**COURSE TITLE**
Spanish 1

**TEXT OR RESOURCES and AUTHOR**
Exprésate 1 Textbook
Exprésate Cuaderno de vocabulario y gramática

**PUBLISHER AND DATE**
Holt, Reinhart, Winston 2008

**ISBN**
978-0-03-045204-8 (textbook)
0-03-074496-2 (workbook)

**COURSE DESCRIPTION:**
This course is designed to introduce students to the five basic components of learning a world language: speaking, listening, reading, writing, and culture. This course enables the student to build a strong foundation of vocabulary and learn the basic grammar concepts, focusing on the present tense verb conjugation, noun/adjective agreement, and sentence structure. Throughout the year, the student will be exposed to the various aspects of the Spanish-speaking cultures as they explore the differences and similarities between them.

**COURSE SYLLABUS:**
Spanish I Testing Out

When speaking and writing, a level I Spanish student should possess and demonstrate the following skills:

* Proper usage and spelling of vocabulary appropriate to level
* Proper usage and conjugation of the following verb tenses/uses:
  * Present indicative
  * Near future
  * Recent past
  * Informal affirmative commands
  * Proper sentence structure (word order)
* Proper pronunciation, enunciation and intonation
* Listening comprehension appropriate to level
* Reading comprehension appropriate to level
* Cultural awareness and understanding of Spanish-speaking people

**Spanish I Final Exam Format**

**Part 1:**

- **Conversation**

Be prepared to have a conversation with the teacher in Spanish based upon one of the themes of the semester. You will be provided with the possible themes and sample questions no sooner than two days prior to the exam. It is the student’s responsibility to contact the teacher, via e-mail, who will be administering the exam to obtain the oral final topics. As in normal conversations, the themes provided are only a starting place for the conversation. You should be prepared for the conversation to flow naturally and not necessarily stay on the original theme. Please consult the rubric in this packet for grading guidelines.
• **Writing**
A portion of the exam time will be dedicated to a timed writing portion in which you will write an essay in order to demonstrate application of Spanish I grammar structures and vocabulary (as listed above).

• **Listening**
There will be four listening selections. You will listen to each conversation twice and respond to a set of multiple-choice questions for each selection.

**Part 2:**
• **Multiple-Choice Exam**
This portion of the exam time will be dedicated to a traditional exam covering the curriculum of each semester. Be prepared for multiple choice, true/false, and matching questions. These questions will be based on reading comprehension, grammar and vocabulary. Please consult the curriculum guide provided in this packet in order to prepare for this portion of the exam.

**No dictionaries, translators nor any other notes/materials may be used during any portion of the exam. All uses of English will result in automatic point deductions. Chewing gum during the oral portion of the exam is a 2-point deduction.**

**Spanish I Curriculum**

**Communication and Grammar Goals**

**Capítulo 1A**
- Geocultura: España p. xxiv-3
- Asking someone’s name p. 6
- Diminutives and nicknames p. 7
- Greetings and goodbyes p. 8, 16-17
- Asking how someone is p. 8
- Introducing someone p. 10
- Saying where you and others are from p. 11
- Subjects and verbs in sentences p. 12
- Subject pronouns p. 12, 14
- How students address teachers p. 12, 16-17
- Repaso de Vocabulario 1.1 p. 35

**Capítulo 1B**
- Numbers 1-30 p. 18
- Giving phone numbers p. 19
- Telling time p. 20
- Days of the week and months of the year p. 21
- Alphabet p. 22
- Spelling words and giving e-mail addresses p. 23
- Present tense of the verb ser p. 24
- Punctuation marks and written accents p. 26
- La persistencia de la memoria, Salvador Dalí p. 37
• Repaso de Vocabulario 1.2 p. 35

Capítulo 2A
• Geocultura: Puerto Rico p. 38-41, 53, 58
• Describing people p. 44-46
• Numbers 32-100 p. 47
• Asking someone’s age and birthday p. 47
• Ser with adjectives p. 48
• Gender and adjective agreement p. 50
• Question formation p. 52
• Repaso de Vocabulario 2.1 p. 73

Capítulo 2B
• Expressing likes and dislikes p. 56-57, 62
• Describing things p. 58
• Nouns and definite articles p. 60
• Por qué and porque p. 62
• The preposition de p. 64
• Día lluvioso en El Viejo San Juan, Orlando Santiago Correa p. 75
• Repaso de Vocabulario 2.2 p. 73

Capítulo 3A
• Geocultura: Texas p. 76-79
• Sports and leisure activities p. 82-84
• Gustar with infinitives p. 83, 85, 86
• Pronouns after prepositions p. 88
• Present tense of querer with infinitives p. 86, 90
• Introducing friends to parents p. 90
• Repaso de Vocabulario 3.1 p. 111

Capítulo 3B
• Weekend and everyday activities p. 94-95
• Saying how often you do things p. 96
• Present tense of regular –ar verbs p. 98
• Present tense of ir and jugar p. 100
• Weather expressions p. 102
• Who pays when going out with friends p. 96
• La feria en Reynosa, Carmen Lomas Garza p. 113
• Repaso de Vocabulario 3.2 p. 111

Capítulo 4A
• Geocultura: Costa Rica p. 114-117
• School supplies and items needed for school p. 120
• School subjects p. 120
• Saying what you have and what you need p. 121-122
• Indefinite articles p. 124
• ¿Cuánto?, mucho and poco p. 124
• Present tense of tener and tener idioms p. 126
• The verb venir p. 128
• A + time p. 128
• Typical school schedules p. 122-123
• Repaso de Vocabulario 4.1 p. 149

Capítulo 4B
• School events
• Places at school
• Talking about plans
• Inviting others to do something
• Ir + a + infinitive
• Present tense of –er and –ir verbs
• Tag questions
• -er/-ir verbs with irregular yo forms
• Passing and failing courses
• School schedules and sessions in Costa Rica
• Domingueando, Tomás Povedano de Arcos

Capítulo 5A
• Geocultura: Chile p.
• Family members
• Describing people and family relationships
• Possessive adjectives
• Stem-changing verbs o→ue
• Stem-changing verbs e→ie
• Hispanic surnames
• Extended families

Capítulo 5B
• Rooms in the house
• Furniture and accessories
• Talking about where you and others live
• Talking about your responsibilities
• Estar with prepositions
• Negation
• Tocar and parecer
• Climate and houses
• Esperando a los pescadores, Isidoro Molleda

Capítulo 6A
• Geocultura: México
• Lunch foods
• Restaurant foods
• Describing food
• Table setting
• Taking an order and making polite requests
• Ser and estar
• Pedir and servir
• Preferir, poder and probar
• International foods
Capítulo 6B
• Breakfast and dinner foods
• Offering help and giving instructions
• Main meals and snacks in Spanish speaking countries

KEY COMPONENTS TO TESTING OUT
1. Name of Course   Spanish 1
2. Course description (above)
3. Course syllabus (above)
4. Final Requirements (check those that apply)
   _X_ exam
   _X_ demonstration performances
   ___papers
   ___projects
   _X_ portfolio (optional)
   ___presentation
5. A description of the requirement(s) checked above and how it (they) will be assessed.

The 130 point exam will consist of a 90 minute assessment with questions formatted in multiple choice, true/false, and fill-in-the-blank as well as a listening comprehension section. (110 points testing on vocabulary, grammar, and reading comprehension and 20 points assessing listening comprehension)

The optional culture portfolio may be used to reference during the culture assessment. The portfolio can be completed prior to testing out and used during this portion of the test. The culture folders (to be completed by the student during the summer prior to the test) will be in the main office of the high school should the student wish to complete it for use during the culture final. The culture component of testing out consists of 20 multiple choice questions and 10 short answer questions totaling 40 points.

The demonstration performances consist of a 70 minute window for writing. Students will answer 20 questions in the target language and provide appropriate short essay responses totaling 40 points. In addition to that, there will be a context-based writing cue for students to answer in the target language worth 20 points. The entire writing portion of the demonstration performance will total 60 points.

The other demonstration performance will consist of an oral component (conversation with the teacher) in the target language covering a variety of topics/contexts. Students can access possible contexts for preparation and demonstrate their ability to converse. Two categories will be randomly chosen from all possible topics. Each conversation will be worth 20 points for a total of 40 points in all.

6. Grade calculation for attainment of C+

Total points earned will be divided by the total points possible of 270 and grade will be calculated to determine whether the student attained a C+ or higher.
The Michigan World Language Standards and Benchmarks targeted in the **OHS Spanish 1 Curriculum** are as follows:

### 1.1 Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

<table>
<thead>
<tr>
<th>1.1.N.SL.a</th>
<th>Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.N.SL.b</td>
<td>Ask and answer basic questions about the weather, self, family and friends</td>
</tr>
<tr>
<td>1.1.N.SL.c</td>
<td>Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions</td>
</tr>
<tr>
<td>1.1.N.SL.d</td>
<td>Request, offer, invite, and reply appropriately using memorized phrases</td>
</tr>
<tr>
<td>1.1.N.SL.e</td>
<td>Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits</td>
</tr>
<tr>
<td>1.1.N.SL.f</td>
<td>Ask questions about feelings, emotions of friends, family, classmates and answer using a list of traits</td>
</tr>
<tr>
<td>1.1.N.SL.g</td>
<td>Ask questions about the attributes of places and things in their immediate environment and answer</td>
</tr>
<tr>
<td>1.1.N.SL.h</td>
<td>Exchange information in the target language on familiar topics such as personal interests, school activities, and family life</td>
</tr>
<tr>
<td>1.1.N.SL.i</td>
<td>Ask for and obtain information in everyday situations in the target language about time, place, size, relating to restaurants</td>
</tr>
<tr>
<td>1.1.N.SL.j</td>
<td>Share likes and dislikes in the target language with a classmate</td>
</tr>
<tr>
<td>1.1.N.SL.k</td>
<td>Share opinions and preferences in the target language with their classmates</td>
</tr>
<tr>
<td>1.1.N.RW.a</td>
<td>Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions</td>
</tr>
<tr>
<td>1.1.N.RW.b</td>
<td>Exchange information by asking and answering basic questions in writing about the weather, self, family, and friends</td>
</tr>
<tr>
<td>1.1.N.RW.c</td>
<td>Recognize and use appropriate register/honorifics in limited, simple social correspondence</td>
</tr>
</tbody>
</table>
1.1 Request, offer, invite, and reply appropriately in writing using memorized phrases

1.1.n.1.d
Request, offer, invite, and reply appropriately in writing using memorized phrases

1.1.n.1.e
Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits

1.1.n.1.f
Ask questions in writing about feelings, emotions of family, classmates, and answer in writing using a list of traits

1.1.n.1.g
Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits

1.1.n.1.h
Exchange information in writing in the target language on familiar topics such as personal interests, school activities, and family life

1.1.n.1.i
Inquire in writing, to obtain information in the target language about time, place, and size relating to restaurants

1.1.n.1.j
Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters

1.1.n.1.k
Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics.

1.2.n.1.a
Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests

1.2.n.1.b
Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

1.2.n.1.c
Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.n.1.d
Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.n.1.e
Demonstrate understanding of written classroom language in the target language including directions, commands, and requests

1.2.n.1.f
Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories

1.2.n.1.g
Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

1.3.n.1.b
Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school

1.3.n.1.c
Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

<table>
<thead>
<tr>
<th>2.1.N.H.a</th>
<th>Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.N.H.e.</td>
<td>Identify and explain how the language and culture expanded throughout the world</td>
</tr>
<tr>
<td>2.1.N.F.a</td>
<td>Describe family structures and the role of friends within a community or culture in which the language is spoken</td>
</tr>
<tr>
<td>2.1.N.F.b</td>
<td>Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)</td>
</tr>
<tr>
<td>2.1.N.F.c</td>
<td>Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)</td>
</tr>
<tr>
<td>2.1.N.E.a</td>
<td>Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken</td>
</tr>
</tbody>
</table>

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

| 2.2.N.G.a  | Identify countries, their capital and major cities in which the language is spoken |
| 2.2.N.G.b  | Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken |
| 2.2.N.G.c  | Identify the neighboring countries and geographic features surrounding a country in which the language is spoken |
| 2.2.N.G.d  | Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken |
| 2.2.N.C.b  | Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites) |
| 2.2.N.F.a  | Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, foods) |
| 2.2.N.F.c  | Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken |
| 2.2.N.E.a  | Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken |
| 2.2.N.E.b  | Identify the major natural resources of a country in which the language is spoken |
| 2.2.N.E.c  | Recognize the currency of a country in which the language is spoken |
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language.

3.1.N.a
Reinforce previously learned content knowledge through the target language

3.2 Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

3.2.N.a
Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.

4.1.N.a
Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b
Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c
Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d
Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

4.2.N.a
Identify basic target culture practices and compare them to one’s own

4.2.N.b
Identify basic target culture products and compare them to one’s own

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

5.2.N.a
Willingly use the target language within the classroom setting

5.2.N.c
Identify careers where skills in another language or cross-cultural understanding are needed