

SPANISH I

Key Question: Who am I? Who are you?

THEME	Communication 	Cultures 	Comparisons 	Essential Structures
LEARNER OUTCOMES (PERFORMANCE INDICATORS)				
1. Getting started in Spanish.	A1. Ask and answer short questions with predictable and repetitive responses like greetings, common social exchanges, etc. B1. Understand spoken language on the following familiar topics: alphabet, classroom commands, numbers, greetings. C3. Make simple requests using learned and repetitive expressions.	E3. Identify some contemporary figures of Hispanic descent to show the influence in their own culture. E4. Identify countries and regions where Spanish is spoken.	H1. Identify cognates or words similar to English, basic sentence structure, the use of accents, etc. H5. Compare the sounds and intonation patterns of Spanish to English.	<ul style="list-style-type: none"> - Alphabet - Numbers - Colors - Classroom commands - Questions
2. School	A1. Ask and answer questions about classes and school schedule. A3. Express feelings about school, classes and teachers. B2. Comprehend spoken language about school. B3. Read and comprehend a short selection about schools and school costumes in Spanish-speaking countries. C2. Recite and use numbers and time to tell about occurrences throughout the school day and week. C5. Write a letter or e-mail message about school in the U.S.	D2. Describe a typical school day in another country. E1. Compare the objects and symbols found in school culture, i.e. uniforms.	I2. Compare school systems between U.S. and other countries as well as cultural practices in schools.	<ul style="list-style-type: none"> - Ordinal numbers - Time - (No) hay - Tener - Articles - Interrogatives - Begin Pres. Ind. (ser, tener, estar, etc.) - Days of the week - Likes/dislikes - Possessive pronouns - Classroom vocabulary

SPANISH I

<p>3. Home life</p>	<p>A2. Ask and answer questions about family and family activities. A4. Express personal wants and needs related to home life. B2. Listen to conversations about what family members do around the house. C2. Develop an oral presentation about a real or imaginary family describing relationships, work, and household responsibilities.</p>	<p>D3. Understand the difference in housing between U.S. and Spanish-speaking countries and the types of housing found there. D3. Understand the differences in meals and mealtimes.</p>	<p>I3. Compare the concept of family with that found in Hispanic culture. I2. Compare the system of family names.</p>	<ul style="list-style-type: none"> - Family vocabulary - Descriptive adj. Ser, querer, poder, ir a, deber, tener que, necesitar, pensar, saber - Chores (limpiar, lavar, hacer, sacar, trabajar, etc.) - Rooms of house and basic furnishings - Basic foods, eating - Common reflexives for daily routines - Possessive adj.
<p>4. Our community</p>	<p>A2. Ask and answer questions about where things are located in a city. B4. Using internet resources, read about weather conditions in other parts of the world. C4. Write a simple story about a shopping excursion adding funny details. C5. Write a postcard telling about the important features in the community and about the weather experienced there.</p>	<p>D2. Experience the shopping preferences of smaller stores and/or markets. D1.D2. Know the impact of the paseo on daily life. E4. Explain the important features of a city in a Spanish-speaking country.</p>	<p>II. Compare cultural norms of dress and interaction in different countries.</p>	<ul style="list-style-type: none"> - City vocabulary (stores, buildings) - River, trees, etc - Weather expressions and seasons - Estar - Prepositions of place - Clothing, food Buscar, costar, encontrar, comprar, llevar - DOP and IOP

SPANISH I

<p>5. Having fun</p>	<p>A1. Carry on a short conversation about: immediate plans, plans for the weekend, what you did last weekend.</p> <p>A3. State preferences about likes and dislikes.</p> <p>B3. Read about teen activities in Spanish-speaking places and/or common festival days.</p> <p>C2. Write a short narrative telling about typical activities and hobbies or pastimes.</p>	<p>D2. Discuss popular leisure activities and/or celebrations in a Spanish-speaking country.</p> <p>E2. Learn about famous sports or entertainment personalities of Hispanic descent.</p>	<p>I2. Compare teen activities in other countries to those of teens in U.S.</p>	<ul style="list-style-type: none"> - Sports - Leisure activities - Ir a - Preterite tense of regular -ar/-er/-ir verbs + other high frequency verbs - Dates and common holidays
<p>Connections</p> 	<p>F1. Understand and use metric system.</p> <p>F1. Convert temperature to Celsius scale.</p> <p>F1. Discuss difference in seasons between northern and southern hemispheres.</p> <p>F2. Use maps to locate other countries.</p> <p>F3. Use exchange rates to calculate expenses in another currency.</p> <p>G1. View the influence and contributions to US culture by Spanish-speaking people in the popular media.</p> <p>G2. Access Internet resources covering a wide range of topics.</p>			
<p>Communities</p> 	<p>J3. Use native speakers to learn about schools in other countries.</p> <p>Use the internet to:</p> <p>K1. Watch a video or television program in target language.</p> <p>K1. Find evidence of current events or holidays.</p> <p>K4. Listen to music and sing songs in Spanish.</p>			