

# Catasauqua Area School District Planned Course of Study

**Course Title:** Spanish I

**Grade Level(s):** 9-12

**Text:** ¡Así se dice! Level 1

## Course Description

This introductory course emphasizes listening comprehension, speaking, reading, and writing for basic communication in Spanish. Topics include vocabulary, structure, idiomatic expressions, and the forming of sentences and questions. The present tense is studied in-depth and the simple future tense (going to) is introduced. Brief overviews of practices, traditions, and customs are given for several Spanish-speaking countries. The textbook used is *¡Así se dice!* – Level 1 (Preliminary Chapters; Chapters 1-6 and 9-11).

## Essential Questions

- How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?
- What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?
- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?
- How does second language study help us in other areas of the curriculum?
- What knowledge and insight can we gain from world language study that otherwise would not be available to us?
- What print and non-print resources are available to help us connect with another language and culture?
- What are some good strategies to help us communicate with someone in the language we are studying?
- What language phrases do we need to know to survive in a foreign country?
- What skills and knowledge do we need to interact with others in a second language?
- What are some good strategies to help us communicate with someone in the language we are studying?
- What language phrases do we need to know to survive in a foreign country?
- What skills and knowledge do we need to interact with others in a second language?
- How can we prepare information, concepts, and ideas to share with listeners and/or readers?
- What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?
- How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?
- How does appreciation of cultural diversity enhance cross-cultural understanding?

## Competencies

- Sing a children's song
- Describe self, family, friends
- Exchange likes and dislikes
- Name everyday objects
- Recognize meanings of words/phrases in context
- Identify or graph the main idea of an illustrated story or song
- Find and share information in authentic materials (internet, magazines, children's books) about cultural products
- Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting
- Describe and present a schedule of daily activities (e.g., classes, sports, routines)
- Design and present a brochure, flyer, or presentation describing a house or apartment
- Identify other monetary systems, convert currencies
- Identify cognates, idioms, and different ways words express meaning in the two languages
- Identify how certain products and traditions are important to the second culture and how that may be similar or different in their own

## Career Awareness, Career Education, & Focus on Employability Skills

- Use logical reasoning to analyze issues
- Obtain, interpret, and use knowledge, facts, and data when making decisions
- Resolve problems
- Demonstrate creativity
- Use clear and effective writing
- Use clear and effective speech
- Speak publicly with various audiences
- Actively contribute to a team
- Remain on task
- Listen to others
- Identify and work toward goals
- Use conflict resolution strategies
- Use technology appropriately and efficiently to solve problems, complete tasks, and accomplish goals
- Learn and use new, emerging technologies
- Identify personal skills, strengths, knowledge, and experience related to career goals
- Identify areas for personal growth
- Develop self-advocacy skills
- Use interpersonal skills
- Organize, plan, and delegate work
- Regulate emotions
- Build positive relationships
- Demonstrate respectful interactions with others
- Value and respect differences
- Learn from others
- Gain knowledge about economic, political, and cultural issues
- Attendance
- Punctuality
- Time management
- Productivity
- Responsibility
- Lifelong learning
- Students will be able to independently use their learning to investigate the world, recognize perspectives, communicate ideas, and take action in developing a global mindset

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## Course Syllabus

Course Content	Tentative Timeframe	State Standards
<p><b><i>Lecciones preliminares</i></b>  <u>Topics</u>                      Alphabet                      Latin American countries                      Greetings and farewells                      Days of the week                      Months of the year                      Numbers 1-100                      Telling time                      Seasons</p>	13-15 days	12.1.S1.A,B,C,D,E 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.B 12.3.1.S1.B 12.5.S1.A,B,C
<p><b><i>Capítulo 1 – ¿Cómo somos?</i></b>  <u>Topics</u>                      Describing people and things                      Identify nationalities                      Numbers 1-100  <u>Structure</u>                      Singular and plural forms of definite and indefinite articles – <i>el, la, un, una / los, las, unos, unas</i>                      Singular and plural forms of adjectives                      Present tense of <i>ser</i>  <u>Culture</u>                      Nationalities</p>	7-10 days	12.1.S1.A,B,C,D,E 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A 12.3.1.S1.A 12.5.S1.A,B,C 12.5.1.S1.C
<p><b><i>Capítulo 2 – La familia y la casa</i></b>  <u>Topics</u>                      Family relationships                      Rooms in a house or apartment                      Telling your age  <u>Structure</u>                      Present tense of <i>tener</i>                      Possessive adjectives  <u>Culture</u>                      Families in Spanish-speaking countries</p>	7-10 days	12.1.S1.A,B,C,D,E,F 12.1.1.S1.A,B,C,D,F 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B,C 12.5.S1.A,B,C 12.5.1.S1.A,C
<p><b><i>Capítulo 3 – En clase y después</i></b>  <u>Topics</u>                      School supplies                      Articles of clothing  <u>Structure</u></p>	10-12 days	12.1.S1.A,B,C,D 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,C

<p>Present tense of -ar verbs  Present tense of <i>ir, dar, estar</i>  Contractions <i>al</i> and <i>del</i>  <u>Culture</u>  School and after-school activities in Spanish speaking countries and the United States</p>		12.3.1.S1.A 12.5.S1.A,B 12.5.1.S1.C
<p><b>Capítulo 4 – ¿Qué comemos y dónde?</b>  <u>Topics</u>  Food and meals  Places where you eat  How to order food  <u>Structure</u>  Present tense of regular -er and -ir verbs  Expressions with the infinitive - <i>ir a, tener que, acabar de</i>  <u>Culture</u>  Food and meals in Spanish speaking countries and the United States</p>	7-10 days	12.1.S1.A,B,C,D,E 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B,C 12.3.1.S2.B 12.5.S1.A,B,C 12.5.1.S1.A,B,C
<p><b>Capítulo 5 – Deportes</b>  <u>Topics</u>  Teams and sports  Colors  <u>Structure</u>  Present tense of stem-changing verbs  Verbs such as <i>interesar, aburrir, and gustar</i>  <u>Culture</u>  Team sports in Spanish speaking countries and the United States</p>	7-10 days	12.1.S1.A,B,C,D,E,F 12.1.1.S1.A,B,C,D,F 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B,C 12.5.S1.A,B,C 12.5.1.S1.C
<p><b>Capítulo 6 – El bienestar</b>  <u>Topics</u>  Conditions and emotions  Symptoms of a cold, flu or fever  Medical exams  Parts of the body  Prescriptions  <u>Structure</u>  Present tense of <i>ser</i> and <i>estar</i>  Indirect object pronouns - <i>me, te, nos</i>  <u>Culture</u>  Pharmacies in Spanish-speaking countries</p>	7-10 days	12.1.S1.A,B,C,D 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B 12.3.1.S2.B 12.5.S1.C 12.5.1.S1.C
<p><b>Capítulo 9 – ¡Vamos de compras!</b>  <u>Topics</u>  Buying clothing and apparel  Buying food  Quantities, prices, and sizes  Numbers in the hundreds and thousands</p>	7-10 days	12.1.S1.A,B,C,D 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,C 12.3.1.S1.A,B

<p><u>Structure</u> Present tense of <i>saber</i> and <i>conocer</i> Comparatives and superlatives Demonstrative adjectives and pronouns - <i>este, ese, aquel</i></p> <p><u>Culture</u> Grocery shopping in Spanish speaking countries and the United States</p>		<p>12.3.1.S2.B 12.5.S1.C</p>	
<p><b>Capítulo 10 – En avión</b></p> <p><u>Topics</u> Packing for a trip Airplane terminology Airport terminology Geographical terms</p> <p><u>Structure</u> Present tense of verbs that have a <i>g</i> in the <i>yo</i> form - <i>hacer, poner, traer</i> and <i>salir</i> Present progressive tense</p> <p><u>Culture</u> Air travel in South America</p>	7-10 days	<p>12.1.S1.A,B,C,D 12.1.S2.A 12.1.1.S1.A,B,C,D 12.3.S1.A,B 12.3.1.S1.A,B,C 12.5.S1.C 12.5.1.S1.C</p>	
<p><b>Capítulo 11 – ¡Una rutina diferente!</b></p> <p><u>Topics</u> Body parts Daily routines Good health and hygiene practices Backpacking and camping</p> <p><u>Structure</u> Reflexive verbs in present tense Commands with <i>favor de</i> with the infinitive</p> <p><u>Culture</u> Backpacking and camping</p>	7-10 days	<p>12.1.S1.A,B,C,D 12.1.S2.E 12.1.1.S1.A,B,C,D 12.3.S1.A,B 12.3.1.S1.A,B,C 12.5.S1.C 12.5.1.S1.C</p>	

### Teaching Strategies Utilized

Guided Note-taking  
Compare and Contrast  
Direct Instruction

Class Discussion  
Drill and Practice  
Cooperative Learning

Student-centered Learning  
Question and Answer  
Project-based Learning

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><b>The student will be able to:</b></p> <p><i>Lecciones preliminares – Bienvenidos</i></p> <ul style="list-style-type: none"> <li>greet people</li> <li>say good-bye to people</li> <li>express simple courtesies</li> <li>find out and tell the days of the week</li> <li>find out and tell the months of the year</li> <li>find out and tell the date</li> <li>count from 1 to 100</li> <li>tell time</li> <li>find out and tell the seasons</li> <li>read and write these topics in Spanish</li> </ul> <p><i>Capítulo 1 – ¿Cómo somos?</i></p> <ul style="list-style-type: none"> <li>ask or tell who someone is</li> <li>ask or tell where someone is from</li> <li>ask or tell what someone is like</li> <li>describe yourself, someone else, or multiple people</li> <li>count from 1 to 100</li> <li>read and write these topics in Spanish</li> </ul> <p><i>Capítulo 2 – La familia y la casa</i></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about family and pets</li> <li>describe family and how old family members are</li> <li>ask someone about their family and how old everyone is</li> <li>describe rooms and some furniture in a house or apartment</li> <li>tell what belongs to you and to others</li> <li>talk about families in Spanish-speaking countries</li> </ul> <p><i>Capítulo 3 – En clase y después</i></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about going to school</li> <li>talk about classes</li> <li>identify clothing worn to school (uniforms)</li> <li>identify school supplies and talk about what items are used in which classes</li> </ul>	<p>AW K AP M R</p> <p>AW K AP M R</p> <p>AW K AP M R</p> <p>AW K AP M R</p>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul> <ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul> <ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul> <ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul>	<p>12.1.S1.A,B,C,D,E 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.B 12.3.1.S1.B 12.5.S1.A,B,C</p> <p>12.1.S1.A,B,C,D,E 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A 12.3.1.S1.A 12.5.S1.A,B,C 12.5.1.S1.C</p> <p>12.1.S1.A,B,C,D,E,F 12.1.1.S1.A,B,C,D,F 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B,C 12.5.S1.A,B,C 12.5.1.S1.A,C</p> <p>12.1.S1.A,B,C,D 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,C 12.3.1.S1.A 12.5.S1.A,B 12.5.1.S1.C</p>

<p><b>Capítulo 4 – ¿Qué comemos y dónde?</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about what is eaten during different meals - breakfast, lunch and dinner</li> <li>talk about the different places they eat at - home, school cafeteria, cafe, restaurant</li> <li>order food or a beverage at a café</li> <li>pay the bill at a café</li> <li>talk about differences between eating habits in the United States and in the Spanish-speaking world</li> </ul>	AW K AP M R	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul>	12.1.S1.A,B,C,D,E 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B,C 12.3.1.S2.B 12.5.S1.A,B,C 12.5.1.S1.A,B,C
<p><b>Capítulo 5 – Deportes</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about teams and sports</li> <li>identify colors</li> <li>describe a sports uniform</li> <li>tell what they want to, begin to and prefer to do</li> <li>express what interests, bores or pleases them</li> <li>discuss the role of sports in the Spanish and Latin American world</li> </ul>	AW K AP M R	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul>	12.1.S1.A,B,C,D,E,F 12.1.1.S1.A,B,C,D,F 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B,C 12.5.S1.A,B,C 12.5.1.S1.C
<p><b>Capítulo 6 – El bienestar</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about a doctor’s visit</li> <li>describe some feelings, characteristics and conditions</li> <li>explain a minor illness to a doctor</li> <li>have a prescription filled at a pharmacy</li> <li>tell where things are and where they’re from</li> <li>tell where someone or something is now</li> </ul>	AW K AP M R	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul>	12.1.S1.A,B,C,D 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,B,C 12.3.1.S1.A,B 12.3.1.S2.B 12.5.S1.C 12.5.1.S1.C
<p><b>Capítulo 9 – ¡Vamos de compras!</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about clothing and groceries</li> <li>state color and size preferences</li> <li>count from 100 to 1,000</li> <li>tell how much something costs</li> <li>identify foods at the grocery store or market</li> <li>compare grocery shopping in the United States and in the Spanish-speaking world</li> </ul>	AW K AP M R	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> <li>Games</li> <li>Group work</li> <li>Class discussion</li> <li>Real-world application</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> <li>Quizzes</li> <li>Test</li> <li>Class Participation</li> </ul>	12.1.S1.A,B,C,D 12.1.1.S1.A,B,C,D 12.1.1.S2.A 12.3.S1.A,C 12.3.1.S1.A,B 12.3.1.S2.B 12.5.S1.C
<p><b>Capítulo 10 – En avión</b></p> <ul style="list-style-type: none"> <li>Communicate in spoken and written Spanish about what to pack for a trip and how to check in for a flight</li> </ul>	AW K AP M	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Verb folder notes</li> <li>Projected images and activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class activities &amp; participation</li> </ul>	12.1.S1.A,B,C,D 12.1.S2.A 12.1.1.S1.A,B,C,D 12.3.S1.A,B

<ul style="list-style-type: none"> <li>• Talk about some services on board the plane</li> <li>• Tell what you or others are currently doing</li> <li>• Discuss the importance of air travel in South America</li> </ul> <p><b>Capítulo 11 – ¡Una rutina diferente!</b></p> <ul style="list-style-type: none"> <li>• Communicate in spoken and written Spanish on daily routine and home activities</li> <li>• Narrate present events</li> <li>• Obtain and provide info. and engage in conversations about daily routines</li> <li>• Describe a camping and backpacking trip</li> </ul>	R	<ul style="list-style-type: none"> <li>• Games</li> <li>• Group work</li> <li>• Class discussion</li> <li>• Real-world application</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Test</li> <li>• Class Participation</li> </ul>	12.3.1.S1.A,B,C 12.5.S1.C 12.5.1.S1.C
	AW K AP M R	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Verb folder notes</li> <li>• Projected images and activities</li> <li>• Games</li> <li>• Group work</li> <li>• Class discussion</li> <li>• Real-world application</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Class activities &amp; participation</li> <li>• Quizzes</li> <li>• Test</li> <li>• Class Participation</li> </ul>	12.1.S1.A,B,C,D 12.1.S2.E 12.1.1.S1.A,B,C,D 12.3.S1.A,B 12.3.1.S1.A,B,C 12.5.S1.C 12.5.1.S1.C

### Resources/Materials

<p><i>¡Así se dice!</i> Level 1 Textbook</p> <p><i>¡Así se dice!</i> Level 1 Audio Workbook</p> <p><i>¡Así se dice!</i> Level 1 Student Workbook</p> <p><i>¡Así se dice!</i> Level 1 Online Interactive Games</p> <p>Teacher-designed online assessments based on <i>¡Así se dice!</i> Level 1 assessments</p>	<p><i>¡Así se dice!</i> vocabulary, culture, grammar videos</p> <p>Verb Folder</p> <p>Online Spanish/English Dictionaries</p> <p>Teacher Designed Projects</p>
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### Interdisciplinary Relationships

English – reading strategies, cognates, roots and base words, prefixes, syntax, literature

Social Studies – physical geography and cities of Spain and Latin America, ethnicities, indigenous clothing and heroes of Latin America

Math – calendar, dates, cardinal and ordinal numbers, telling time, metric system, monetary systems and conversions

Science – weather, geography

Physical Education – soccer, baseball, tennis

Humanities – art, authentic music from Latin-American and Spanish artists

Family Consumer Science – foods of Spain and Latin America, nutrition, markets, and grocery stores, mealtimes, family structure