

Course Number 15050

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Virtual learning at a glance:

1. Synchronous Learning Block: (Through Google Meet)

- a. Here I will be teaching a new concept (such as the Spanish pronunciation of the alphabet) where the student should take notes and ask questions.
- b. Within this block we will do game-type activities where I check understanding and students will keep a record of these activities to be turned in through Schoology.

2. Asynchronous Learning Block:

- a. After our session together you will now practice the concept more by completing an assignment to be turned in through Schoology. Included: days objectives, daily warm-up and an activity that practices the concept taught/reviewed.

3. Assessments:

- a. Every Friday an assessment of some sort will be given to be turned in

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Please remember:

- 1. **Learning a new language is BRAND new to many of you.**
- 2. **I expect you to simply try.....PROGRESS NOT PERFECTION!**
- 3. **YOU WILL MESS UP! But that's part of this process.**
- 4. **Ask questions.**

Course Description:

Students will be able to apply basic Spanish through speaking, reading, writing and listening.

Course Requirements/Objectives:

Students will be responsible for communicating and responding orally and in writing using basic structures and beginner vocabulary.

Texts/Resources:

Textbook: "¡Qué Chéverre!" level 1 and the corresponding on-line materials, along with teacher use of DVDs and CDs.

Required Materials:

Textbook, 3 ring binder, paper, pencils, pen (blue, black ink only)

Recommended Materials:

Spanish dictionary "501 Spanish Verbs" (Or on-line versions)

National Standards:

These five C's goals offer a vision of what students should know and be able to do with another language. Students will be given ample opportunities to explore, develop, and use communication strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture.

Communication: Students are asked to communicate in oral and written form, interpret oral and written messages, and present oral and written information for a variety of purposes.

Culture: Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture.

Connections: Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons: They discover patterns, make predictions, and analyze similarities and differences across languages and cultures.

Communities: Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society.

What will you learn in Spanish 1?

Chapter One (about 4 weeks)

- Spell words in Spanish
- Ask for and give names
- Greet and say goodbye
- Use Spanish punctuation appropriately
- Talk about birthdays in Spanish-speaking countries
- Greet people with appropriate gestures
- Identify where Spanish is spoken in the world
- Say where I am from
- State my age
- Count to twenty
- Use definite articles with some country names
- Explain cognates and false cognates
- Talk about ten wonders of the Spanish-speaking world

- Ask and tell how someone is feeling
- Recognize the difference between informal and formal Spanish
- Express courtesy
- Ask for and state the time
- Count up to 100
- Read a simple narrative in Spanish

Chapter Two (About 4 weeks)

- Ask and tell who someone is
- Ask and tell where someone is from using subject pronouns and the verb ser
- Give examples of Spanish in everyday life
- Identify Hispanic influence in the United States
- Ask and tell how to say a word in Spanish
- Talk about one or several people, places, or classroom objects
- Discuss school schedules
- Describe classroom objects and clothing
- Talk on the phone in Spanish
- Talk about what people do and need using -ar verbs
- Talk about student exchange programs and schools in the Spanish-speaking world
- Identify technology items
- Ask for and provide contact information
- Talk about where things are and how people are using the verb estar
- Read and discuss a poem by Gina Valdes.

Chapter Three (About 4 weeks)

- Talk about places in the city
- Invite using “quieres” and “por qué no”
- Introduce a friend and express courtesy
- Ask and answer questions
- Talk about interesting places to visit in Mexico City
- Talk about Diego Riviera’s murals
- Talk about modes of transportation and proximity
- Express a problem
- Ask and say where someone is going using the verb ir
- Talk about Mexico City’s subway.
- Talk about more places in the city
- Ask and say what people are going to do using ir + a + infinitive
- Talk about Mexico’s three cultures
- Talk about Mexico City’s landmarks and cuisine
- Have a conversation in a restaurant
- Talk about what people do using -er verbs
- Talk about Frida Kahlo and her art
- **Chapter 4 (About 4 weeks)**
- Talk about family and relationships

- Use possessive adjectives to describe relationships among people
- Talk about what people do using -ir verbs
- Talk about Puerto Rico, its languages, and its people
- Use estar to describe people and things
- Explain the Hispanic naming tradition
- Talk about activities people like and don't like to do
- Discuss the role of the family in the Dominican Republic
- Describe typical Dominican Music
- Describe friends and family
- Use the verbs ser and estar correctly
- Talk about the importance of baseball in the Dominican Republic