

Syllabus for Spanish 1 – 2018-2019
Alvin C. York Institute – “Prepare and Excel”
Instructor: Christopher “Señor” Long – Room #V101

Course Overview:

The Spanish language program at YAI focuses on using Spanish in real-world situations. Students learn Spanish that prepares them to communicate with others through reading, writing, speaking, and listening. Although students will need to know vocabulary, grammar, and cultural information, they learn them in order to use them purposefully for communication with others. This emphasis on communication helps to align the YAI curriculum with state standards. At each of level of Spanish language instruction, students expand upon the topics on which they are able to communicate, the ways in which they are able to express themselves and understand others, and the sophistication with which they can express ideas. Student understanding of other cultures, the ability to behave in a culturally acceptable manner, and the ability to recognize the relationships between language and culture grow with each unit. Each level of the YAI Spanish curriculum is guided by clear statements of what students will know and be able to do. Realistic expectations for how well students will be able to use their language and cultural skills are also clearly stated. These objectives determine what will be taught, what practice activities are provided to students, and how student progress is evaluated. Since the goal of learning Spanish is to be able to use it, YAI students will be tested and evaluated on exactly what they can do with what they have learned. YAI Spanish language course objectives include a “the student will be able to” (“I can...”) statement that indicate what students are expected to be able to demonstrate by the end of each academic year of instruction.

Tennessee State Standards:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret both written and spoken forms of the target language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 Students reinforce and further knowledge of other disciplines through the foreign language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.
- 5.1 Students use the language both within and beyond the school setting.
- 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Course Objectives:

At the end of Spanish 1, the student will be able to (“I can...”):

- Introduce oneself and others
- Exchange basic greetings and farewells
- Ask and tell one’s age
- Express likes and dislikes
- Tell time in Spanish
- Make simple statements in the present tense
- Recognize the past tense
- Understand simple commands
- Ask/answer simple questions on topics such as: school, family, food, self, the house, places around town and daily routines.
- Use formal/informal forms of address appropriately
- Give simple statements about the weather
- Read and understand simple, level appropriate authentic text
- Identify and demonstrate knowledge of geographical locations where the target language is spoken
- Recognize basic cultural similarities and differences
- Compare essential structures of the target language with their own
- Give simple directions
- Compare and contrast the view points of the target culture with their own

Textbook - Realidades I

This textbook begins with the very basics, followed by eight themes (“temas”) which are designed to help students communicate in an everyday setting. Each “tema” has two sections with related topics. We cover one “tema” approx. every month, or a section approx. every two weeks. Students can expect at least four vocabulary quizzes on each section, plus a comprehensive test. The midterm and final exams will be comprehensive as well.

| <u>Tema</u> | <u>Capítulo</u> |
|---------------------|---|
| Para Empezar | En la escuela: greetings; introductions; leave-takings; numbers; time En la clase: classroom, date, asking for help El tiempo: weather, seasons |

| <u>Tema I</u> | <u>Capítulo A</u> | <u>Capítulo B</u> |
|---------------------------|-----------------------------|--------------------------|
| 1. Mis amigos y yo | ¿Qué te gusta hacer? | Y tú, ¿cómo eres? |

Activities and expressions for saying what you like and don't like to do

Adjectives and vocabulary to ask about and describe someone's personality

Infinitives; making negative statements

Adjectives; definite and indefinite articles; word order

2. La escuela

Tu día en la escuela

Tu sala de clases

Classroom items and furniture; parts of the classroom; prepositions of location

Classroom items and furniture; parts of the classroom; prepositions of location

Subject pronouns; the present tense of -ar verbs

The verb *estar*; plurals of nouns and articles

3. La comida

¿Desayuno o almuerzo?

Para mantener la salud

Foods; beverages; adverbs of frequency; expressions to show surprise

Food; beverages; expressions to discuss health; expressions to discuss preferences, agreement, disagreement, and quantity; adjectives to describe food

Present tense of -er and -ir verbs; *me gusta(n)*, *me encanta(n)*

The plural of adjectives; the verb *ser*

4. Los pasatiempos

¿Adónde vas?

¿Quieres ir conmigo?

Leisure activities; places; expressions to tell where and with whom you go; expressions to talk about when things are done

Leisure activities; feelings; expressions for extending, accepting, and declining invitations; expressions to tell when something happens

The verb *ir*; interrogative words

Ir + a + infinitive; the verb *jugar*

5. Fiesta en familia

Una fiesta de cumpleaños

¡Vamos a un restaurante!

Family and parties

The verb tener; possessive adjectives

Describing people and ordering a meal

The verb venir; the verbs ser and estar

6. La casa

En mi dormitorio

¿Cómo es tu casa?

Bedroom items; electronic equipment; colors; adjectives to describe things

Rooms in a house and household chores

Comparisons and superlatives; more stem-changing verbs

Affirmative tú commands; the present progressive tense

7. De compras

¿Cuánto cuesta?

¡Qué regalo!

Clothing, shopping, numbers 200-1,000

Places to shop; gifts; accessories; buying and selling

Stem-changing verbs: pensar, querer, and preferir; demonstrative adjectives

Preterite of -ar, -car, and -gar verbs; direct object pronouns lo, la, los, las

Tentative schedule for Spanish I:

Aug. 7 – Aug. 24: Para Empezar

Aug. 27 – Sept. 5: Capítulo 1A

Sept. 6 – Sept. 14: Capítulo 1B

Sept. 17 – Sept. 25: Capítulo 2A

Sept. 26 – Oct. 2: Capítulo 2B

Oct. 3: Midterm Exam Review

Oct. 4: Midterm Exam

Oct. 15 – Oct. 23: Capítulo 3A

Oct. 24 – Nov. 1: Capítulo 3B

Nov. 2 – Nov. 14: Capítulo 4A

Nov. 15: – Nov. 28: Capítulo 4B

Nov 29. – Dec. 7: Capítulo 5A

Dec. 10 – Dec. 14: Capítulo 5B

Dec. 17: Final Exam Review

Dec. 18: Final Exam

**If time permits, abbreviated presentations of chapters 6 and 7 will be presented.*

Grading Scale and Categories for YAI Spanish 1 Classes

Grading Scale:

93-100 = **A** 85-92 = **B** 75-84 = **C** 70-74 = **D** 69 or below = **F**

Grade Categories:

Daily Work = 10% of student's overall grade

Midterm/Final Exams = 20% of student's overall grade

Quizzes = 30% of student's overall grade

Exams/Tests = 40% of student's overall grade