

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

Spanish 1

Instructors:

Janice Clain
Room 115
clainj@hermon.net

This course stresses the fundamentals of Spanish conversation, writing, grammar, and vocabulary. It also fosters awareness in students of differences in Hispanic and Latin cultures and comparisons with American culture. Students selecting Spanish I should have a good understanding of English grammar and self disciplined study habits.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.

Standard 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1 Para empezar

Summary **Students learn to ask and answer basic conversation starters.**

Performance Students will be able to:
Indicators greet another person at different times of day
Assessed ask and tell names
in Unit ask and describe basic health
name parts of the body
ask about and state a person's age
ask about and tell where a person is from
tell the time, the date and the season
describe the weather
use numbers to 30
recognize and respond to classroom instructions

Unit 2 Mis amigos y yo ¿Qué te gusta hacer?

Summary **Students learn to talk about what they and others like to do.**

Performance Students will be able to:
Indicators exchange information about what they or another person likes to do (gustar)
Assessed exchange information about what they or another person does not like to do
in Unit identify three infinitive endings in Spanish
express agreement and disagreement (negative statements)

Unit 3 Mis amigos y yo Y tú ¿cómo eres?

Summary **Students learn to talk and write about personality traits and physical description.**

Performance Students will be able to:
Indicators exchange information about what they or one of their friends is like
Assessed correctly use (agreement and placement) descriptive adjectives
in Unit use definite and indefinite articles with nouns
express likes and dislikes

Unit 4 La escuela Tu día en la escuela	
Summary	Students learn to talk and write about their courses, teachers and some school supplies.
Performance	Students will be able to:
Indicators	exchange information about courses and teachers
Assessed	compare the school day in the US and in Hispanic countries
in Unit	compare attitudes in the US and in Hispanic countries regarding sports use subject pronouns, including plurals differentiate between the forms of “you” (to show respect or for plurals) use -ar verbs to describe an action
Unit 5 La escuela Tu sala de clases	
Summary	Students learn to talk and write about their classroom, more classroom supplies and parts of a computer.
Performance	Students will be able to ...
Indicators	exchange information about the classroom setting
Assessed	tell where classroom items and people are located in relation to each other
in Unit	form plural nouns and use them with the correct plural articles
Unit 6 La comida ¿Desayuno o almuerzo?	
Summary	Students learn to talk and write about foods they like and don't like to eat for breakfast and lunch.
Performance	Students will be able to:
Indicators	exchange information about foods they like or don't like for breakfast and lunch
Assessed	use -er and -ir verbs in the present tense
in Unit	use the verbs gustar and encantar to tell what foods they like and love
Unit 7 La comida para mantener la salud	
Summary	Students learn to talk and write about healthy food and exercise choices.
Performance	Students will be able to:
Indicators	describe healthy eating practices
Assessed	tell what they should or shouldn't do to maintain good health (deber)
in Unit	state that they are hungry or thirsty describe some physical activities helpful to maintain good health use colors to describe foods and other items use adjectives to describe plural nouns use the verb ser to name and describe characteristics
Unit 8 Los pasatiempos ¿Adónde vas?	
Summary	Students learn to talk and write about leisure activities and schedules, places they go and activities they do during free time.
Performance	Students will be able to:
Indicators	use the verb ir to ask and tell about where they go
Assessed	ask and answer questions
in Unit	make contractions of the definite article and the preposition a tell at what time an action takes place tell how they or someone else feels (conditions)
Unit 9 Los pasatiempos ¿Quieres ir conmigo?	
Summary	Students learn to talk and write about what they want to and will do. They learn to prepare and respond to invitations.
Performance	Students will be able to:
Indicators	use the ir a + infinitive construction to talk about future events
Assessed	use the stem changing verbs jugar, querer, poder and preferir
in Unit	

Unit 10	Fiesta en familia Una fiesta de cumpleaños
Summary	Students learn about family relationships and celebrations.
Performance Indicators	Students will be able to: name and describe family members
Assessed in Unit	use possessive indicators use verbs tener and venir
Unit 11	Fiesta en familia / Vamos a un restaurante
Summary	Students learn to describe family members and how to talk about dining out.
Performance Indicators	Students will be able to: name items on a restaurant table
Assessed in Unit	describe physical appearance, including stature, hair color, and age distinguish uses of the verbs ser (characteristics) and estar (conditions and location) exchange information about dining out
Unit 12	La casa En mi dormitorio
Summary	Students learn to describe their bedroom and its contents.
Performance Indicators	Students will be able to: name furniture and electronic appliances
Assessed in Unit	describe physical appearance, including size and color make comparative statements make superlative statements distinguish uses of the verbs ser (characteristics) and estar (conditions and location)
Unit 13	La casa ¿Cómo es tu casa?
Summary	Students learn to describe the rooms in their house and household chores.
Performance Indicators	Students will be able to: name rooms in the house
Assessed in Unit	state actions in progress give positive familiar commands compare US and Hispanic housing talk about household chores
Unit 14	De compras ¿Cuánto cuesta?
Summary	Students learn to name and describe clothing and talk about how much items cost.
Performance Indicators	Students will be able to: name items of clothing
Assessed in Unit	converse in a clothing store on the topics of price, visual appeal and fit designate items close and at a distance
Unit 15	De compras ¡Qué regalo!
Summary	Students learn to name types of stores, names of accessory items and to use past tense.
Performance Indicators	Students will be able to: name jewelry and accessory items
Assessed in Unit	converse about shopping and gift giving talk about past actions use pronouns to stand for items previously mentioned

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.