

SPANISH I CURRICULUM

Theme	**Communication	Culture	Comparisons	Connections	Communities
Friendship And Activities	<p>Identify and describe personality traits of self and others. Describe likes and dislikes of self and others.</p> <p>Read and listen to text and audio materials to obtain personal information.</p> <p>Exchange information about likes, dislikes, and personality traits.</p> <p>Introduce friends to adults and peers.</p>	<p>Differentiate between an <i>amigo</i> and <i>conocido</i>.</p> <p>Discuss teen activities and the concept of friendship in Spanish-speaking countries.</p> <p>Explain how friendships are formed and maintained in Spanish-speaking countries.</p> <p>Reinforce themed vocabulary and experience Spanish in the real world concepts through the use of video/audio materials. Write the date using the European system (el 22 de mayo)</p>	<p>Compare the concept of friendship in the United States and Spanish-speaking countries.</p>	<p>Create an email about yourself to your future host family.</p> <p>Write a poem about yourself.</p>	<p>Interview someone in the community or school for simple personal information.</p> <p>Gather information from websites about the Spanish-speaking world to obtain basic personal information about Hispanic teens.</p>
School	<p>Talk about class schedules, school supplies of self and others.</p> <p>Read a class schedule and discuss information acquired.</p> <p>Exchange information about class schedules, needed supplies and after school activities. Identify school supplies needed for particular classes.</p>	<p>Describe school experiences of students in Spanish-speaking countries</p> <p>Explain the following terms (preescolar, primaria, bachillerato, colegio, secundaria, preparatoria universidad) and equate them to school levels in the US.</p>	<p>Compare school experiences (including extra-curricular activities) with those of students in Spanish-speaking countries.</p> <p>Compare the grading system in Spanish-speaking countries and the US.</p>	<p>Discuss the cost of school supplies using Euros, Mexican Pesos and compare the relative price with those of the US.</p> <p>Discuss class schedule and class times using the 24-hour clock.</p>	<p>Use available websites to obtain information about class offerings, after school activities and select personal preferences.</p>

**National Standards – American Council on the Teaching of Foreign Languages; <http://www.actfl.org>

*Chapters correspond to ¡Avancemos! Houghton Mifflin Harcourt

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Spanish I Curriculum (Cont.)

Theme	Communication	Culture	Comparisons	Connections	Communities
Leisure Time	<p>Describe one's leisure time activities and identify when and where they take place.</p> <p>Extend, accept, or decline invitations.</p> <p>Obtain information about and identify key elements pertaining to pastimes through print, audio and visual media.</p>	<p>Identify and describe aspects of games and rituals (jai – alai, bullfighting, soccer) popular in the Spanish-speaking world</p> <p>Describe temperature using Celsius.</p>	<p>Compare pastimes of students in the US and students of the Spanish-speaking world.</p> <p>Compare the location and the activities of the park in the US to the plaza (<i>Zócalo</i>) in the Spanish-speaking world.</p>	<p>Conduct a survey of classmates' leisure time activities, graph and discuss the results.</p> <p>Use Celsius to describe temperature.</p>	<p>Review and reflect upon the sports section of a local Spanish newspaper. Identify the teams and tell who won.</p>
Food and Drink	<p>Talk about mealtimes, eating habits and food groups.</p> <p>Exchange information about individual food/drink preferences.</p> <p>Obtain information pertaining to meals, eating habits, and healthy lifestyle choices at home and in restaurants through print, audio, visual media.</p> <p>Present information about daily food/drink preferences and how they apply to the food pyramid.</p>	<p>Compare and contrast eating customs and the importance of fresh fruit in Spanish-speaking countries and the United States.</p>	<p>Compare food staples, dining habits and healthy lifestyle choices of the United States to those of Spanish-speaking countries.</p> <p>Compare places people shop for groceries in the US and Spanish-speaking countries.</p>	<p>Use the metric system (grams and liters) to convey weight and volume of food and liquids.</p> <p>Use available websites to chart daily nutrition using the food pyramid.</p>	<p>Visit a local store(s) to discover the availability of foods from Spanish-speaking countries and list a minimum of ten items.</p> <p>Bring in a recipe from a Spanish-speaking country.</p>

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Family	<p>Present photographs of family and describe selected members using physical traits.</p> <p>Obtain information pertaining to families through print, audio, visual media.</p> <p>Exchange personal information about families and celebrations with peers.</p> <p>Tell and ask height and weight of self and others.</p>	<p>Discuss traditions of a <i>quinceñera</i>.</p> <p>Explain the importance of the extended family in the Spanish-speaking world.</p> <p>Identify and explain the use of the <i>cédula</i>.</p>	<p>Compare the role of the family relationships with those of the United States and Spanish-speaking countries.</p> <p>Compare formation of surnames of Spanish-speaking countries with those of the United States.</p>	<p>Create a <i>quinceñera</i> birthday card.</p> <p>Design a family tree and write descriptions for each member. State the height, age, physical characteristics and personal interests of each member.</p> <p>Use the metric system to convey weight of self and classmates, discuss and graph the results.</p>	<p>Identify Hispanic surnames in a local phonebook and list five names.</p>
Clothing	<p>Talk about personal preferences, shopping and traditional clothing of Spanish-speaking countries</p> <p>Obtain information from a clothing/shoe ad and select personal preferences for purchase.</p> <p>Present information about clothing, shopping, currency and preferences.</p>	<p>Identify and explain places of shopping such as traditional markets, specialty shops, malls and items purchased in each place.</p> <p>Describe the growing influences of Latin American and Spanish clothing designers and/or models in the world.</p> <p>Explain etiquette of dress at social functions in the U.S. & Spanish-speaking countries.</p>	<p>Compare attitudes about shopping in specialty shops, open-air markets and malls in the US versus Spanish-speaking countries.</p> <p>Compare brand name items found in specialty shops, open-air markets and malls in the US and Spanish-speaking countries.</p>	<p>List at least five clothing/shoe items recently purchased and calculate the cost in Euros and in the Mexican Peso and compare the value.</p>	<p>Identify local stores that sell products made in Spanish-speaking countries and list the types of items found.</p>
Vacation	<p>Discuss travel and vacation activities.</p> <p>Exchange information about past and future vacations, how weather would determine travel plans and necessities for the trip.</p> <p>Read and listen to travel related documents and communications to obtain information about Hispanic locations and trips.</p>	<p>Identify vacation choices of Spanish speakers.</p> <p>Identify weather patterns and seasons in Latin America.</p> <p>Integrate the use of the metric system by using kilometers to describe distance and Celsius to tell temperature.</p>	<p>Compare US travel advertisements with those of Spanish-speaking countries.</p> <p>Compare vacation choices of Hispanics living in the southern part of South America and those of Central America, Mexico and the Caribbean.</p>	<p>Reinforce geography skills by locating cities, and popular vacation areas in Spanish-speaking countries on a map.</p> <p>Plan a vacation or create a travel brochure to a place of interest in a Spanish-speaking country chosen by the teacher.</p>	<p>Locate local tourist attractions in which services are available for Spanish speakers using local Spanish newspapers. Make a list of the findings.</p>

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SPANISH I STRUCTURES/CONCEPTS

Para Empezar*

Vocabulary and Structures, Greetings/Farewell, Introductions, Classroom Directions, Time/Numbers, Parts of the Body, Tú vs. Usted, Classroom Objects, Alphabet, Calendar/Dates/Days of the Week, Weather/Seasons/Months

Chapter 1A*

Vocabulary	Structures	Culture
Activities – to dance, to sing, to go to school, for example (bailar, cantar, ir a la escuela)	Gustar – likes/dislikes Negation – neither (ni...ni) Agreement - also, too (también)	Dance – merengue, salsa, tango Basic history and geography of Spain

Chapter 1B*

Vocabulary	Structures	Culture
Descriptive adjectives – artistic, daring, good (artístico/a, atrevido/a, bueno/a) Classroom Objects	Likes/dislikes – third person singular (le gusta/n) Gender of Adjectives/Nouns Indefinite Articles Adjective Placement Cognates	Frida Kahlo Simon Bolivar Huipil Amigo vs. concocido Basic history of Spanish influence in the Caribbean

Chapter 2A*

Vocabulary	Structures	Culture
Ordinal numbers School subjects/schedule School activities Classroom objects Descriptive adjectives	Likes/dislikes Preference (gustar + más) Subject pronouns AR verbs – present tense The letter “c” – pronunciation	Fernando Botero Derivatives – Latin connections Recreo 24-Hr Clock Soccer in Spanish speaking countries Mexico – history and geography

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Chapter 2B*

Vocabulary	Structures	Culture
Classroom Items Prepositions of Location Possessive adjectives	Possessive adjectives Estar – to be Definite articles Indefinite articles Pluralizing nouns	Sor Juana Inés de la Cruz Currency – boívar, quetzal, Euro, peso School gyms Central America – history and geography

Chapter 3A*

Vocabulary	Structures	Culture
Food/Meals Beverages Adverbs (never, every day, always)	Like/love something (gusta/n and encanta/n) ER Verbs – present tense IR Verbs – present tense	Bartolomé Murillo Hispanic foods/meals Spanish foods/meals Fruit Imports Churros y chocolate South America – history and geography

Chapter 3B*

Vocabulary	Structures	Culture
Food Beverages Health related terms Descriptive adjectives (bad, tasty, etc.)	Plural form of adjectives Indicating Agreement/Disagreement (Creer) Ser – to be Preference (preferir) Pronunciation of “l” and “ll”	Diego Rivera South America – history and geography La Tomatina Soccer

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Chapter 4A*

Vocabulary	Structures	Culture
Leisure activities (ver una película – to see a movie, etc.) Places (playa, cine, biblioteca, etc. – beach, theater, library, etc.)	“On” + Days of the Week Ir – To go Verbal Stress – Pronunciation Written accents Interrogative Pronouns (Where? When?, etc.) “Para” + an Infinitive	Francisco de Goya Morazán – Honduras Spanish Influence in the U.S. Old San Juan Andean music

Chapter 4B*

Vocabulary	Structures	Culture
Leisure activities (to go camping, to play baseball, etc.) Adjectives of feeling (tired, happy, etc.) Phrases – when an event takes places (in the evening, this weekend, etc.)	Jugar (u>ue) – to play (sports) Gustaría – would like Tener que + Infinitive – to have to do something Ir + a + Infinitive – to go do something Pronunciation of the letter “d”	La noche de los rábanos Borrowed words Spanish Influence in the U.S.

Chapter 5A*

Vocabulary	Structures	Culture
Family members Activities at Parties (globo, regalo, dulces, etc. – balloon, gift, candy, etc.)	Tener – to express age Likes/dislikes – third person singular (le gusta/n) Possessive adjectives Tener – to have (irregular verb) Diminutive forms of adjectives	Quinceañera Royal family of Spain Papel picado Carmen Lomas Garza

This document is intended to provide parents and other stakeholders with a general idea of topics covered in Spanish I. Expertise of teachers in one area versus another, scheduling, assemblies, inclement weather, and other unforeseen circumstances may cause more or less time to be devoted to particular concepts. Individual questions/concerns regarding instructional delivery should be directed to the appropriate Spanish instructor.

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