



Spanish 1

Grades 9-12

Curriculum Committee Members

Amanda Vanderheyden, Central High School

Helen Burton, West High School

Lizbeth Rivera, Central High School

Tonika Westbrook-Ruiz, East High School

Riina Hirsch, ELA Curriculum Coordinator

Reviewed by Foreign Language Teachers on November 29, 2017
Reviewed by Curriculum Advisory Committee on December 7, 2017
Reviewed by the Board of Education on May 15, 2018
Approved by the Board of Education on May 29, 2018

TABLE OF CONTENTS

Spanish 1

| | |
|---|-----|
| Hazelwood School District Mission Statement | 3 |
| Hazelwood School District Vision Statement | 3 |
| Hazelwood School District Goals Curriculum | 3 |
| Overview | 4 |
| Course Overview | 5 |
| Spanish 1 – Unit 1 | 12 |
| Spanish 1 – Unit 2 | 44 |
| Spanish 1 – Unit 3 | 61 |
| Spanish 1 – Unit 4 | 109 |
| Spanish 1 – Unit 5 | 124 |
| Spanish 1 – Unit 6 | 153 |

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

A plethora of recent research has emphasized the benefits of second language learning. The American Council on the Teaching of Foreign Languages (ACTFL) has identified some key research findings that demonstrate that effective foreign language instruction also supports district priorities. Research demonstrates that language learning has a positive impact on student reading ability. Further, research shows a correlation between language learning and increased academic achievement on standardized test measures. The Hazelwood School District will continue to offer and expand on second language learning opportunities for middle and high school students in Spanish.

In addition to the emerging research consensus, updates in state standards and ACTFL standards indicate a need for updated curriculum to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. The current focus on a combination of communication proficiency and cultural awareness necessitates the revision of the standing curriculum.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a foreign language approach that blends understanding of words and word parts, grammar constructions, effective communication, and cultural awareness. The activities, materials, and scoring guides for each unit are aligned directly to this framework.

The committee members aligned the curriculum with the World Languages Course Level Expectations established in February, 2011, by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, proficiency assessments, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: Spanish 1

GRADE LEVEL: 9-12

Course Description:

Spanish 1 students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students learn basic language patterns and conversational phrases and make relevant connections to other disciplines. During the second semester students will continue to expand their speaking, listening, reading, and writing comprehension by studying and comparing cultures and communities and making relevant connections to other disciplines. By the end of Spanish 1, students will be able to speak, read, write, and comprehend complete sentences in dialogue and composition.

Course Rationale:

Students will develop the ability to convey and receive messages using the three common modes of communication: interpersonal, or two-way interaction with someone else; interpretive, or one way communication without active negotiation of meaning with the author; presentational, or one-way communication intended for an audience. Students need to be interpretive and possess the ability to understand and interpret text. Also, students can present information in either a written or oral format. The teacher will use the language as the vehicle to teach academic content while providing students with opportunities to use language beyond the classroom. A required 21st century skill is that students in the novice range are able to comprehend and use short memorized phrases and sentences. This proficiency level reflects the beginning stages of language learning.

Course Scope and Sequence

| <u>Unit 1</u> | <u>Unit 2</u> | <u>Unit 3</u> | <u>Unit 4</u> | <u>Unit 5</u> | <u>Unit 6</u> |
|--|---|---|---|---|---|
| Personal and Public Identities- Greetings | Contemporary Life-In School and Out in the World | Contemporary Life- Likes, Dislikes, & Activities | Families & Communities-Family & Places | Personal and Public Identities- Describing People & Things | Contemporary Life-Food |
| <i>Fourteen to Sixteen 90 minute class periods</i> | <i>Fourteen to Sixteen 90 minute class periods</i> | <i>Twenty- Twenty-two 90 minute class periods</i> | <i>Eleven to Thirteen 90 minute class periods</i> | <i>Twenty- Twenty-two 90 minute class periods</i> | <i>Eight to Ten 90 minute class periods</i> |

Unit Objectives

Unit 1

1. The learner will be able to engage in common classroom interactions such as, greetings, stating needs and preferences.
2. The learner will be able to use common social pleasantries such as please, thank you, excuse me.
3. The learner will be able to use appropriate patterns of behavior (for people of the target culture) in familiar situations such as greetings.
4. The learner will be able to share likes and dislikes.
5. The learner will be able to explore topics of personal interest from the target culture.
6. The learner will be able to compare simple patterns of behavior or interaction in selected social and cultural settings, such as greetings, personal space, etc.
7. The learner will be able to identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, and geographical concepts. Etc.
8. The learner will be able to use target language vocabulary to refer to items and concepts learned in other subject areas.

Unit 2

1. The learner will be able to identify people, places, and things based on oral and written descriptions.
2. The learner will be able to interpret gestures, intonation and other visual and auditory clues in target language materials.
3. The learner will be able to tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
4. The learner will be able to exchange descriptions of people and places in addition to products of the target culture.

Unit 3

1. The learner will be able to report similarities and differences between the sound and writing system of target and native language.
2. The learner will be able to use target language vocabulary to refer to items and concepts learned in other subject areas.
3. The learner will be able to construct and share understanding of objects and symbols commonly used to represent the cultures studied.
4. The learner will be able to share and compare likes and dislikes in the target language.
5. The learner will be able to read, listen to, and talk about age-appropriate content created for native speakers of the target language.
6. The learner will be able to analyze the various ways of expressing ideas, recognizing that languages will be able to not be interpreted literally.
7. The learner will be able to reconstruct the practices of common cultural activities and holiday celebrations in different cultures to share with others.
8. The learner will be able to cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.

Unit 4

1. The learner will be able to prepare illustrated stories about activities or events and share them orally or in writing.

Unit 5

1. The learner will be able to identify important historical and contemporary figures and events of the culture studied.
2. The learner will be able to recognize common tangible and intangible products of the culture studied.
3. The learner will be able to interpret and summarize the use of historical and cultural events and figures in fiction written in the target language.
4. The learner will be able to exchange descriptions of people and places, in addition to products of the target culture.

Unit 6

1. The learner will be able to examine, interpret, and analyze the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
2. The learner will be able to comprehend the target language when encountered outside the world language classroom.
3. The learner will be able to identify and interpret words borrowed from the target language.

Essential Terminology/Vocabulary**Unit 1**

- Greetings (Hola, ¿Cómo te llamas?, Me llamo, Encantado/a (Mucho Gusto), Igualmente, Buenos días, Buenas tardes, Buenas noches, ¿Cómo estás?)
- Leavetaking (Hasta Luego, Hasta Mañana, Adiós/Chao)
- Basic connector words (y, o, el/la/los/las, un/una, con, de, en, a, sí, no)
- Numbers 0-30 and semantics such as doscientos (two and hundred)
- Days of the week and dates (lunes, martes, miercoles, jueves, viernes, sabado, y domingo)
- Times of the day (La mañana, la tarde, la noche)
- Basic conversation essentials (Por favor, Gracias, De nada)
- Questions in the Classroom (¿Puedo ir al bano/oficina/a tomar agua/a la enfermería?)
- Basic school supplies (Papel, Lapiz, Boligrafo/Pluma)

Unit 2

- Adjectives for levels of interest (aburrido, divertido, interesante)
- Classroom Supplies & Items (El lápiz, el bolígrafo/la pluma, el papel, la goma,)
- High-frequency vocabulary (La chica, El chico, La mujer, El hombre, La persona, El lugar, La cosa, El amigo, La amiga, El novio, La novia, La mamá, El papá, El hermano, La hermana, Los hermanos, El gato, El perro)
- Introduce others (¿Cómo se llama? Se llama...)
- Interrogative question words: ¿Qué, ¿Quién, ¿Cómo, ¿Cuándo, ¿Dónde, ¿Por qué?
- Say where you are from/Say where people are from (De dónde eres? Soy de..., De dónde es? Es de...)
- Emotions (Bien, mal)
- Estoy/estás/está
- Tengo/tienes/tiene
- Quiero/quieres/quiere
- Soy/Eres/Es
- Estoy/Estás/Está
- Voy/Vas/Va
- Pronouns: Yo, tú, él/ella, ellos/as, ustedes, nosotros/as

Unit 3

- Likes and dislikes: Me gusta(n), A mí también, No me gusta(n), A mí tampoco, Te gusta(n), No te gusta(n),
- Asking about likes and dislikes: ¿Qué te gusta hacer? ¿Qué te gusta más? ¿Te gusta? ¿Y a tí?
- Activities: Bailar, Cantar, Correr, Dibujar, Dormir, Escribir, Escuchar música, Ir a la escuela, Jugar videojuegos, Montar en bicicleta, Nadar, Practicar deportes, Rapear Tocar.... (look up own instrument), Trabajar, Ver la tele, Ver una película
- Emotions - i.e. feliz, triste, cansado/a, aburrido/a, tranquilo/a, enojado/a, nervioso/a, contento/a etc.

Unit 4

- More Family Vocabulary - i.e., tíos, primos, abuelos, padrastro, madrastra, hermanastro/a, sobrino/a etc.
- Describing people and things (Physical): Alto/a, Bajo/a, Gordo/a, Delgado/a, Guapo/a, Feo/a, Largo/a, Corto/a, Joven, Viejo/a, Grande, Pequeño
- Describing people and things (Personality): Paciente, Impaciente, Simpático/a (Amable), Antipático/a, Trabajador/dora, Deportista, Perezoso/a, Gracioso/a, Serio/a, Sociable, Reservado/a, Interesante, Divertido, Aburrido, Fácil, Difícil

Unit 5

- Adjective Vocabulary - i.e. alto, bajo, intelectual, atrevido, tímido, desordenado, perezoso, trabajador, etc.

- The verbs ser and hacer
- Talk about places you go: A la Casa de..., Al centro comercial, Al cine, Al gimnasio, A la iglesia/A la mezquita/Al templo, A la práctica, Al partido, Al restaurante, Al salón de belleza/La peluquería, Al salón de uñas, Al supermercado, A la tienda de ropa, A la tienda de zapatos
- Modes of transportation: el carro/coche, el autobús, el metro, el taxi, la bicicleta, a pie
- All conjugations of ir: Voy, vas, va, vamos, van
- Body parts: La cabeza, los ojos, la boca, la nariz, las orejas, los brazos, las manos, las piernas, los pies.
- Say how often you do something (siempre, nunca, a veces)
- The verbs hacer (Hago, haces, hace, hacemos, hacen) and poder (Puedo, puedes, puede, podemos, pueden)
- Describe basic clothing and accessories (La camisa, La camiseta, Los zapatos, la sudadera, el vestido, la falda, los pantalones, los pantalones cortos, el traje de baño/ bañador, La Bolsa
- Colors (rojo, anaranjado/naranja, amarillo, verde, azul, morado, rosado, marrón, blanco, negro, gris.
- Weather: Hace buen/mal tiempo, hace calor, hace fresco, hace frío, hace sol, hace viento, está nublado, está lloviendo, está nevando.

Unit 6

- Names of meals: El desayuno, el almuerzo, la cena
- Words for food and drink: La bebida, la comida.
- Conjugate verbs for eating and drinking: comer (Como, comes, come, comemos, comen), beber (Bebo, bebes, bebe, bebemos, beben)
- Basic Food vocabulary: el pan, la ensalada, la carne, el pescado, el pollo, las papas fritas, el queso, las frutas, los vegetales, los huevos, el arroz, los frijoles.
- Food cognates: la hamburguesa, las papas fritas, el sándwich, la pizza
- Drinks: el agua, el café, la leche, el jugo, el refresco
- Restaurant vocabulary: El menú, La cuenta, el camarero/a, la cuchara, el tenedor, el cuchillo, el plato, el vaso.
- How to order at a restaurant (Me gustaría, ¿todo bien? ¿algo más?)

Course Materials and Resources:

Instructional Resources:

- ¡Exploremos! Nivel 1 Blitt/Casas 1st Edition [K12, 2018] 9781305969438 / 130596943X

- **Digital Bundle: Exploremos Level 1, 1st MindTap™** Blitt 1st Edition [K12, 2018]
9781337462112 / 133746211X
- **iExploremos! Nivel 1 Student Activity Manual** Blitt/Casas 1st Edition [K12, 2018]
9781305969742 / 130596974X
- **iExploremos! Nivel 1 Teacher's Annotated Edition** Blitt/Casas 1st Edition [K12, 2018]
9781305969483 / 1305969480
- Canion, Mira. *Tumba*. TPRS Publishing Inc, 2012. ISBN: 9780983695851
- Canion, Mira. *Felipe Alou*. TPRS Publishing, 2012. ISBN: 9781935575658
- *El nuevo Houdini*. TPRS Publishing, Inc, 2010. ISBN: 9781935575146
- Los Saludos worksheet: <https://tinyurl.com/y9md4pmo>
- Hazlo Ya Sheet (<https://tinyurl.com/yc73snjr>)
- Speed Introductions: <https://tinyurl.com/y7x5p8km>
- Calendar Project: <https://tinyurl.com/yaycruep>
- Vocabulary Choice Board: <https://tinyurl.com/ybedeeba>
- Shuffle the Classroom: <https://tinyurl.com/ya262xap>
- Classroom Sketch: <https://tinyurl.com/y9g6k9yq>
- AR Stations: <https://tinyurl.com/y9hjmm77>
- Vocab worksheet: <https://tinyurl.com/y9bewjyh>
- Word Web handout: <https://tinyurl.com/y92uqu9t>
- "Teens in Mexico" by Brian Baumgart: <http://tinyurl.com/2vwrswm>
- Tumba Test: <https://tinyurl.com/y6u3a7ql>
- The Book of Life (disitric owned Movie)
- La llorona Grimm episode (district owned)
- Tumba Quizlet: <https://quizlet.com/class/765733/>
- Choice Board Project: <https://tinyurl.com/y9g4wvvr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>
- Family Choice Board: <https://tinyurl.com/y7bml3ep>
- Family Worksheet: <https://tinyurl.com/y9a4z6j5>
- Family Tree: <https://tinyurl.com/y9fe5tal>
- *El nuevo Houdini* Teacher's Guide (TPRS Publishing-district owned resource) <https://goo.gl/6vDosC>
- Facebook template link: <https://goo.gl/rNJR4M>
- Novel materials: [Folder](#)
- Costa Rica article: <https://tinyurl.com/ya7sntt9>
- Magazine Activity sheet: <https://tinyurl.com/yc9hh2sz>
- *Felipe Alou: Desde los valles hasta las montañas* (TPRS Publishing) <https://tinyurl.com/ydy669u6>
- *Pelotero* (Ballplayer) documentary (2011): <https://tinyurl.com/ya8z8vaz>
- *En el tiempo de las mariposas* (In the Time of the Butterflies) movie (2001).
- *Black in Latin America: Haiti and the Dominican Republic* video (Youtube)
<https://www.youtube.com/watch?v=6RIG4b3LV9o>
- Book Project Choice Board: <https://tinyurl.com/y79akn3v>
- Refrigerator Project: <https://tinyurl.com/y9kn2fzw>
- Food Choice Board: <https://tinyurl.com/yb8l5e4o>

Additional Resources:

- <https://www.senorwooly.com/>
- <https://spanish.yabla.com/>
- <http://www.bbc.co.uk/languages/spanish/mividaloca/>

