

East Penn School District
Secondary Curriculum

A Planned Course Statement
For

Spanish I

Course # 504

Grade(s) 8 -12

Department: World Languages

Length of Period (mins.) 41

Total Clock Hours: 126

Periods per Cycle: 6

Length of Course (yrs.) 1

Type of Offering: required elective

Credit: 1

Adopted: 6/8/09

Developed by:

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Description: #504

Course Title: Spanish I

Description: Spanish I will focus on speaking and listening within a communication-oriented program. Students will acquire a solid linguistic base on which to build more advanced communication skills. Basic oral expression will be emphasized. By combining language and culture, the students will develop their communication skills while at the same time deepen their appreciation of other cultures.

Goals:

- To develop communicative language leading toward higher levels of thinking skills
- To develop proficiency in the four basic skills of listening, speaking, reading, and writing
- To develop an understanding of cultural diversity while enhancing appreciation and development of one's native language and culture
- To enhance each student's opportunities for success by recognizing and reacting to differing needs, styles, and abilities of all students
- To develop citizens who are culturally sensitive and who will interact positively and effectively with people outside of their own ethnic background

Requirements:

- Students must have an 80% average in Language Arts as well as a teacher recommendation.

Text: Gahala, et al. ¡Avancemos! Level 1a, McDougal Littell, 2007.

Key to Levels of Achievement (Listed with each learning objective)

| | |
|--------------------|--|
| Awareness (A): | Students are introduced to concepts, forms, and patterns. |
| Learning (L): | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U): | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level. |
| Reinforcement (R): | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication. |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|----------------------|-----|--|-------|---|--|--|
| ¡Hola! | A | <p>Students will be able to:</p> <ul style="list-style-type: none"> greet people make introductions identify the days of the week describe weather respond to classroom instructions | A | <p>Vocabulary</p> <ul style="list-style-type: none"> Greetings Leave-taking Feelings Making introductions Days of the week Exchanging phone numbers Numbers 0-10 Weather Place of origin <p>Grammar</p> <ul style="list-style-type: none"> Formal vs. Informal Awareness of gender Cognates <p>Culture</p> <ul style="list-style-type: none"> Global use of Spanish Hispanics in New York City Body Language | <ul style="list-style-type: none"> Tests (Oral and Written) Quizzes Class Participation Informal assessments in class Cloze activities Internet activities Listening activities Homework | ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2 |
| ¿Qué te gusta hacer? | 1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> talk about activities tell where they are from say what they do and don't like describe people | A, L | <p>Vocabulary</p> <ul style="list-style-type: none"> Activities Snacks Personality adjectives Appearance adjectives People <p>Grammar</p> <ul style="list-style-type: none"> Verb <i>ser</i> Verb <i>gustar</i> Definite articles Indefinite articles Noun/adjective agreement <p>Culture</p> <ul style="list-style-type: none"> Influence of Cuban-Americans on USA Free-time activities of students in Florida Latin American and Tex-Mex foods Holiday customs After-school activities Featured country – USA | <ul style="list-style-type: none"> Tests (Oral and Written) Quizzes Class Participation Informal assessments in class Cloze activities Internet activities Listening activities Homework Projects | ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2 PA Tech. 3.7.7 |

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| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|----------------------|-----|---|-------|---|--|--|
| ¡Vamos a la escuela! | 2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> talk about schedules tell time say what they have to do say how often things are done describe classes identify classroom objects tell where things are located say where they are going talk about how they feel | A, L | <p>Vocabulary</p> <ul style="list-style-type: none"> Time Daily schedules School subjects Classroom activities Numbers 11-100 Classroom objects Feelings Places in school <p>Grammar</p> <ul style="list-style-type: none"> Verb <i>tener</i> Present tense –ar verbs Adverbs Expressing obligation Verb <i>estar</i> Verb <i>ir</i> Prepositions <p>Culture</p> <ul style="list-style-type: none"> School life in Spanish-speaking countries Artists Diego Rivera and Frida Kahlo Featured country - Mexico | <ul style="list-style-type: none"> Tests (Oral and Written) Quizzes Class Participation Informal assessments in class Cloze activities Internet activities Listening activities Homework Projects | <p>ACTFL</p> <p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>PA Career</p> <p>13.1.8.F</p> <p>PA Tech.</p> <p>3.7.7</p> |
| Comer en familia | 3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> identify foods and beverages ask questions state which foods they do and don't like talk about family ask and tell ages express possessions give dates make comparisons | A, L | <p>Vocabulary</p> <ul style="list-style-type: none"> Meals Food Interrogatives Family Months Numbers 101-1,000,000 <p>Grammar</p> <ul style="list-style-type: none"> Verb <i>gustar</i> with nouns Present Tense –er and –ir Verbs Verb <i>hacer</i> Possessive Adjectives Comparatives Verb <i>tener</i> with age Using <i>de</i> to express possession <p>Culture</p> <ul style="list-style-type: none"> La Quinceañera Meal time in Spanish- | <ul style="list-style-type: none"> Tests (Oral and Written) Quizzes Class Participation Informal assessments in class Cloze activities Internet activities Listening activities Homework Projects | <p>ACTFL</p> <p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p> <p>PA Tech.</p> <p>3.7.7</p> |

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| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|--------------|-----|---|-------|---|--|---|
| | | | | speaking countries • Family life • Featured country – Puerto Rico | | |
| En el centro | 4 | Students will be able to: <ul style="list-style-type: none"> talk about what clothes they want to buy say what they are wearing in different seasons describe places and events in town talk about types of transportation say what going they are going to do order from a menu | A, L | Vocabulary <ul style="list-style-type: none"> Shopping Clothing Colors Seasons Places and events in town Modes of transportation Ordering in a restaurant Food Grammar <ul style="list-style-type: none"> Expressions with verb <i>tener</i> Stem-changing verbs Direct object pronouns Verb <i>ver</i> Immediate future Culture <ul style="list-style-type: none"> Artists Dalí and Velázquez Shopping in Spanish-speaking countries Featured country - Spain | <ul style="list-style-type: none"> Tests (Oral and Written) Quizzes Class Participation Informal assessments in class Cloze activities Internet activities Listening activities Homework Projects | ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 PA Career 13.1.8.A PA Tech. 3.7.7 |

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