

# a-g Spanish 1

## Basic Course Information

Title: a-g Spanish 1

Transcript abbreviations: a-g Spanish 1A / 7R9918 , a-g Spanish 1B / 7R9919

Length of course: Full Year

Subject area: Language Other than English ("e") / LOTE Level 1 Spanish

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 9th

Course learning environment: Classroom Based

## Course Description

### Course overview:

a-g Spanish I is an introductory course of the Spanish language. It consists of basic vocabulary and basic grammar in order to express ideas in the Spanish language. The emphases are the abilities to write in Spanish, speak in Spanish, read in Spanish, and understand spoken Spanish. Making the Spanish language relevant to the students is the priority. Lastly, students will complete 1 cultural project each quarter.

### Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

### Lección Preliminar

In this unit, the students learn how to pronounce words in the Spanish language. The students learn the numbers 0 through 10, the days of the week, and common questions and greetings. There are numerous activities to have them use numbers in simple addition and subtraction problems. There are numerous activities to have them find out each other's names. There are numerous activities to have students understand and respond to questions that are relevant to them, such as finding out how they are feeling.

### Unit Assignment(s):

The students will learn how to say I like and I don't like in Spanish. Then, they will express themselves in Spanish which days of the week they like and which days of the week they dislike.

They will say this information to the teacher. This activity will help them learn the days of the week better.

### **Unit I – Estados Unidos, Un rato con los amigos**

In this unit, the students learn about different activities that relatable to students, such as sports, food, and physical and personality traits. They learn the different verb forms of ser. They learn all of the verb forms of gustar. They learn the different definite articles. They learn the different indefinite articles. They learn how to express adjectives with nouns.

#### **Unit Assignment(s):**

The students will say 2 me gusta sentences and 2 no me gusta sentences as they relate to the vocabulary. The students will also describe their best friends. They will thus learn how to express likes, dislikes, and how to describe people.

### **Unit II – México, ¡Vamos a la escuela!**

The students learn the numbers 11 through 100. They also learn how to tell time. They also learn names of classes and what is done in classes. They also learn how to describe where things and places are. They learn the Present tense verb forms of tener and regular –ar verbs They learn the Present tense verb forms of estar and how it is different from ser. They lastly learn the Present tense verb forms of ir.

#### **Unit Assignment(s):**

The students will select 10 Spanish words to write their ideas about them. They will also say Spanish sentences related to what times of the day they like. They lastly will say Spanish sentences related to what times of the day they don't like. They will thus be able to express different times of the day.

#### **Cultural Projects:**

The student must complete one cultural projects each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

2. Research and prepare a Power Point presentation in English on one of the following:

1. Select a Spanish-speaking country, showing pictures and a summary of (1) their flag, (2) traditional dress, (3) typical food, (4) typical methods of transportation, and (5) money -- and the exchange rate with the dollar.

1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

Note: For every option in #2 student must include a slide with bibliography for references, using MLA guidelines for format. For option #3, student must include footnotes or endnotes and a bibliography for references, using MLA guidelines for format. Please discuss with EE or ES if unsure how to do this. Keep in mind that information in Power Points should be summaries, not sentences or paragraphs.

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4. Interview a Spanish-speaking person who is not a native of the U.S. Ask about the differences in (1) how they grew up, (2) attitudes, (3) culture, (4) dress, (5) music, (6) art, (7) foods, (8) finances, (9) transportation, (10) religion, etc., then write a one-page paper in English on your findings, bringing out a minimum of five differences on your findings.

5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

### **Unit III – Puerto Rico, Comer en familia**

The students learn some basic Spanish words related to food and the meals of the day. They learn the numbers 200 through 1,000,000. They learn the months of the year. They learn to identify different family members. They learn the Present tense verb forms of regular –er and –ir verbs. They learn short possessive adjectives. They lastly learn comparative words.

### **Unit Assignment(s):**

The students say some Spanish sentences related to which months of the year they like. The students also say some Spanish sentences related to which months of the year they dislike. They thus will be able to feel more comfortable to express their ideas about different months of the year.

### **Cultural Projects:**

The student must complete one cultural projects each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical

preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

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1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

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4. Interview a Spanish-speaking person who is not a native of the U.S. Ask about the differences in (1) how they grew up, (2) attitudes, (3) culture, (4) dress, (5) music, (6) art, (7) foods, (8) finances, (9) transportation, (10) religion, etc., then write a one-page paper in English on your findings, bringing out a minimum of five differences on your findings.

5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

#### **Unit IV – España, En el centro**

The students learn basic Spanish words related to shopping and articles of clothing. They learn how to identify different places in towns and in cities in Spanish. They learn some irregular verbs in the Present tense, such as *querer* and *preferir*. They learn the direct object pronouns and how to use them in Spanish sentences. They learn some irregular verbs in the Present tense, such as *poder* and *servir*.

### **Unit Assignment(s):**

The students will write 3 Spanish sentences beginning with *yo quiero*. They will also write 3 Spanish sentences beginning with *yo prefiero*. They will thus have a better command how to use irregular verb forms in the Present tense.

## **Comprehensive Semester Final Exam**

### **Unit V – Ecuador, ¡Bienvenido a nuestra casa!**

The students learn the different parts of the home. They learn how to express the different chores and responsibilities related to the house. They learn the ordinal numbers. They learn the Present tense verb forms of irregular verbs, such as *decir*, *venir*, and *traer*. They lastly learn how to express positive familiar singular commands.

### **Unit Assignment(s):**

The students will say some Spanish sentences with some of the irregular verbs learned. They also will say some positive familiar singular commands. They will feel more comfortable about expressing their ideas with irregular verb forms in the Present tense and how to express positive familiar singular commands.

### **Cultural Projects:**

The student must complete one cultural projects each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican *taquería* and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

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6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

## **Unit VI – República Dominicana, Mantener un cuerpo sano**

The students will learn sports related words in Spanish. They will learn how to identify the different parts of the body in Spanish. They will learn the Present tense verb forms of jugar and how to use a with games and sports. They will learn the Present tense verb forms of saber. They will learn the Present tense verb forms of conocer. They will learn how to use the Personal a. They will learn the regular Preterit tense verb forms for –ar verbs. They lastly will learn some irregular Preterit tense verb forms, such as for buscar and almorzar.

### **Unit Assignment(s):**

The students will write 10 Spanish sentences with yo sé. They will also write 10 Spanish sentences with yo conozco a. They will thus be able to distinguish when to use the different verb forms of saber and conocer.

## **Unit VII – Argentina, ¡Una semana fenomenal!**

The students will learn words related to technology in Spanish. They will learn the regular different verb forms in the Preterit tense for –er and for –ir verbs. They will learn the affirmative and the negative words and how they are used in Spanish sentences. They will learn the irregular different verb forms in the Preterit tense of ser, ir, and hacer. They will lastly learn the pronouns after

prepositions.

### **Unit Assignment(s):**

The students will write 5 Spanish sentences in the Preterit tense using regular –er and –ir verbs, expressing what they did during the last week. They will write a 35 to 50 Spanish word paragraph about going to an amusement park. They thus will be able to feel comfortable expressing their ideas in the Preterit tense. They will also be able to feel comfortable expressing the fun they have in amusement parks.

### **Cultural Projects:**

The student must complete one cultural projects each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

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### Unit VIII – Costa Rica, Una rutina diferente:

The students will learn words related to daily routines. They will learn words related to vacation activities. They will learn about reflexive verbs. They will learn the regular and the irregular Present Progressive tense verb forms. They will learn the indirect object pronouns and how they are used in Spanish sentences. They lastly will learn the demonstrative adjectives.

### Unit Assignment(s):

The students will also write 10 Spanish sentences related to the new vocabulary. They will say 5 Spanish sentences using reflexive verbs related to what their daily routines are like. They will thus be able to relate to the new Spanish words. They will also feel more comfortable using reflexive verbs in sentences.

### Comprehensive Final Exam

#### Course Materials

#### Textbooks

Title	Author	Publisher	Edition	Website	Primary
¡Avancemos! Level 1 (Or Any California level 1 state adopted curriculum, <a href="#">Foreign Language K-8 Adopted Programs - Instructional Materials (CA Dept of Education)</a> )	McDougal Littell	McDougal Littell	10: Student Edition 978-0-554-02531		Yes

#### Other

Title	Author	Date	Course Material Type	Website
¡Avancemos! Level 1 Cuaderno (or any California state adopted level 1 workbook)	McDougal Littell		workbook	



Rosetta Stone (used as determined by the credentialed Teacher authorized to teach the course)			supplemental	
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