

TROY HIGH SCHOOL **Course Profile**

Course Title: SPANISH 1 CP

Course Prerequisite: Refer to Registration Presentation

COURSE OVERVIEW:

This introductory course is design for students with little or no previous knowledge of Spanish. Thematic learning approach is presented within the framework of the three mods of communication: interpersonal, interpretive and presentational. The course provides a solid foundation of pronunciation, grammar, and essential vocabulary placing an emphasis on all four language skills: listening, speaking, reading, and writing. This will give students the ability to communicate simple ideas orally and in writing. Culture of Spanish-speaking countries is also a vital part of the course. Authentic reading and listening materials like short stories, music, radio and television announcements, movies, etc. will also be incorporated. This will give students the information to compare the target culture with their own culture. In addition to written assessments, students will have ample opportunities to demonstrate acquisition of the language through oral presentations that will maintain active student participation.

COURSE OUTLINE:

Preliminary Unit Social Relationships

In this unit, the students will learn to introduce themselves and others, to ask and tell where someone is from, ask and respond using classroom expressions, ask someone for a phone number, and to describe the weather.

Assignments

Use appropriate greetings and farewells in simple conversations

Introduce oneself and others including nationality

Numbers 1-10

Describe the weather using simple expressions

Use classroom expressions

The assignments of the course will reflect the assimilation of interpersonal skills by working and communicating with each other; the interpretive skills of cultural meaning by comprehending written and spoken forms, and the presentational skills by creating simple oral and written communication.

Unit Project

The following is a collaborative assignment to incorporate vocabulary and expressions learned in this unit, while preparing and presenting a simple skit.

The students will be able to effectively apply new vocabulary and expressions in writing and orally. This activity will allow the students to practice simple conversation using the expressions previously studied.

Unit 1

Social Relationships

Unit 1 incorporates vocabulary and grammar concepts used to communicate personal experiences related to pastimes and spending time with friends. The students will learn how to talk about activities, say what they like and do not like to do, tell where they are from, describe themselves and others, and identify people and things.

Assignments

Talk about what people like and do not like to do using the verb *gustar*.

Identify a person who is being described using *pronouns* and the verb *ser*.

Talk about where you and others are from using *de* with the verb *ser*.

Describe what someone is like by using the verb *ser* and noun-adjective agreement.

Identify *specific/nonspecific* persons, places or things by using *definite* and *indefinite articles*.

Unit Project

The following individual assignment will be used as a communicative tool to share personal opinions regarding favorite activities/pastimes, personal description and where you are from.

The student will illustrate a colorful self-portrait of him/herself using symbols as part of their face and attire with a written description. The self-portrait will include 8 symbols that represent what they like to do and where they are from as well as sentences that describe him/herself, where he/she is from and what they like to do.

Unit 2

Science and Technology/Social Relationships

Unit 2 incorporates vocabulary and grammar used to communicate personal experiences related to school activities and appropriate interactions between the student's peers and teachers. The students will learn how to talk about their school schedule, describe their classes, classroom objects and location, as well as, say where they are going and how they feel about school activities.

Assignments

Talk about daily schedules using the verb *tener*.

Ask and tell time using the verb *ser*.

Say what you have to do by applying the verb structure *tener que*.

Describe what school activities you do by using the present tense of -ar verbs.

Say how often you do school activities by applying words of frequency.

Describe the location of your classes and classroom objects by using the verb *estar* and prepositions of place.

Describe how you feel by using the verb *estar*.

Say where you are going by using the verb structure *ir a*.

Unit Project

The following individual assignment will be used as a communicative tool to share personal opinions regarding school activities.

The student will write a personal email letter to a friend describing his/her school schedule.

The email letter will include a paragraph description of the student's favorite class and school activities, as well as, expressing how the student feels about what they have to do during the school day. The student will exchange email letters with a peer to read and respond in written form to the letter sharing how he/she feels about school activities.

Unit 3

Costumes and traditions

Unit 3 incorporates vocabulary and grammar used to communicate personal experiences in relation to food and interpersonal relationships involving members of the family. The students will be able to describe food preferences, ask and answer questions, express possession, and make comparisons.

Assignments

Talk about likes and dislikes using the verb gustar
make equal and unequal comparisons using más/menos...que and tan/tanto...como
Express possession using possessive adjectives

Unit Project

The following individual assignment will be used as a communicative tool to share personal opinions regarding food and family

The students will complete a family tree project that identifies, describes the members and their relationship to the student and to each other. Students will create a poster that shows their family on both the paternal and maternal side starting from the grandparents. Each member will be labeled and represented with a photo with a caption that identifies and describes the person. In addition, other grammatical structures will be incorporated such as likes, dislikes, and comparisons.

Unit 4

Contemporaneous Life

Unit 4 integrates vocabulary and grammar used to communicate personal experiences related to shopping, dining and events around town. This unit builds upon previous language concepts to further develop proficiency in the target language. The implementation of peer and group activities will enhance learning and promote a student-centered environment broadening development of students' critical thinking skills. The students will learn how to talk about clothes they want to buy and wear; they will be able to describe specific places and events in town; they will be able to identify and talk about various modes of transportation; they will learn to order from a menu. In addition, this unit will address the culture of Spain, such as: art, food, music and customs.

Assignments

Talk about what clothes you want to buy.

Say what you wear in different seasons.

Use expressions with *tener* to talk about various physical states.

Learn to use *direct object pronouns*.

Practice use of *direct object pronouns* to talk about clothes you want to wear and buy.

Learn how to form e to ie stem-changing verbs in the present tense.

Describe places (theater, restaurant, museum) and events (concert) in town.

Learn how to form e to i, and o to ue, stem-changing verbs in the present tense.

Practice use of stem-changing verbs in shopping and dining situations.

Talk about types of transportation.

Say what you are going to do using *Ir + a + infinitive*.

Learn to order from a menu.

Unit Project

The following assignment will be used as a communicative tool to share personal opinions regarding shopping activities and dining situations.

The students will work in groups to write a skit to describe a day around town. The students will incorporate shopping, dining and transportation in their scenario. The memorized skit will

be performed live in class, with costumes and props. Students will talk about a day about town shopping or attending concert or movie. The outing culminates with a restaurant scene where the students will dine at a restaurant, order from a menu, discuss their day and form opinions about the food and the restaurant's service. The project will require the use of the unit's vocabulary and grammar concepts learned.

Unit 5

Contemporaneous Life and Leisure

Unit 5 incorporates vocabulary and grammar used to communicate personal experiences related to a home and household items, chores and responsibilities, describing people and locations, planning a party, telling someone what to do, and telling others when you just did.

Assignments

Describe different rooms of a home including furniture using the verbs *ser* and *estar*

Talk about daily chores using ordinal numbers

Ask describing people using the verb *ser*

Say where you are using the verb *estar*

Using irregular verbs (*decir, venir, dar, poner, salir, traer*) to describe activities and chores necessary to set up for a party.

Using commands to tell others what to do in regards to chores and setting up for a party

Unit Project

The following individual assignment will be used as a communicative tool to share personal opinions regarding the house and daily chores.

The student will draw their ideal house and label the rooms and furniture. In addition, students will write a letter to a friend telling them do chores in order to prepare for a party. Student will exchange drawings and letters with a peer to read. Students will present to small groups.

Unit 6

Contemporaneous Life and Leisure

Unit 6 incorporates vocabulary and grammar used to communicate personal experiences playing sports and the proper equipment for each sport. The students will learn how to use the verb *jugar* to talk about playing sports, the verbs *saber* and *conocer* to distinguish between factual knowledge or knowing a person or place on a familiar level. They also will learn when it is appropriate to use the personal a.

Assignments

Talk about sports and sporting equipment using the verb *jugar*.

Talk about knowing factual information versus discussing personal relationships using the verbs *saber* and *conocer*.

Learn when to use the personal a

Describe what sports you do play using the present tense of *-jugar*.

Unit Project

The following individual assignment will be used as a communicative tool to share personal opinions regarding school activities.

The students will compete a skit or short video in groups that talks about sports that are played around Troy High School. The video or live skit will vocabulary for the different sports played on campus, a description of what equipment is needed for each sport, and the location of

each sport on campus using. The presentation will also ask the students to form opinions on each sport and state if they like the sport or not with an explanation of why that is their opinion. The students will perform skits or watch the final videos for all groups in the class as a means of reviewing unit 6.1 concepts before the test or final exam.