

Spanish I

Course Description

This introductory course prepares learners to communicate, explore, and connect across cultures in order to foster attitudes of mutual understanding and respect. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices, and perspectives of Spanish-speaking cultures. Equal emphasis is placed on learning the skills of listening, reading, writing, and speaking. Students learn to use multiple strategies to make meaning and express themselves, expanding their literacy strategies and learning to communicate across cultures.

The Holy Cross World Language Department uses ACTFL guidelines to prepare curriculum and measure students' growth. This course is offered at the novice mid to novice high range. Please see the end of this document for more details about ACTFL levels.

In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to be inspired learners rooted in effective communication, critical thinking, and problem solving skills. Students are also encouraged to grow as faithful citizens who respect others, demonstrate character and integrity, value the uniqueness of every human being, and respect the traditions of families and cultures across the globe.

Essential Questions for the Course

Language:

- How does my language shape my identity?
- How does my language affect how others relate to me?
- How can I enhance my connections with people through language?
- How will learning a new language help me to become an active global citizen?
- How will learning another language be useful in other aspects of life?
- Why is precise language important in all aspects of life?
- How does language change in different situations?

Culture:

- What do all cultures have in common?
- How and why do cultures differ?
- How do cultural practices help shape identity?
- How do traditions and celebrations reflect the history and values of a place and a people?
- How are we transformed by our study of other languages and cultures?

Course Curriculum

Preliminary Unit: ¡Hola! (4 - 5 weeks)

Focus Questions:

- How widely used is Spanish in the world, on the Internet, and in my community?
- How do you begin a conversation when meeting a Spanish speaker?
- How do you communicate respectfully when meeting people from other cultures?
- What strategies will help you communicate in Spanish as you begin to learn the language?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to communicate greetings and ask basic questions.
- Learn and apply basic phonetic skills to accurately pronounce and spell beginner level Spanish vocabulary (see vocabulary in context below)
- Vocabulary in context:
 - Greetings
 - Introductions
 - Leave-taking
 - Days, months, seasons
 - Numbers 1-31
 - Alphabet

Communication:

- Communicate by greeting, introducing oneself, and saying goodbye in Spanish.
- Answer basic questions focused on greetings and introductions.
- Explain the concept of register when using Spanish to converse.
- Accurately pronounce Spanish alphabet, numbers, days, months, and seasons. Formulate basic statements using this vocabulary.
- Interpret advertisements for camps and other out-of-school activities enjoyed by young people in the Spanish-speaking world.

Intercultural Focus:

- Explore the prevalence of Spanish around the globe, online, in the United States, and in our own community. Share and discuss observations.

Assessments:

- Conversational interview (Interpersonal speaking)
-

Unit 1: ¿Quiénes somos? - 4 - 5 weeks

Focus Questions:

- How are you similar to and different from young people in the Spanish-speaking world?
- How do you express identity, ask for and give personal information, and express preferences in Spanish?
- How does language shape identity across cultures?
- How does music shape identity across cultures?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures needed to exchange information about age, origin, and spoken languages.
- Vocabulary in context:
 - Identity
 - Favorite activities (preferences)
 - Languages spoken
 - Interrogative words

- Useful expressions
- Grammar in context:
 - Subject pronouns
 - Verb *ser*
 - *Me gusta/te gusta* + infinitive to state preferences
 - Singular forms: *tener, hablar, ser*

Communication:

- Ask and answer questions to exchange information about identity and favorite activities.
- Accurately use question words to learn details about another’s interests and expand the conversation.
- Watch/listen to and interpret other students’ presentations and conversations using vocabulary and structures from the unit.
- Explain how context and cognates can be used to help determine the meaning of unknown words.

Intercultural Focus: Paraguay and Texas

- Discover ways Paraguay and Texas are similar and different by exploring a timeline and images of some of the landscapes and products that shape identity in these two places.
- Analyze graphs, ads, and music to discover how bilingualism and music define identity in Paraguay and Texas.
- Explore aspects of identity in the community, and compare perspectives on identity.
- Watch and listen to a video blog and reflect on what you have in common with a young person from a rural community in Paraguay.

Assessments:

- Demonstrate how well you can communicate with young people from a Spanish-speaking culture using vocabulary and structures from the first two units. (Interpersonal Listening/Presentational speaking)
- Watch two teenagers introduce themselves in their video blogs and respond to one of them with a simple email message. (Interpretive Listening / Presentational Writing)
- Prepare a video blog, introducing yourself in Spanish. (Presentational Speaking)
- In all units, written assessments are used to monitor learning of the skills and content taught to date.

Unit 2: La vida en la escuela - 4 - 5 weeks

Focus Questions:

- What places, people, and activities define student life?
- How does student life at our school compare to student life at a school in Costa Rica?
- How do schools reflect the values of their communities?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures needed to exchange information about life at school, including people, places, calendars, schedules, and student activities.
- Vocabulary in context:
 - School places, supplies and subjects
 - School activities and personnel
 - Uniform clothing and colors
- Grammar in context:
 - Time
 - Gender of nouns
 - Definite articles

- *Hay* + indefinite articles
- Quantity words
- Subject pronouns
- Present tense of *-ar verbs*

Communication:

- Apply vocabulary and structures to present information about your life at school: schedule, activities, subjects and people you meet.
- Conduct a basic conversation with another to ask and answer questions focused on life at school. Use vocabulary and structures learned to date.
- Read short passages and watch short videos to interpret what is read/heard.
- Use context and cognates to help determine the meaning of unknown words.

Intercultural Focus: Costa Rica/ Estados Unidos

- Explore typical school days in Costa Rica and the U.S.
- Interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica.
- Investigate and reflect on how a country's educational system mirrors cultural values and perspectives.

Assessments:

- View and interpret a promotional video to select a partner school. (Interpretive Listening/Reading)
- Write an email to exchange information about your school. (Presentational Writing)
- Create an audiovisual presentation about your school day. (Presentational Speaking)

Unit 3: Mi familia es tu familia - 4 - 5 weeks

Focus Questions:

- Who makes up your family?
- What places and activities bring us together as a family?
- How is your family similar to and different from some families in the Spanish-speaking world?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to discuss family, home and home life.
- Vocabulary in context:
 - Family members
 - Descriptions
 - Activities
 - Gathering places
 - Where families live in relation to each other
 - Expressions for frequency
- Grammar in context:
 - Present tense of the verb *IR* and *ESTAR*
 - Present tense *-er* and *-ir verbs*
 - Irregular verbs *dar, hacer, salir, ver*
 - Adjective agreement
 - Expressions for obligations (*tener que / deber que + infinitive*)

Communication:

- Present information about home life, home spaces, and family.
- Craft original questions and statements using vocabulary and structures learned to date.
- Read and interpret short texts about family structure and activities.
- Use context and cognates to help determine the meaning of unknown words.
- Prepare and present a collection of images and descriptions to share information about home, family, and friends.
- Discuss family ties that cross generational and geographical borders.

Intercultural Focus: España / Colorado

- Explore traditions, languages, people, and the geography of Spain and Colorado.

Assessments: *Hosting a student from Spain*

- Read a blog about a girl who wants to be in an exchange program with an English-speaking family. (Interpretive Reading)
 - Listen to Yael's message with questions and record your answers. (Interpersonal Speaking)
 - Create a digital photo album that you will send to the exchange student to introduce your family before the students' arrival to your house and city. (Presentational Writing)
-

Unit 4: La comida es cultura - 4 - 5 weeks

Focus Questions:

- What are some iconic foods from the Spanish-speaking world?
- How do food products and food practices shape our cultural identity?
- How can exploring new foods lead you to intercultural experiences?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to share preferences, opinions, and habits, including food choices and purchases.
- Vocabulary in context:
 - Foods and meals,
 - Fruits, vegetables, dairy, meat/fish, cold/hot beverages, desserts
 - Eating preferences
 - Requesting foods
 - Prices and food purchases
 - Describing foods; color, taste, etc
- Grammar in context:
 - Estar + rico, delicioso, picante, cliente, frio, etc
 - Expressions with tener (sed, hambre, ganas de, etc.)
 - Stem-changing verbs:(ie)
 - The verbs gustar and encantar (me, te, le, etc)

Communication:

- Apply vocabulary and structures to express personal food preferences, opinions, habits and purchases in conversation and in writing.
- Interpret photographs, videos, ads, blogs, and menus to understand food traditions.
- Create and present a series of menu items based on food preferences and food traditions from a Spanish-speaking country.

- Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.

Intercultural Focus: México / Carolina del Norte

- Explore food traditions and preferences as expressions of cultural identity.
- Analyze the role of foods as a step to experiencing another culture.
- Explore how geography shapes food choices.

Assessments: *Food trucks*

- Read about a food truck in the Dominican Republic that sells traditional food from Mexico. Summarize what you have learned. (Interpretive Reading/Presentational Speaking)
 - Write a text message to a friend inviting him/her to get something to eat. (Interpersonal Writing)
 - Design and promote a food truck for your school. (Presentational Writing)
-

Unit 5: La vida es un carnaval - 4 - 5 weeks

Focus Questions:

- What leisure activities help to define your community and you?
- How do popular celebrations reflect history and culture?
- How do leisure activities create bridges between cultures?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to express preferences related to leisure activities and social plans.
- Vocabulary in context:
 - Leisure activities
 - Social spaces in the community
 - Musical genres and instruments
 - Emotions and reactions
- Grammar in context:
 - Future with ir + a + infinitive
 - Affirmative and negative expressions
 - Use of preterit (yo form) to talk about weekend activities

Communication:

- Craft statements to express preferences for leisure activities.
- Use vocabulary and structures taught throughout the course to engage in original conversations about activities, preferences, and social plans.
- Ask questions to expand conversations and clarify meaning.
- Make simple social plans in conversation and in writing.
- Read and interpret print and audiovisual material using context to determine the meanings of unknown words.

Intercultural Focus: República Dominicana / Nueva York

- Explore mutual influences between the U.S. and the Dominican Republic in sports and music
- Read and discuss intergenerational participation in leisure activities.
- Read and interpret print and audiovisual material about the Dominican Republic celebration of Carnaval.

Assessments: *Visit Santo Domingo*

- Look at photographs and read the captions. (Interpretive Reading)
 - Participate in a Text Chat with a blogger from the Dominican Republic. (Interpersonal Writing)
 - Design an itinerary with places you will visit and activities you will participate in when you visit Santo Domingo. (Presentational Writing)
-

Unit 6: El mundo en el que vivo - 4 - 5 weeks

Focus Questions:

- How do the culture, climate and the people around us affect how we live, work and play?
- What makes a place unique?
- How do your surroundings shape your identity?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to communicate with others about weather, clothing, outdoor leisure activities, and natural surroundings.
- Vocabulary in context:
 - Weather/climate
 - Clothing
 - Activities
 - Transportation
 - Tener calor, frío, ganas de...
 - Expressions for accepting and declining invitations
 - Me gustaría...
 - Geographical terms
- Grammar in context:
 - Expressions with estar, hacer, and tener
 - Present progressive
 - Combining verbs (querer + infinitive; tener que + infinitive, etc.)

Communication:

- Share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in your community and in the Spanish-speaking world.
- Use vocabulary and structures taught throughout the course to engage in original conversations about unit topics. Ask follow-up questions to expand the conversation.
- Read/listen to and interpret blogs, promotional materials, and reports on climate and weather to plan your day.
- Create and present travel information for Spanish-speakers who are planning to visit your community.
- Identify some of the unique geographical features that have shaped and defined the culture of a community.

Intercultural Focus: *Colombia / Florida*

- Explain geographical features and iconic landmarks of other countries
- Compare weather and climate of our region with that of Spanish-speaking regions
- Investigate cultural products and practices that derive from the climate of a region.

Assessments: *Know the community of Bogotá*

- Watch a video about Bogotá and summarize what you hear and/or see in the video. (Interpretive Audiovisual)
- Create a proposal to convince a group of students from Colombia to choose your community and school. (Presentational Writing)
- Talk over the Internet to answer questions a student poses about your community. (Interpersonal Speaking)

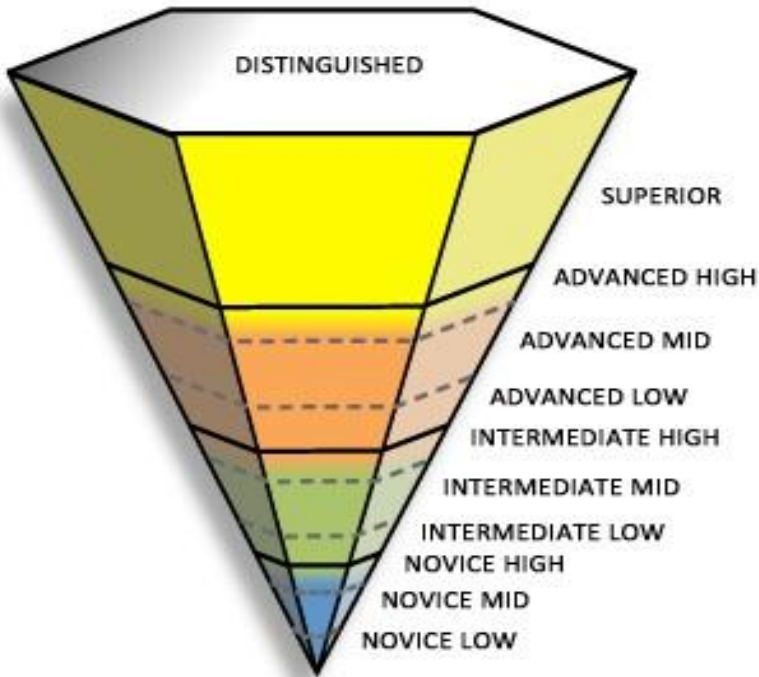
Resources

- *Entre Culturas 1: Communicate, explore, and connect across cultures*
Mar, Davis, Sloan, Watson-López, Wayside Publishing, *Entre Culturas 1: Communicate, explore, and connect across cultures.2017*
- <https://learningsite.waysidepublishing.com/dashboard>
- www.wordreference.com
- www.spanishdict.com
- Supplementary material at the discretion of the teacher

Grading

Listening	20%
Reading	20%
Writing/Vocabulary & Grammar	20%
Speaking	20%
Culture & Participation	20%

On the next page, please find the overview of ACTFL Proficiency Guideline which is used by the World Language Department.



The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.