

## 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

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Week 1	Greetings Alphabet	Parts of Speech Subject Pronouns Tú vs. Ud.	<i>Ditties</i>	Mexico
Week 2	School	Nouns (singular and plural, gender, agreement) Definite Articles Indefinite Articles	<i>Points, Lines, and Figures</i>	Mexico
Week 3	Descriptions Colors	Adjectives (usage and placement)	<i>The Broken Window Diglot Weave™ story</i>	Mexico
Week 4	Countries and Nationalities Numbers 0-30	Ser and Estar	<i>El Alfabeto Romano</i>	Mexico
Week 5	Common -ar verbs Adverbs of Frequency	Verbs (-ar) Negative Sentences	N/A	Spain
Week 6	Common -er verbs Telling Time	Verbs (-er)	<i>Chatter at a Royal Ball</i>	Spain
Week 7	Common -ir verbs Coordinating Conjunctions Prepositions	Verbs (-ir)	<i>The Key of the King's Kingdom</i>	Spain
Week 8	Days, Months, and Seasons Numbers 30-100	Question Formation Giving Dates	<i>Speed Learning</i>	Spain
Week 9	<b>Midterm Review and Test - no topics</b>			
Week 10	Hobbies	Gustar	<a href="#"><i>Thinking en Español!</i></a>	Guatemala
Week 11	Food (part 1)	Possessive Adjectives Possession Using "de"	<i>Toward Fluency 1 &amp; 2</i>	Guatemala

Week 12	Food (part 2)	Demonstrative Adjectives	<i>Demonstration Lecture 1</i>	Guatemala
Week 13	Family	Two-Verb Combinations	<i>Stringing Together Your Own Narratives</i>	Guatemala
Week 14	Places	Ir + a + infinitive Acabar de Contractions	<i>Chatter at a Royal Ball</i>	Honduras
Week 15	Animals	Stem-Changing Verbs	<i>The Puzzle</i>	Honduras
Week 16	Shopping	Irregular Present Tense in the "yo" Form	N/A	Honduras
Week 17	Weather Expressions	"Hay" and "Tener" Expressions	<i>Stringing Together Your Own Narratives</i>	Honduras
Week 18	<b>Final Review and Test- no topics</b>			

## Semester 2

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Week 1	Professions	Ordinal Numbers	<i>Points, Lines, and Figures</i>	Nicaragua
Week 2	Clothing	Similar verbs	<i>Speed Learning</i>	Nicaragua
Week 3	At Home	Comparatives	<i>A Lesson in Spanish</i>	Nicaragua
Week 4	Body	Adverbs	N/A	Nicaragua
Week 5	Reflexive Verb List	Reflexive Verbs	N/A	Chile
Week 6	Cognates Numbers 1-1000	Affirmative and Negative words	<i>More on the Alphabet</i>	Chile
Week 7	On Vacation	Personal "a"	<i>A Geography Lesson</i>	Chile
Week 8	Telephone	Object Pronouns	<i>Focus on the Language</i>	Chile
Week 9	<b>Midterm Review and Test - no topics</b>			
Week 10	Directions	Commands - affirmative	<i>Communication with Limited Means</i>	Paraguay
Week 11	Transportation	Commands - negative tú	<i>Chatter at a Royal Ball</i>	Paraguay
Week 12	Medical Words	Commands - pronoun placement	<i>Mi Primera Visita a México.</i>	Paraguay
Week 13	Sports	Present Progressive	N/A	Paraguay
Week 14	Outdoor Activities	Present Progressive with direct/indirect object pronouns	<i>Points, Lines, and Figures</i>	Venezuela
Week 15	Travel	Preterite – ar verbs	<i>The Keys of Rome</i>	Venezuela
Week 16	Computers (part 1)	Preterite – er verbs	<a href="#"><i>Una Lección de Geografía</i></a>	Venezuela
Week 17	Computers (part 2)	Preterite – ir verbs	<a href="#"><i>Una Lección de Español</i></a>	Venezuela
Week 18	<b>Final Review and Test- no topics</b>			

\*For a general description of "Stretch" Activities, see heading under Recurring Content