

WORLD LANGUAGE DEPARTMENT

SPANISH I AE: COURSE #552

Contact Information

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The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the [Massachusetts Foreign Languages Curriculum Framework](#) and the national [Standards for Foreign Language Learning](#).

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

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Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: None

Background to the Curriculum

The 7–12 Holt, Rinehart and Winston Ven Conmigo program was adopted and phased in starting in September 2001. The program was reviewed and selected by a committee of grade 7–12 Spanish teachers.

The Spanish I curriculum is aligned to national and state standards.

For more information, contact a current teacher of Spanish I as indicated on the A.B.R.H.S. World Language website.

Core Topics/Questions/Concepts/Skills

Vocabulary for Communication: making greetings and introductions of self and others; saying how you are; asking and saying how old you or others are; expressing likes and dislikes; talking about what someone needs, has and wants; discussing schools supplies; describing the contents of one's room; talking about colors; talking about what someone needs to do; talking about school classes and activities; telling time and discussing at what time things happen; expressing ownership; discussing leisure activities; describing people and things; talking about where people and things are located; the names of places in a town or city; the days of the week; expressing frequency of action; negation of action; describing routines; talking about the weather and the seasons; asking and giving the date; talking about family members and activities; discussing common problems and giving advice; discussing household chores; talking on the telephone; extending and accepting invitations; making plans; preparing to go out; talking about different meals and foods; ordering food in a restaurant; making requests; the table settings; numbers 1 through 100,000; talking about gift suggestions; asking for and giving directions downtown; the names of various stores downtown; discussing clothing and shopping; making comparisons; expressing preferences; talking about what people are doing right now; asking for and giving opinions; discussing festivals and holidays; asking for help; telling a friend what to do; making party preparations; talking about past events

Structure for communication: the Spanish alphabet; subject pronouns; the verb *ser*; common question words; definite articles; indefinite articles, the gender of nouns, making nouns plural, agreement of adjectives and nouns, possession or ownership with *de*; using the verbs *Gustar* and *Encantar* with nouns and infinitives; the present tense of regular -AR, -ER, and -IR verbs; the verb *Estar*; the verb *Ir*; using negative words and expressions; the contractions *al* and *del*; possessive adjectives; the verbs *tener*, *venir*, *hacer*, *poner*, and *salir*; the personal *a*; common stem changing verbs; expressing future action with *Ir a infinitive*; common reflexive verbs; idioms with *tener*; weather expressions with *hacer*; indirect object pronouns; comparative expressions and

expressions of equality; demonstrative adjectives and pronouns; the present progressive; informal commands; the preterite tense of regular verbs; direct object pronouns

Culture for Communication: select topics and vocabulary related to the cultures of Spain, Mexico, Florida (Cuban American culture), Ecuador and Texas (Mexican American culture). Other topics include common Hispanic names, predominant religious groups, educational practices and norms, home and family life, the Latino concepts of time and punctuality, social life, geography, weather and seasons, transportation norms, meeting and dating practices among young people, practices regarding eating meals and the names of certain regional foods, shopping and fashion, international currency, unique and/or regional festivals or celebrations

Skills for Communication: reading, writing, listening and speaking

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>By the end of the course, successful Spanish I AE students will:</i>	
1) Communicate through reading, writing, listening and speaking at the appropriate level of proficiency.	1, 2, 3
2) Incorporate the afore-mentioned vocabulary and structures in their communication.	1, 2, 3
3) Compare and contrast this vocabulary and these structures with those of the English language.	5
4) Demonstrate an understanding and appreciation of the cultures of the Hispanic regions studied.	4
5) Be able to compare and contrast these cultures with their own.	6
6) Be able to make connections to other disciplines, specifically science, English, social studies, history, art and music.	7
7) Have had opportunities to communicate with speakers of Spanish.	8
8) Have used the technology of the language lab and computer labs to practice their language skills, to view and hear Spanish language media, and to access authentic material from the Hispanic world.	1 – 8

Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given four major assessments per term, one of which measures the students' speaking proficiency. When feasible, this assessment is administered in the language laboratory. Modern language students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology in their written assignments, projects and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the target language individually, in pairs, and in group work. In addition, all modern language students are encouraged to access the language laboratory for individual practice. The final examination evaluates the four major modern language skills: reading, writing, listening and speaking.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none">1) Students will use software in the classroom and the computer lab to practice verb tenses, moods, vocabulary and spontaneous reactive communication in oral and written form.2) Students will use the technologies of the language lab (digital audio, digital video, DVD, laser disk, VID) to practice language skills.3) Students will use the technologies of the language lab to make presentations in Spanish.4) Students will use the Internet to prepare class projects and to access online learning activities available through the publisher.5) Students will use online resources to access information from and about the Hispanic world for class use.6) Student will create multimedia presentations in Spanish.	

Materials and Resources

Print

Humbach, N. and Ozete, O. Ven Conmigo - level 1 *Textbook and ancillaries* (Preliminary lesson - Chapter 10). Austin, Texas: Holt, Rinehart and Winston, 2003.

Humbach, N. and Ozete, O. Ven Conmigo - level 1 *Cuaderno de actividades*. Austin, Texas: Holt, Rinehart and Winston, 2003.

Humbach, N. and Ozete, O. Ven Conmigo - level 1 *Cuaderno de gramática*. Austin, Texas: Holt, Rinehart and Winston, 2003.

Other audio/video resources

Humbach, N. and Ozete, O. Ven Conmigo - level 1 *Audio CD program*. Austin, Texas: Holt, Rinehart and Winston, 2003.

Humbach, N. and Ozete, O. Ven Conmigo - level 1 *Video program*. Austin, Texas: Holt, Rinehart and Winston, 2003.

“Sweet 15”

“Selena” (English version)

Software

Humbach, N. and Ozete, O. Ven Conmigo - level 1 *Interactive CD-Rom Tutor*. Austin, Texas: Holt, Rinehart and Winston, 2003.