COURSE TITLE: Spanish 1

GRADE LEVEL: Grades 9-12

COURSE LENGTH: One Year

PREREQUISITE: None

CREDIT: 10 units

UC/CSU CREDIT: Receives UC/CSU credit for World Language, “e”

GRADUATION REQUIREMENT: Fulfills 10 units of World Language/Visual Performing Arts graduation requirement

STANDARDS AND BENCHMARKS: World Language Content Standards for California Public Schools (WLCS)

COURSE DESCRIPTION: This first-year Spanish language course enables students to develop novice proficiency in the four overarching goals of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and to study the culture of countries using the language.
SUBJECT AREA – WORLD LANGUAGE

COURSE GOALS: Develop basic language skills and cultural knowledge necessary to be successful at subsequent levels of study in order to communicate in a global society.

TEXTBOOK MATERIALS:
- Realidades Textbook level 1
- Practice Workbook 1
- Writing, Audio, Video Workbook 1
- TPR stories

TEACHER RESOURCES:
- Audio/video resources
- Online authentic materials such as podcasts, video clips, blogs, documentaries, magazines, newspapers, songs, YouTube, websites, movies
- Videos
- Lab materials
- Readers
- Realia
- Teacher prepared tests, worksheets, projects
- Computer generated tests, quizzes
Spanish 1

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<thead>
<tr>
<th>WLCS Standards</th>
<th>Assessment</th>
<th>Timeline</th>
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I. Content
As students become exposed to the target language, they acquire vocabulary that expands their access to information from around the globe. Students use the target language to participate in simulated everyday interactions with members of diverse communities. The content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. Students address a wide variety of level-appropriate themes and content.

Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

| 1.0 | D, QA, L |
Students address elements of daily life including:
- greetings and introductions
- alphabet
- family and friends
- pets
- home and neighborhood
- celebrations, holidays, and rites of passage
- calendar, seasons, weather, dates
- leisure, hobbies, and activities, songs, toys and games, sports
- maps, destinations, geography, and locations
- school, classroom, schedules, subjects, numbers, telling time, cardinal and ordinal numbers
- important dates in the target culture
- food, meals, ordering in a restaurant
- basic technology vocabulary
- colors
- parts of the body
- clothing

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<tbody>
<tr>
<td>1.1 (a-o)</td>
<td>CP, CR, D, RC, L, WS, QA, OP, PR, SR</td>
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II. Communication
Students begin to receive and convey messages in the target language. Students actively use basic language to transmit meaning while responding to real situations. They process language in culturally appropriate ways while interacting with a wide variety of audiences. Students engage in communication that is level appropriate.

Students engage in interpersonal communication
1. Use single words and simple phrases to express needs, preference, and feelings.
2. Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
3. Use a variety of verbal and non-verbal communication strategies to ask questions, and express ideas.
4. Introduce authentic basic reading materials with comprehension questions.
Acalanes Union High School District  
Course Content and Performance Objectives  
**Spanish 1**

<table>
<thead>
<tr>
<th>Understand words and concepts presented in the language.</th>
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<td>1. Understand the meaning of simple greetings, words, and phrases, when accompanied by visual cues and/or prompts.</td>
<td>1.1, 1.2</td>
<td>LC, RC, QA, D, SR</td>
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<td>2. Understand the meanings of spoken/written words that are similar to those in the students’ language.</td>
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<td>3. Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory cues.</td>
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<td>4. Recognize vocabulary and syntax of single words and simple phrases in the target language.</td>
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<th>Present information to an audience, with appropriate pronunciation and intonation</th>
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<tr>
<td>1. Use single words and simple phrases in presentations to describe people, places, and things</td>
<td>1.3, 1.6</td>
<td>D, OP, WS, L, CR</td>
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<td>2. Use the language to recite simple poetry and/or songs from the target culture.</td>
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<td>3. Use the language to dramatize real-life scenarios</td>
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WS-Writing Sample QA-Question/Answer PR-Physical Response  
D-Dialogue OP-Oral Performance RC-Reading Comprehension  
CP-Cultural Project SR-Selected Response L-Listening Comprehension  
CR-Constructed Response
### III. Culture

Students understand the connection between language and culture. Students are exposed to the ideas, attitudes, and values of global cultures as they develop a greater insight into their own language and culture. Students acquire an appreciation of global communities in authentic ways.

Compare the students' culture to the target culture.

1. Compare behaviors, such as gestures, greetings, and expressions of courtesy in the target culture and the students’ culture.
2. Students use appropriate responses to rehearsed situations.
3. Recognize cultural norms.
4. Practice similarities and differences.
5. Identify and recognize examples of borrowed words.

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<td>1.0-1.3</td>
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IV. Structure
Students acquire vocabulary in the target language. They understand and learn the structures the language uses to convey meaning. Grammatical structures are integrated with language communication. Students recognize similarities and differences between target language and their own.

1. Express likes and dislikes, and relate personal experiences in the present indicative (including regular, irregular, and stem-changing verbs) present progressive, and future (using ir + infinitive).
2. Introduce ser, estar, and hay
3. Introduce subject pronouns, rules of stress, interrogatives, plurals, capitalization, and punctuation.
4. Introduce adjectives, adjective agreement, placement, possessive adjectives, possession, contractions, demonstrative adjectives, definite, indefinite articles, and prepositions.
5. Learn idiomatic expressions with tener and hacer.
6. Create short paragraphs using acquired vocabulary and grammatical structures.
7. Introduce verbs followed by infinitives.
8. Present personal “a”.

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### V. Settings
As students progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture. Students recognize that classroom language study has real-world application.

1. Students use language in highly predictable common daily settings
2. Recognize age-appropriate cultural or language-use opportunities outside the classroom.
TEACHING STRATEGIES AND PROCEDURES

Group work, partner work, modeling, cultural projects, visual presentations, audio-visual activities, dialogs, skits, role-playing, cloze exercises, writing and editing, question and answer, jigsaw activities, language lab activities, games, songs, kinesthetic activities, total physical response (TPR).

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.