

Course Syllabus  
Spanish I

**Course Description:** Spanish I is an introduction to Spanish as a World Language. The focus is building a foundation of the four basic language skills: speaking, listening comprehension, reading comprehension, and writing in Spanish. Students will be introduced to Hispanic culture through a variety of authentic resources including images, infographics, music, articles, advertisements, and many others.

**Course Competencies**

**Verbal Communication:** Students will be able to communicate verbally about everyday topics and familiar situations.

**Written Communication:** Students will be able to express themselves through writing messages and ideas related to familiar topics and situations.

**Interpretive Communication:** Students will be able to comprehend meaning, message, and purpose of written and spoken Spanish relating to everyday topics and familiar situations.

**Cultures and Connections:** Students will be able to recognize and develop an awareness of cultural differences.

**Grading Practices:**

Competency	Percentage
Verbal Communication	30%
Written Communication	30%
Interpretive Communication	30%
Cultures and Connections	10%

**Class Information**

<b>I will be able to:</b>	<ul style="list-style-type: none"><li>● Greet, introduce yourself and get to know others</li><li>● Describe yourself and others</li><li>● Talk about your likes, dislikes, and preferences</li><li>● Discuss topics in your daily life (school, family, activities)</li></ul>
<b>I will need to :</b>	<ul style="list-style-type: none"><li>● Participate actively in Spanish every class</li><li>● Use class time effectively to complete tasks and assessments</li><li>● Prepare for all assessments</li><li>● Be open to trying new things, learning new things, and going outside your comfort zone</li></ul>

**Timeline/Scope and Sequence:**

<i>Unit</i>	<i>Learning Targets</i>	
<i>Lección Preliminar- Introduction to Spanish, greetings, salutations, basic vocabulary</i>	I can greet others and respond to greetings in writing and verbally.	Q U A R T E R 1
	I can provide and obtain information about age, well-being, and basic identification in writing and verbally.	
	I can introduce myself, others and respond the introductions	
	I can use appropriate gestures and expressions associated with greetings, salutations and classroom interactions	
	I can demonstrate an awareness of formal and informal forms of greetings and salutations	
	I can understand written and oral statements in Spanish regarding greetings, salutations, identification, and basic vocabulary. (i.e. colors, numbers, etc.)	
<i>Mis amigos y yo- My friends and I</i>	I can share my likes and dislikes in writing and verbally.	
	I can recognize the existence of grammatical gender.	
	I can show awareness of cognates.	
	I can observe, and identify patterns of behavior associated with peer interactions and greetings typical of Spanish speaking cultures.	
	I can prepare and present short personal descriptions.	
	I can demonstrate and understanding of written and oral descriptions of people.	
<i>En la escuela- In the school</i>	I can exchange descriptions of my classes and teachers using adjectives and nouns.	Q U A R T E R 2
	I can provide and obtain information about classes and teachers also.	
	I can demonstrate an understanding of vocabulary terms and expressions associated with places in my school building.	
	I can follow oral instructions related to daily classroom and school procedures.	
	I can express my emotions and the emotions of other people verbally and in writing.	
	I can describe my daily life in the present tense both verbally and in writing.	
<i>Los horarios- Schedules</i>	I can demonstrate and understanding of written and oral descriptions in order to identify places in my school, and daily life.	
	I can express time of day and dates verbally and in writing using numbers and expressions of time.	
	I can identify all the days of the week and the months of the year in order to accurately express dates.	
	I can identify and describe the weather verbally, and in writing.	
	I can prepare and present short descriptions of weather, dates, and times in Spanish.	
	I can describe my daily, weekly, or monthly schedule of classes or activities in the present tense.	
<i>Los Pasatiempos- Pastimes</i>	I can demonstrate and understanding of written and oral descriptions of schedules in order to identify the schedules for others.	Q U A R T E R 3
	I can provide and obtain information in Spanish about everyday topics such as pastime activities.	
	I can demonstrate and understanding of oral and written statements in Spanish relating to pastime activities.	
	I can describe my pastime activities in the present tense.	
	I can demonstrate an understanding of age appropriate cultural activities and social customs within my peer group.	
	I can identify, recognize, experience and interact with tangible products of the Spanish-speaking world.	
<i>La Familia- Family</i>	I can recognize patterns and perspectives in regards to pastimes of Spanish speaking cultures.	
	I can exchange descriptions of people in my family.	
	I can provide and obtain information about family members and practices.	
	I can demonstrate an awareness of similarities and differences between family structures and practices between my culture and Spanish speaking cultures.	
	I can prepare and present on topics relating to family in written and oral form.	
<i>La comida- Food</i>	I can recognize patterns and perspectives in regards to familial relationships.	Q U A R
	I can express requests, needs and preferences.	
	I can read, listen to, and discuss authentic foods, and images of foods.	
	I can exchange descriptions of food.	
	I can identify, recognize, experience, and interact with tangible products of the Spanish-speaking world.	R

	I can compare and contrast products from Spanish speaking cultures with products of their culture.	T
	I can compare and contrast cultural practices associated with foods and mealtimes and celebrations.	E R 4

**This timeline will change as we progress through this year.**