HS Spanish I

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course length: Two semesters

Materials: Vox Everyday Spanish and English Dictionary

Prerequisites: None

Overall Course Objectives

The High School Spanish I course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

- Vocabulary Theme
Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.

- **Grammar Concept**
  Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.

- **Reinforcement Activities**
  Each week, a range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.

- **Diglot Weave™ Story**
  Each week students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more Spanish woven in. (Diglot comes from the roots "di" meaning two and "glot" meaning language. These stories weave together the students' native language and the target language.) These stories provide a narrative structure to the course as well as a fun and linguistically-rich context for optimal comprehension.

- **“Stretch” Activities**
  Each week students work through an inventive and challenging activity to comprehend involved passages in Spanish, or to generate their own sentences in Spanish. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in Spanish, simple narratives that students string together from basic building blocks, and many more. These activities help students work creatively in Spanish to communicate and make meaning.

- **Presentation of Culture through CultureGrams™ and Culture Videos**
  Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.

- **“Gameshow” Review**
  Each week students review material from the week’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the week’s material. The burden of review for the weekly assessment is thus transformed to a fun and engaging game.

- **“Out of Seat” Activities**
  Several times during the year, students are given opportunities to use the language offline, or “out of seat”. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Simulated Conversation Practice**
Several times during the year, students participate in a simulated conversation. Students listen to a series of everyday conversational prompts and are guided to respond to each prompt and/or to ask further questions to continue the conversation.

- **Oral and Written Activities**
  Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

- **Focused Listening and Reading Comprehension Activities**
  Each week contains focused listening or focused reading comprehension activities. These activities help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of these rich texts based on everyday communicative situations.

- **Assessments**
  - Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they work along.
  - Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
  - Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
  - End-of-week quizzes assess students’ mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
  - Midterm and Semester Exams assess students’ mastery of the semester’s contents up to their current place on the calendar, and include oral and written assessments.
### Course Scope and Sequence

#### Semester 1

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<tr>
<th>Week</th>
<th>Vocabulary Topic</th>
<th>Grammar Pattern</th>
<th>“Stretch” Activity*</th>
<th>Culture</th>
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<td>Week 1</td>
<td>Greetings, Alphabet</td>
<td>Parts of Speech, Subject Pronouns, Tú vs. Ud.</td>
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<td>School</td>
<td>Nouns (singular and plural, gender, agreement), Definite Articles, Indefinite Articles</td>
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<td>Week 3</td>
<td>Descriptions, Colors</td>
<td>Adjectives (usage and placement)</td>
<td>The Broken Window, Diglot Weave™ story</td>
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<td>Countries and Nationalities, Numbers 0-30</td>
<td>Ser and Estar</td>
<td>El Alfabeto Romano</td>
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<tr>
<td>Week 5</td>
<td>Common -ar verbs, Adverbs of Frequency, Negative Sentences</td>
<td>Verbs (-ar), Negative Sentences</td>
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<td>Spain</td>
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<tr>
<td>Week 6</td>
<td>Common -er verbs, Telling Time</td>
<td>Verbs (-er)</td>
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<td>Week 7</td>
<td>Common -ir verbs, Coordinating Conjunctions, Prepositions</td>
<td>Verbs (-ir)</td>
<td>The Key of the King’s Kingdom</td>
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<td>Week 8</td>
<td>Days, Months, and Seasons, Numbers 30-100</td>
<td>Question Formation, Giving Dates</td>
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<td>Week 9</td>
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<td>Week 10</td>
<td>Hobbies</td>
<td>Gustar</td>
<td>Thinking en Español</td>
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<td>Possessive Adjectives, Possession Using &quot;de&quot;</td>
<td>Toward Fluency 1 &amp; 2</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Grammar/Structure</td>
<td>Text</td>
<td>Location</td>
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<tr>
<td>12</td>
<td>Food (part 2)</td>
<td>Demonstrative Adjectives</td>
<td>Demonstration Lecture 1</td>
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<td>13</td>
<td>Family</td>
<td>Two-Verb Combinations</td>
<td>Stringing Together Your Own Narratives</td>
<td>Guatemala</td>
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<td>Ir + a + infinitive Acabar de Contractions</td>
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<td>Stem-Changing Verbs</td>
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<td>Shopping</td>
<td>Irregular Present Tense in the &quot;yo&quot; Form</td>
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<td>17</td>
<td>Weather Expressions</td>
<td>&quot;Hay&quot; and &quot;Tener&quot; Expressions</td>
<td>Stringing Together Your Own Narratives</td>
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<thead>
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<th>Week</th>
<th>Vocabulary Topic</th>
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<th>“Stretch” Activity*</th>
<th>Culture</th>
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<td>Ordinal Numbers</td>
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<td>Similar verbs</td>
<td>Speed Learning</td>
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<td>A Lesson in Spanish</td>
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<td>Body</td>
<td>Adverbs</td>
<td>N/A</td>
<td>Nicaragua</td>
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<td>Reflexive Verb List</td>
<td>Reflexive Verbs</td>
<td>N/A</td>
<td>Chile</td>
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<td>6</td>
<td>Cognates Numbers 1-1000</td>
<td>Affirmative and Negative words</td>
<td>More on the Alphabet</td>
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<td>7</td>
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<td>Personal &quot;a&quot;</td>
<td>A Geography Lesson</td>
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<td>8</td>
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<td>Object Pronouns</td>
<td>Focus on the Language</td>
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<tr>
<td>10</td>
<td>Directions</td>
<td>Commands - affirmative</td>
<td>Communication with Limited Means</td>
<td>Paraguay</td>
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<tr>
<td>11</td>
<td>Transportation</td>
<td>Commands - negative tú</td>
<td>Chatter at a Royal Ball</td>
<td>Paraguay</td>
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<tr>
<td>12</td>
<td>Medical Words</td>
<td>Commands - pronoun placement</td>
<td>Mi Primera Visita a México</td>
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<tr>
<td>13</td>
<td>Sports</td>
<td>Present Progressive</td>
<td>N/A</td>
<td>Paraguay</td>
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<tr>
<td>14</td>
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<td>Points, Lines, and Figures</td>
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<tr>
<td>15</td>
<td>Travel</td>
<td>Preterite – ar verbs</td>
<td>The Keys of Rome</td>
<td>Venezuela</td>
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<td>16</td>
<td>Computers (part 1)</td>
<td>Preterite – er verbs</td>
<td>Una Lección de Geografía</td>
<td>Venezuela</td>
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<tr>
<td>17</td>
<td>Computers (part 2)</td>
<td>Preterite – ir verbs</td>
<td>Una Lección de Español</td>
<td>Venezuela</td>
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<tr>
<td>18</td>
<td><strong>Final Review and Test - no topics</strong></td>
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</tbody>
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*For a general description of “Stretch” Activities, see heading under Recurring Content*