



Spanish I

Sra. Morrall
Room 303

COURSE DESCRIPTION

Spanish I introduces the fundamentals of communicating in the language, explores the culture, and recognizes the importance of the global community. Students will learn elementary grammar, introductory vocabulary, and cultural awareness. Two years of the same world language are required for college entrance, and three years are recommended/required by certain universities.

ENDURING UNDERSTANDINGS/ESSENTIAL QUESTIONS

- Students will be able to interpret written and spoken language on a variety of topics
- Students will be able to present information on a variety of topics in target language
- Communicate in Spanish.
- Gain Knowledge and understanding of other cultures where Spanish is spoken.
- Connect with other disciplines and acquire information.
- Gain insight into the nature of the Spanish language and cultures of the countries where Spanish is spoken.

INSTRUCTIONAL MATERIALS

- Realidades Level 1
- www.phschool.com, textbook website.
- Realidades Level 1 Practice Workbook
- Realidades Level 1 Writing, Audio, and Video Workbook

UNITS

- **Para empezar** greetings; introductions; numbers; time; body parts; classroom; date; asking for help; weather; seasons
- **Capítulo 1A ¿Qué te gusta hacer?** Activities and expression for saying what you like and don't like to do; infinitives; negative statements
- **Capítulo 1B Y tú, ¿cómo eres?** Adjectives and vocabulary to ask about and describe someone's personality; definite & indefinite articles; Word order
- **Capítulo 2A Tu día en la escuela** classroom items and furniture; prepositions of location; subject pronouns; present tense of -ar verbs
- **Capítulo 2B La sala de clases** parts of the classroom; verb estar; plurals of nouns and articles
- **Capítulo 3A ¿Desayuno o almuerzo?** Foods; beverages; adverbs to show frequency; present tense of -er & -ir; me gusta(n)
- **Capítulo 3B Para mantener la salud** expressions to discuss health, preferences, agreement,

disagreement and quality; ser; plural of adjectives

- **Capítulo 4A ¿Adonde vas?** Leisure activities; places; the verb ir; interrogative words
- **Capítulo 4B ¿Quieres ir conmigo?** Leisure activities; feelings; expressions to tell when something happens; ir+a+infinitivo, jugar
- **Capítulo 5A Una fiesta de cumpleaños** family and parties; the verb tener; possessive adjectives
- **Capítulo 5B ¡Vamos a un restaurante!** Describing people and ordering a meal; the verb venir; the verbs ser and estar
- **Capítulo 6A En mi dormitorio** bedroom items; electronic equipment; colors; adjectives to describe things; poder and dormir
- **Capítulo 6B ¿Cómo es tu casa?** Rooms in a house; household chores; affirmative tú commands; the present progressive tense
- **Capítulo 7A** pp. 320 - 342 **¿Cuánto cuesta?** Clothing, shopping ,Numbers 200 – 1000, Verbs pensar, querer, preferir, Demonstrative adjectives
- **Capítulo 7B** pp. 343 – 371 **¡Qué regalo!** Places to shop, Direct object pronouns, Preterite – ar verbs
- **Capítulo 8A**

ATTENDANCE

Regular and punctual attendance is a key to your success in this course and in life. Spanish is a step-by-step process, with each day's material building upon the previous day's lesson. Much of what is learned is also a result of active participation and interaction with both the teacher and other class members. Also, unique class experiences cannot be replicated at a later date.

ASSESSMENTS AND GRADING

Grading is based upon tests and quizzes given with every unit, projects, written and oral work in class, and homework assignments. Since practice of vocabulary and grammar is necessary to learning a foreign language, homework will be given daily. You must spend time each day outside of class practicing your Spanish. Your success is determined by your own effort.

USEFULL WEBSITES

- <http://quizlet.com/flashcards/49557/> -website for Para Empezar flashcards! 14 pages –print them out at home, cut and fold them, and bring them in for points!
- <http://www.ba.k12.ok.us/schools/nihs1/powerpoint/vocabulary/real1vocab/real1vocab.htm> -This is a website with power points for each section of **Realidades**. It is great to use to practice your vocabulary!
- <http://www.flashcardexchange.com/tag/realidades> -This is a website for lists of vocabulary for each chapter. You can do a variety of things with them...view or print out flashcards, view two column vocabulary lists, play memory, etc.
- <http://images.google.com/imgres?imgurl=http://www.musicalspanish.com/navguy4.gif&imgrefurl=http://www.musicalspanish.com/samplechapter.htm&h=385&w=366&sz=15&tbnid=rrYDrOodTtsK3M:&tbnh=123&tbnw=117&prev=/images%3Fq%3Dspanish%2Bpictures%26um%3D1&start=1&sa=X&oi=images&ct=image&cd=1> - La Bamba help! Fun, educational website all about the song “La Bamba”.

- http://www.fotosearch.com/clip-art/mexican_10.html - Mexican clip art! Have fun!

ONLINE ASSESSMENT STUDY LINKS (use a home computer or one in the lab at school)

PARA EMPEZAR (pp 1-23)

~**Vocabulary**

- **En la escuela:** (**challenge**): greetings ([practice](#)) ([practice](#)) ([practice](#)), introductions, leave-takings, numbers ([notes 1-10](#)) ([notes 11-30](#)) ([notes 31-1000](#)) ([practice](#)), time ([notes](#)) ([practice](#)) ([practice](#)), body parts ([practice with un/una](#)) ([practice](#))
- **En la clase:** nouns & gender ([notes](#)) classroom ([practice](#)), days of the week ([notes](#)), months/seasons/date ([notes](#)), asking for help
- **El tiempo:** weather & seasons ([practice](#)) ("[quiz](#)") ([put them in order](#))

TEMA 1 "Mis amigos y yo" (pp 24-71)

~**Vocabulary**

- activities & expressions for saying what you like and don't like to do ([practice](#))
- adjectives and vocabulary to ask about and describe someone's personality ([practice](#)) ~**Grammar**
- infinitives ([columns](#)) ([matching](#))
- adjectives - singular & word order ([notes](#)) ([practice](#))
- making negative statements
- definite and indefinite articles ([notes](#)) ([practice](#)) ([columns](#)) ([pop-up](#))

TEMA 2 "La escuela" (pp 72-121)

~**Vocabulary**

- classroom items and furniture ([practice](#))
- parts of the classroom
- prepositions of location ~**Grammar**
- subject pronouns ([notes](#)) ("[quiz](#)") ([columns](#)) ([practice](#))
- the present tense of -AR verbs ([notes](#)) ([practice](#)) ([pop-up drill](#)) ([rags to riches](#))
- the verb ESTAR ([practice](#)) ("[quiz](#)")
- plurals of nouns and articles ([notes plural nouns](#))

TEMA 3 "La comida" (pp 122-169)

~**Vocabulary**

- foods
- beverages
- adverbs of frequency

- expressions to show surprise
- expressions to discuss health
- expressions to discuss preferences, agreement, disagreement, and quantity
- adjectives to describe food ~**Grammar**
- present tense of -ER ([notes](#)) and -IR ([notes](#)) verbs ("[quiz](#)") ([notes -AR, -ER, -IR](#))
- me gusta(n), me encanta(n) ([practice](#)) ([practice](#)) ([practice](#)) ([practice](#))
- the plural of adjectives ("[quiz](#)" adjective-noun agreement)
- the verb SER (notes) ([practice using es / son](#)) ("[quiz](#)") ([practice using SER vs. ESTAR](#))

CULTURE topics to be encountered this year:

[Hispanic Heritage Month](#)

[fiestas en España](#)

[el día de los muertos](#)

[tapas](#) and [tapas bars](#)

[el cinco de mayo](#)

[el mercado al aire libre](#)

[el mate](#)

[Tomatina festival](#)

[Maya - early civilization in MesoAmerica](#) (*Middle America*) Encyclopedia Britannica

[Aztec origins](#) Encyclopedia Britannica

[Aztec Indians of México and Spain's Arrival](#) Encyclopedia Britannica

[Aztec calendar](#) Encyclopedia Britannica

[Hispanic countries & flags](#)

[Maya writing](#)

[Realidades cultural extras](#)

[Syllables and when to stress them](#)

[jai-alai](#) Encyclopedia Britannica

[Frida Kahlo](#) Encyclopedia Britannica



Visit these sites and learn more that all you wanted to know about this Mexican holiday...then answer the questions at the end!

- [Cinco de mayo \(history\)](http://latino.sscnet.ucla.edu/cinco.html)
<http://latino.sscnet.ucla.edu/cinco.html>
 - [5 de mayo \(history\)](http://www.vivacincodemayo.org/history.htm)
<http://www.vivacincodemayo.org/history.htm>
 - [Cinco de mayo](http://www.mexico.us/cincodemayo.htm)
<http://www.mexico.us/cincodemayo.htm>
 - [Cinco de mayo](http://www.elbalero.gob.mx/kids/about/html/holidays/5mayo.html)
<http://www.elbalero.gob.mx/kids/about/html/holidays/5mayo.html>
 - [5 de mayo \(arts, crafts, games, recipes & more\)](http://www.geocities.com/Athens/Troy/9087/cinco/cinco.html)
<http://www.geocities.com/Athens/Troy/9087/cinco/cinco.html>
 - [Cinco de mayo \(history, fiesta menu, recipes & decorating ideas\)](http://www.tabasco.com/html/taste_cincorelease.html)
http://www.tabasco.com/html/taste_cincorelease.html
 - [Origin of el 5 de mayo](http://soil-physics.nmsu.edu/vista/esl/m5_hstry.html)
http://soil-physics.nmsu.edu/vista/esl/m5_hstry.html
 - [5 de mayo \(history, activities & more\)](http://www.web-holidays.com/demayo/index.htm)
<http://www.web-holidays.com/demayo/index.htm>
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1. What was the name of the battle? Why?
2. Who were the Mexicans fighting?
3. Who was the ruler of the country whose army the Mexicans were fighting?
4. What was the year of the battle?
5. Is **5 de mayo** Mexico's "Independence Day"?

Thanks for visiting this website! Have a great year and remember to ask for help if you need it!

Mrs. Morrall

