Spanish I

Grade 9, 10, 11, or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

The Spanish I course introduces students to the foundational skills of language study in listening, speaking, reading, and writing. The focus of this course is to develop conversational and written skills necessary to communicate in basic terms in the target language. A study of Hispanic cultures provides students with an understanding of the lives, customs, and history of Hispanic people worldwide.

Adopted by the Somerville Board of Education on July 25, 2017
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**Essential Question:**
- How do we become bilingual?
- How does student life in Hispanic nations compare to student life in the United States?
- In what ways do food choices reflect family traditions?
- What leisure time activities are universal?
- What factors impact word choice?

**Content:**
- Basic Vocabulary
- Verbal and Nonverbal Communicative Skills
- Descriptions of School Life
- Meals, Food, and Family
- Shopping, Events, and Dining Out
- Ser versus Estar

**Skills and Topics:**
- identify verbal and nonverbal communicative skills (e.g., language, gestures, body language)
- investigate the language skills unique to the Spanish language (e.g., accentuation, pronunciation, punctuation)
- assess polite and/or appropriate means of address in the Spanish language
- practice basic introductory vocabulary, greetings, farewells, leisure activities, and student preferences orally
- determine the Spanish vocabulary necessary to discuss school and student life
- identify the uses, formation, and meanings of basic *ar* verbs
- combine vocabulary and verbs in written and oral forms
- apply numbers and telling time in the context of discussing daily schedules
- investigate the forms and requirements for use of the verb, *estar*
- employ *estar* to discuss location, feelings, and descriptions
- assess the formation and uses of the verb, *ir*
- determine the Spanish vocabulary necessary to discuss food and family life
- employ the verb *gustar* in written and oral forms to discuss personal preferences
- identify the uses, formation, and meanings of present tense *er* and *ir* verbs
- apply the use of vocabulary related to the family in written and oral forms
- assess the necessity for possessive pronouns
- incorporate possessive pronouns in discourse regarding family life and the significance of food in family traditions
- collaborate to define and use the vocabulary necessary to discuss leisure time activities
- identify the uses and forms of stem-changing regular tense verbs (e.g., *e-ie, o-ue, e-i*)
- define direct objects
- employ direct object pronouns in written and oral forms
- apply the appropriate forms of *ser* and *estar* (to be)
- compare and contrast leisure activities in the United States and Hispanic nations
- communicate with Spanish-speaking students to discuss leisure activities
- explore vocabulary related to the home (e.g., chores, events in the home, household items)
- expand the use of verbs to include irregular verbs in the present tense
- compare and contrast the uses of *ser* and *estar* (to be)
- apply the appropriate forms of *ser* and *estar* in a variety of situations in written and oral forms
- determine the affirmative familiar command forms of familiar verbs
# Spanish I
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<td>• employ basic verbs (e.g., <em>estar</em>, <em>ser</em>, <em>llamarse</em>, <em>hacer</em>, <em>gustarse</em>) noun/adjective agreement in interactive discourse</td>
<td>• research school life in the United States and Hispanic nations</td>
<td>• compare and contrast family life in the United States and Hispanic nations using the comparative structure</td>
<td>• create a multimedia presentation incorporating vocabulary, verbs, and cultural material</td>
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<td>Integration of Technology:</td>
<td>Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, portable language laboratory, SMART Boards, LCD projector, multimedia presentations, video streaming, podcasting</td>
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| Interdisciplinary Connections: | *ELA: RI.9-12.1-10*  
*Mathematics: 1.OA.5.6, 1.NBT.1, 1.MD.3  
Science: 5.1.12.D.1  
Arts: 1.1.12.D.1  
Health/PE: 2.1.12.B.2  
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## 21st Century Themes:
- ☑Global Awareness
- ☑Civic Literacy
- ☑Financial, Economic, Business, and Entrepreneurial Literacy
- ☑Health Literacy

## 21st Century Skills:
- ☑Creativity and Innovation
- ☑Media Literacy
- ☑Critical Thinking and Problem Solving
- ☑Life and Career Skills
- ☑Information and Communication Technologies Literacy
- ☑Communication and Collaboration
- ☑Information Literacy
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<td>Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</td>
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*2016 NJSLS:*
- **RL:** Reading Literature  
- **RI:** Reading Informational Text  
- **W:** Writing  
- **SL:** Speaking and Listening  
- **L:** Language  
- **N:** Real Number System  
- **A:** Algebra  
- **F:** Functions  
- **G:** Geometry  
- **S:** Statistics and Probability  
- **MD:** Measurement and Data
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**Essential Question:**
- What contributes to good health?
- How are past events expressed accurately in the Spanish language?
- What diversions are available to Spanish-speaking youth?
- In what ways do routines change during holidays?
- What preparations ensure the perfect holiday?

**Content:**
- Health and Sports
- The Preterite Tense
- Cyber-Communication
- Places of Interest
- Daily Routines
- Vacations

**Skills and Topics:**
- determine the Spanish vocabulary necessary to discuss staying healthy and sports (e.g., body parts, habits of athletes, hygiene)
- employ the verb *jugar* appropriately to discuss sports and sporting events
- compare and contrast the uses and forms of the verbs, *saber* and *conocer*
- create a personal health maintenance and an improvement plan using technology
- assess the use of the preterite tense to express past action
- recognize regular and irregular verb forms in the preterite tense
- identify the necessity for the use of the preterite tense
- determine the formation of the preterite tense of regular *ar*, *er*, and *ir* verbs
- compare the formation of the regular preterite tense with irregular verbs ending in *-car*, *-gar*, and *-zar*
- investigate the Spanish vocabulary necessary to communicate in cyberspace
- initiate communication with Spanish-speaking students using digital tools (e.g., email)
- apply negative and affirmative terminology in written and oral forms
- research typical activities of Hispanic youth
- employ appropriate vocabulary to discuss diversions (e.g., amusement parks, museums, parks, theaters, zoos)
- determine the formation of the preterite tense of irregular verbs: *-ir*, *-ser*, and *-hacer*
- compare and contrast subject pronouns, direct object pronouns, and pronouns after prepositions
- apply vocabulary, verbs, and pronouns in a personal narrative
- determine the Spanish vocabulary necessary to discuss daily routines
- compare and contrast the use of regular and reflexive verbs
- employ the reflexive form to report daily routines
- interpret the special use of the present progressive tense in context
- employ the present progressive tense in written and oral forms
- use technology to create a personal daily journal of routines, activities, interests, and future goals
- research holiday destinations in Hispanic nations (e.g., Costa Rica, Ecuador, Mexico, Spain, Uruguay)
- determine the typical activities of a traveler (e.g., booking a hotel, asking directions, purchasing souvenirs)
- apply appropriate vocabulary to discuss travel experiences
- incorporate the use of indirect object pronouns in written and oral forms
- demonstrate the use of demonstrative adjectives in discourse about travel experiences
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# SOMERVILLE PUBLIC SCHOOLS

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- S: Statistics and Probability  
- MD: Measurement and Data
Spanish I
Course Requirements

Grade: 9, 10, 11, or 12  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in Spanish I are introduced to the foundational skills of language study: listening, speaking, reading, and writing. The focus of the course is to develop conversational and written skills necessary to communicate in basic terms in the target language. A study of the Hispanic cultures provides students with an understanding of the lives, customs, and history of Hispanic people worldwide.

Course Content

This course will consist of the following units of study:

- Basic Vocabulary and Verbal and Nonverbal Communicative Skills
- Descriptions of School Life
- Meals, Food, and Family
- Shopping, Events, and Dining Out
- Ser versus Estar
- Health and Sports
- The Preterite Tense and Cyber-Communication
- Places of Interest
- Daily Routines
- Vacations

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- How do we become bilingual?
- How does student life in Hispanic nations compare to student life in the United States?
- In what ways do food choices reflect family traditions?
- What leisure time activities are universal?
- What factors impact word choice?
- What contributes to good health?
- How are past events expressed accurately in the Spanish language?
- What diversions are available to Spanish-speaking youth?
Course Objectives (continued)

- In what ways do routines change during holidays?
- What preparations ensure the perfect holiday?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Spanish I
Student Agreement

STUDENT NAME: ____________________________________________

Last Name

First Name

GRADE: _______________

My signature below indicates that I have received a copy of the
Somerville Public Schools Course Requirements for Spanish I.

I acknowledge my responsibility to read and understand all of the
information contained in the Spanish I Course Requirements
information and syllabus packet.

Student Signature ____________________________________________ Date ________________

Note: Please share the course requirements for Spanish I with your parents.