

Milford Public Schools Curriculum



Department: World Language

Course Name: Spanish 1

Course Description

SPANISH 1

Grade 9,10,11,12 (1.0 Credits)

Level: 2-752140

This introductory Spanish course is designed for students with little or no previous knowledge of the language. This course engages students in learning basic language structures, patterns, and vocabulary. The focus is on all four language skills including: listening, speaking, reading, and writing. Culture is an integral part of the course and is introduced in context through media, interactive activities, and class discussion. Students will be assessed by a variety of means including: tests, quizzes, speaking and listening prompts, homework assignments, projects and presentations, and other teacher activities. Active participation in the target language is required and reinforces the students' abilities to communicate in Spanish.

UNIT 1

Unit Title: The Spanish-Speaking World

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a World Language in today's global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others.
Students will understand that becoming proficient in another language, in its earliest stages, open up doors to a multitude of life-enriching opportunities. (CEU)
Students will understand that it is important to engage in culturally appropriate interactions in order to make positive first impressions. (UEU)

Essential Question(s):

Why do I study a World Language? (DEQ)
How does learning a World Language improve my knowledge of people and places in the world? (CEQ)
How does cultural understanding affect person-to-person relations? (UEQ)

Content and Skills:

Students will know...

- Spanish-Speaking countries and capitals
- Greetings and Salutations
- Alphabet
- Pronunciation
- Days of the week
- Months
- Numbers 0 - 50
- Dates

- Seasons
- Basic weather expressions

Students will be able to...

- Provide information about the Spanish-Speaking world
- Exchange information using appropriate greetings and salutations in Spanish
- Express information about the date and seasons
- Recognize numbers 0 – 50

Standards Addressed:

COMMUNICATION (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

COMPARISONS (4.1): Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

UNIT 2

Unit Title: The Spanish Classroom

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world language in today’s global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
 Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others. (CEU)
 Students will understand that effective communication requires an understanding of a Hispanic student’s daily life as it relates to education. (UEU)

Essential Question(s):

How is my culture different than other cultures? (DEQ)
 How will learning about customs and traditions help me communicate in Spanish? (CEQ)
 How do I describe my school day in Spanish? (UEQ)

Content and Skills:

Students will know...

- Academic subjects
- Classroom Objects
- Time
- Cognates
- Definite articles (el, la, los, las)
- Indefinite articles (un, una, unos, unas)
- Interrogatives

Students will be able to...

- Express their classroom subjects in Spanish
- Identify school related objects
- Tell time
- Recognize cognates in Spanish
- Understand the relationship between the gender and number of nouns and articles
- Ask and answer questions about school

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Communication (1.2): Students understand and interpret written and spoken language on a variety of topics.

Communication (1.3): Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

UNIT 3

Unit Title: My Friends and I

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world language in today’s global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
 In Spanish, an adjective must agree in gender and number with the noun it describes. (UEU)
 Grammatical elements of communication in Spanish can be compared and contrasted to English. (CEU)

Essential Question(s):

How do I apply my understanding of cultural differences to a new culture? (DEQ)
 How will learning about customs and traditions help me communicate in Spanish? (CEQ)
 How can my knowledge of the Spanish language and customs help me to socialize with Spanish-speaking people? (UEQ)

Content and Skills:

Students will know:

- Subject pronouns
- Tú vs. Usted
- The verb *ser* with descriptive adjectives
- Gustar with infinitives
- Interrogatives

Students will be able to:

- Provide descriptive information about themselves and others
- Demonstrate that adjectives and nouns must agree in gender and number in Spanish
- Use the verb *ser* in various contexts

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Communication (1.3): Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

UNIT 4

Unit Title: Let's Eat!

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world language in today's global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
Habits and traditions in the Spanish-speaking world differ from those of the United States. (CEU)
Students will understand that communication and cultural awareness of food and eating habits prepare them for a multitude of life-enriching opportunities. (UEU)

Essential Question(s):

Why is it important to know and understand the customs of another culture? (DEQ)
How will learning about customs and traditions help me communicate in Spanish? (CEQ)
How does knowing Spanish help me when eating and/or drinking in Spanish-speaking countries? (UEQ)

Content and Skills:

Students will know...

- Vocabulary related to the identification & description of food & beverages
- Endings for Regular –AR Verbs
- Endings for Regular –ER/IR Verbs

Students will be able to...

- Identify & describe food & beverages
- Recognize and conjugate regular -AR, -ER, & -IR Verbs
- Exchange information using regular -AR, -ER, & -IR Verbs

Standards Addressed:

- **COMMUNICATION (1.1):** Students engage in conversations, provide and obtain information,

express feelings and emotions, and exchange opinions.

- **COMMUNICATION (1.2):** Students understand and interpret written and spoken language on a variety of topics.
- **CULTURES (2.1):** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **COMPARISONS (4.1):** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

UNIT 5

Unit Title: Meet My Family!

LEARNING GOALS

Enduring Understanding(s):

Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others. (DEU)

Communication requires knowledge of culture, customs of people and language structure (CEU)

Effective communication requires understanding of the Spanish family as it relates to Spanish customs (UEU)

Essential Question(s):

How do I apply my understanding of cultural differences to a new culture? (DEQ)

How will learning about customs and traditions help me communicate in Spanish? (CEQ)

How can my knowledge of the Spanish language and customs help me to socialize with Spanish-speaking people and increase my circle of friends? (UEQ)

Content and Skills:

Students will know:

- Vocabulary relating to family
- The verb *tener* in various contexts
- The verb *estar*
- Vocabulary relating to feelings and emotions
- Possessive adjectives

Students will be able to:

- Communicate information about a family
- Use the verb *tener* in various contexts
- Use the verb *estar* to express their feelings and emotions
- Demonstrate an understanding of possessive adjectives

Standards Addressed:

Communication (1.2): Students understand and interpret written and spoken language on a variety of topics

Communication (1.3): Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

UNIT 6

Unit Title: The House

LEARNING GOALS

Enduring Understanding(s):

Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others. (DEU)

Communication requires knowledge of culture, customs of people and language structure. (CEU)
Effective communication requires understanding of the Spanish-speaking home as it relates to Spanish-speaking cultures. (UEU)

Essential Question(s):

What do we learn about culture through the Spanish home? (DEQ)

How will learning about customs and traditions help me communicate in Spanish? (CEQ)

How can my knowledge of the Spanish household and customs help me to understand Spanish-speaking culture in the home? (UEQ)

Content and Skills:

Students will know...

- Vocabulary related to the house and the location of its objects
- The verb “haber” (hay)
- The verb “estar”

Plural forms of nouns, adjectives and articles

Students will be able to...

- Describe the home
- Identify rooms in a house
- Express the location of items in a house

Recognize similarities and differences between American houses and houses in the Spanish-speaking world

Standards Addressed:

- **COMMUNICATION (1.3):** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **CULTURES (2.1):** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

COMPARISONS (4.2): Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

UNIT 7

Unit Title: Let's Go Shopping!

LEARNING GOALS

Enduring Understanding(s):

Students will understand that exposure to today's global community leads to the recognition and identification of authentic cultural materials. (DEU)
 Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language independently.(CEU)
 Students will understand the geography and culture of Spanish speaking countries and be able to compare it to their own. (UEU)

Essential Question(s):

How do I compare beliefs and superstitions in Guatemala with those of my own?(DEQ)
 How does learning a world language improve my understanding of my own language?(CEQ)
 How does learning a world language improve my knowledge of people?(UEQ)

Content and Skills:

- Vocabulary related to shopping and clothing
- Uses of the verb to go (IR)
- Regular present tense verbs

Students will be able to...

- Express where someone is going
- Describe what people wear

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Cultures (2.2): Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Comparisons (4.2): Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.