tense of *-ar* verbs
- Present tense of *est*ar
- Prepositions of location
- Plurals of nouns and articles
- *De* to indicate possession
Unit 4 - La comida / Food

In Unit 4, La comida, students exchange information, orally and in writing, about basic foods for breakfast, lunch, and dinner. They exchange preferences regarding food choices and communicate about ways to maintain their health. In addition, students identify common foods as well as eating habits in Spanish-speaking countries and compare them with their own. Throughout the unit, students interpret basic information on these topics when listening and reading.

Students will be able to:
- Communicate about food and beverages for breakfast, lunch, and dinner
- Communicate about preferences for foods and beverages.
- Communicate about foods and exercise to maintain one’s health
- Identify some Spanish-speaking countries
- Identify foods and beverages from Spanish-speaking countries and compare them to those in the U.S.
- Describe breakfast in Spanish-speaking countries and compare it to breakfast in the U.S.

Students will learn and apply:
- Present tense of –er and -ir verbs
- Adverbs and expressions of frequency
- Use of present tense of gustar and encantar with plural nouns
- Plural of adjectives
- Present tense of ser

Spanish 1B

Unit 5 – Los pasatiempos / Pastimes

In Unit 5, Los pasatiempos, students exchange basic information, orally and in writing, about their pastimes and places in the community. They ask and answer simple questions and talk about after-school activities both in the United States and in Spanish-speaking countries. In addition, they learn how to extend and respond to invitations. Throughout the unit, students interpret basic information on pastimes when listening and reading.

Students will be able to:
- Communicate about pastimes
- Extend, accept, and decline invitations
- Communicate about places in the community
- Identify some Spanish-speaking countries
- Identify some famous Spanish-speaking people
- Identify pastimes in Spanish-speaking countries and compare them to those in the U.S.

Students will learn and apply:
- Present tense of ir
- Question words
- Near future (ir a + infinitive)
- Present tense of jugar
Unit 6 - *Fiesta en familia / Family Celebrations*

In this unit, *Fiesta en familia*, students exchange basic information, orally and in writing, about family members and celebrations. They present simple descriptions of family members and friends. Students describe family celebrations in Spanish-speaking countries and compare them to those in the United States. In addition, students learn to order in a restaurant. Throughout the unit, students interpret basic information on family when listening and reading.

**Students will be able to:**
- Ask and answer simple questions about family members
- Give physical descriptions of family members and friends
- Communicate about family celebrations and parties
- Order a meal in a restaurant
- Describe family celebrations in Spanish-speaking countries and compare them to those in the U.S.
- Describe customs related to meals in Spanish-speaking countries and compare them to those in the U.S.

**Students will learn and apply:**
- Present tense of *tener*
- Expressions with *tener* (años, hambre, sed, calor, frío, sueño)
- Possessive adjectives
- Present tense of *venir*
- Uses of *ser* and *estar*

Unit 7 - *La casa / House*

In unit 7, *La casa*, students exchange basic information and present simple descriptions, orally and in writing, about their houses and common household chores. They identify similarities and differences in housing in Spanish-speaking countries and in the United States. Throughout the unit, students interpret basic information on houses and chores when listening and reading.

**Students will be able to:**
- Communicate about rooms in a house
- Give simple descriptions of bedroom furnishings and electronic equipment
- Make simple descriptions and comparisons, including colors
- Communicate about household chores
- Identify some famous Spanish-speaking people
- Identify and describe typical housing from Spanish-speaking countries and compare them to those in the U.S.

**Students will learn and apply:**
- Present tense of stem-changing verbs: *poder*, *dormir*
- Comparison with regular and irregular adjectives (*mejor*, *peor*, *mayor*, *menor*)
- Superlative construction with regular and irregular adjectives (*el mejor*, *el peor*)
- Affirmative tú commands
- Present progressive forms of -ar, -er, -ir verbs.
Unit 8 - *La ropa y las tiendas* / Clothing and Stores

In the final unit of Spanish 1, *La ropa y las tiendas*, students exchange basic information as well as preferences about clothing, gifts, and shopping experiences. They describe shopping experiences in Spanish-speaking countries and compare them with their own. Throughout the unit, students interpret basic information on clothing and stores when listening and reading.

**Students will be able to:**
- Communicate about shopping for clothing and accessories
- Communicate preferences and wishes
- Ask for and give information about clothing items, including prices
- Identify some famous Spanish-speaking people
- Identify some Spanish-speaking countries
- Identify and describe typical clothing items from Spanish-speaking countries and compare them to those in the U.S.
- Identify and describe customs related to clothing and shopping in Spanish-speaking countries and compare them to those in the U.S.

**Students will learn and apply:**
- Stem-changing verbs: *pensar, querer, preferir*
- Demonstrative adjectives
- Direct object pronouns
- Numbers 200-1000