

Course Title: Spanish 1-2P

Grade Level: 9-12

Length of Course: Two Semesters

Prerequisites: A grade of C or better in previous year in English, or instructor's consent

Credit: 10 units

Course Description:

The emphasis in Spanish 1-2 is on communication. Using the communicative approach, the students learn to invite, inform, inquire, exclaim, agree, disagree, compliment, express emotion, and opinions and exchange basic information. These communicative purposes, or functions, in turn, determine the selection and the amount of vocabulary and grammar that the students need to learn. A variety of activities are used to promote learning and application of the language, ultimately leading students to function with increasing proficiency in many new situations.

Goal Statements:

The primary goal of Spanish 1-2 is to help students develop a basic proficiency in the four basic skills: listening, speaking, reading, and writing. At the same time, the course aims to increase the student's knowledge and appreciation of the diverse cultures of the countries whose language they are learning.

Scope and Sequence:

Interwoven through each assigned unit in the text are grammatical points. Each chapter is comprised of two sections that are on related topics; each section has two vocabulary lists, two grammar points and a cultural topic. The basic course will cover the first nine chapters of the text. Therefore, each chapter will require approximately three weeks of instruction time.

Chapter 1

- Objectives: ask for and give names, ask or tell where someone is from, ask for and state age, greet people and say goodbye, ask and tell how someone is feeling, express courtesy and ask for and state time
- Grammar: punctuation, definite articles, cognates, formal/informal, telling time
- Culture: greetings and farewells, birthdays, 10 wonders of the Spanish-speaking world, courtesy

Chapter 2

- Objectives: identify people and classroom objects, ask for and give names, ask and tell where someone is from, discuss school schedules and daily activities, describe classroom objects and clothing, say some things people do, state location and talk about how someone feels
- Grammar: subject pronouns, *ser*, definite articles and nouns, indefinite articles with nouns, using adjectives, present tense -ar verbs
- Culture: Hispanic influence in the U.S., Spanish in the U.S. and being bilingual, school in Hispanic countries

Chapter 3

- Objectives: talk about places in a city, make introductions and express courtesy, ask and answer questions, discuss how to go somewhere, say some things people do, say where someone is going, talk about the future and other food and beverages
- Grammar: using *te*, *le* and *les*, question-asking words, *ir*, future *ir + a + infinitive*, present tense -er verbs
- Culture: Mexico City, food in Mexico

Chapter 4

- Objectives: talk about family and relationships, seek and provide personal information, express possession, say some things people do, express an opinion, state likes and dislikes and describe people and things
- Grammar: possessive adjectives, present tense -ir verbs, describing with *estar*, *gustar*, using *a* for clarification, *ser* vs *estar*
- Culture: Puerto Rico, names, Dominican Republic, merengue

Chapter 5

- Objectives: describe everyday activities, say what someone is going to do, seek and provide personal information, write about everyday life, say what someone likes and dislikes, express strong feelings and talk about dates and holidays
- Grammar: *tener*, expressions with *que*, direct object pronouns, *venir*, using present tense to indicate future, numbers 101-999,999
- Culture: Costa Rica, Nicaragua, holidays

Chapter 6

- Objectives: identify items in the kitchen and at the dinner table, express obligations, wishes and preferences, talk about everyday activities, state an opinion, discuss food and table items, point out people and things, describe a household, tell what someone says and say how someone is doing
- Grammar: *tener que*, *deber*, demonstrative adjectives, *decir*, *gustaría*, review present tense, stem-changing e-i verbs
- Culture: Venezuela, Colombia, homes

Chapter 7

- Objectives: talk about leisure time activities, discuss sports, say what someone can do, discuss length of time, describe what is happening, talk about the seasons and weather and indicate order
- Grammar: stem-changing verbs o-ue and u-ue, expressions with *hacer*, present progressive, direct object pronouns, *dar*, *poner*, ordinal numbers, suffixes *-dor* and *-ista*
- Culture: Argentina, Chile, Fahrenheit vs centigrade

Chapter 8

- Objectives: talk about household chores, say what just happened, ask for and offer help, talk about the past, identify and describe food, discuss food preparation and make comparisons
- Grammar: indirect object pronouns, *acabar de*, *oír*, *traer*, preterite of -ar verbs, comparisons, preterite of *dar* and *estar*
- Culture: Spain, chores in a Spanish house, paella, food in Spain

Chapter 9

- Objectives: describe clothing, identify parts of the body, express disagreement, talk about the past, discuss size and fit and discuss price and payment
- Grammar: using adjectives as nouns, preterite of -er and -ir verbs, preterite of *ser* and *ir*, affirmative and negative words, diminutives, preterite of *leer*, *oír*, *ver*, *decir*, *hacer* and *tener*, prepositions
- Culture: Panama, Ecuador, shopping

Student Outcomes for all Units of Instruction:

By the end of this year of study, the student will be able to do the following in the target language:

- maintain a conversation with Spanish-speaking friends and acquaintances in many different settings;
- express basic feelings, opinions, and judgments on topics that are important to them;
- travel in a Spanish speaking country, by being able to communicate their personal and travel needs;
- understand and interpret written and spoken language on a variety of topics, and understand the nature of language through the comparison of their home language and the language being studied;
- read texts, magazine and newspaper articles in Spanish;
- present information, concepts and ideas to an audience of listeners or readers on a variety of topics;
- appreciate the many distinctive differences, similarities and viewpoints among people around the world and in our own country and demonstrate an understanding of the relationships;
- discover different ways of looking at life and the home culture as compared with the culture of the Spanish-speaking countries;
- communicate more effectively with people from backgrounds different from their own;
- be more open to meeting new people and to unfamiliar situations;
- be able to appreciate, understand, and enjoy television, movies, films, music and art from Spanish-speaking countries and the cultural perspective;
- reinforce and further knowledge of other disciplines;
- become lifelong learners by using the target language for personal enjoyment and enrichment.

Assessment Strategies:

Teachers will use a minimum of four of the following strategies to determine to what extent the goals and desired outcomes have been achieved:

1. Announced and unannounced quizzes;
2. Oral presentations on researched topics;
3. Oral tests, requiring students to respond as naturally and as quickly as they would in a normal conversation;
4. Daily written assignments;

5. Maintain a notebook (portfolio) containing class notes, rough drafts, rewrites and final copies of assignments, homework and extra materials issued in class;
6. Written testing, including, but not limited to:
 - essay type material, requiring in depth thought and conclusions;
 - short answer questions that require recall and analysis of limited material presented in class;
 - multiple choice, true-false, and fill in the blank questions that require recall of information and application of knowledge and ideas as presented in class;
 - listening comprehension;
 - reading comprehension;
7. Teacher observation of pair work and group activities, including:
 - how well they are working together;
 - how everyone is participating; and
 - how well they are staying “on task.”

Skills to be Mastered:

Although the expected student outcomes for unit content are listed in the Scope and Sequence section of the curriculum, the students will also be expected to master the following educational skills:

- become better note-takers;
- learn to organize their instructional materials;
- learn to write legibly;
- master grammatical terms;
- learn to write in a well-organized, and grammatically correct manner;
- increase vocabulary;
- answer questions clearly and concisely;
- learn grammatical points and apply said points in oral and written samples;
- learn to work cooperatively with other students and to benefit from said experience.

Instructional Strategies:

Teachers will use a variety of instructional strategies which may include the following:

- Reading out loud in class
- Topical writings about presented material
- Cooperative learning activities
- Presentations by lectures
- Simulations and role-playing
- Discussions in class
- Reviewing homework assignments
- Videotape and film presentations
- Overhead transparencies

Instructional Materials:

Primary Text:

- Navegando 1, EMC Paradigm, 2005

Other materials:

- Navegando 1 testing manual
- Navegando 1 quiz manual
- Navegando 1 workbooks
- Navegando 1 activity books
- Navegando 1 audio tape manual
- Navegando 1 CDs
- Maps and posters
- Videos that align with the series