

Spanish 1

Essential understanding

Spanish is the 3rd most spoken language in the world. There are over 400 million Spanish speakers world-wide. In United States alone, there are more than 33 million speakers, making Spanish the second largest language in the United States. But why does it feel so difficult to learn? It can certainly feel daunting when learning a language for the first time but with a little bit of creativity you can make it a fun routine. Spanish requires daily practice. It is essential to be creative and have lots of initiative when studying. Just like any other skill, be patient with yourself and try to enjoy the adventure. And ask lots of questions!



Do you know what a foreign accent is? It's a sign of bravery.
– *Amy Chua*

Overview

You have learned the very basics of Spanish. Now we will continue to build upon our knowledge. In this quarter, you will cover two units. In Unit 1 you will be able to understand what agreement is and how to construct that agreement while using adjectives to describe people or things. In Unit 2 you will review numbers from 1 to 30 and learn higher numbers from 30 to 100. You will also learn how to ask for the time and tell what time is it. This will also enable you to tell at what time you do your favorite activities and how much it costs to go to your favorite movie or to buy a videogame.

Unit 1: El verbo *ser* y adjetivos descriptivos

(January 24 – March 1st)

Lessons

- What are subject pronouns and how they affect conjugation?
- What is agreement and how it works with adjectives?

Deadlines:**Handouts**

- Handouts turned in daily (*Warm-up / Lesson or Reading/Video Notes / Exit Ticket*)

Practice Packets

- Practice Packet #1: Monday/Tuesday, February 4/5
- Practice Packet #2: Thursday/Friday, February 14/15
- Practice Packet #3: Thursday/Friday, February 28 – March 1st

Duolingo

- Week 2: Friday, February 1st
- Week 3: Friday, February 8
- Week 4: Friday, February 15
- Week 5: Friday, March 1st

Assessment

- Quiz #1: February 4/5
- Quiz #2: February 14/15
- Project Presentation: Monday/Tuesday, February 25/26
- Unit test 1: February 28 – March 1st
- Pronunciation evaluation: February 28 – March 1st

Unit 1: El verbo *ser* y adjetivos descriptivos**Goals**

- Identify subject pronouns in Spanish and able to use them correctly
- Confidently know how to conjugate the verb *ser* in each form
- Understand the concept of agreement in the Spanish language
- Able to identify the gender of Spanish nouns
- Able to turn singular nouns into plural, and vice-versa
- Able to describe people and objects using *ser* and adjectives in the correct agreement

Unit 1: El verbo *ser* y adjetivos descriptivos**(January 24 – March 1st)****Guiding question:** What are subject pronouns and how they affect conjugation?**Week 1****Tuesday, January 22**

- Study Guide Review
- Movie day!

Individual work

- Watch the movie. Take notes on your handout and complete comprehension questions.
- Turn in your handout **before leaving class**.

Due today: Handout (copies provided)**Thursday/Friday January 24/25**

- Lesson: Review subject pronouns and how to conjugate the verb *ser*

Individual work

- Complete handout and turn in **before leaving class**

Group work

- Choose one of the following activities:
 - Create a poster teaching what subject pronouns are in Spanish and how to conjugate the verb *ser* in each form. Have at least 5 simple sentences, one for each conjugation form.
 - Create a memory card game with subject pronouns and the conjugation forms of the verb *ser*. After matching a subject pronoun with a conjugation form, write a simple sentence using the match.
 - Write a song or a poem and perform it for the class or record yourself and send me your work.

Week 2 – One hour class/Noon dismissal**Monday/Tuesday, January 28/29**

- Continue working on subject pronouns and the verb *ser*

Individual work

- Find an article or tutorial video about the verb *ser*. Take notes on your handout.
 - Complete handout and turn in **before leaving class**
 - Work on **Practice Packet #1** due on Monday/Tuesday, February 4/5
 - Duolingo due on Friday, February 1st
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Thursday, January 31st

- One-on-one lesson if needed (by request)

Individual work

- Red PDF provided on Google Classroom about the verb *ser*. Take notes on your handout.
 - Complete handout and turn in **before leaving class**
 - Continue working on the **Practice Packet #1** due on Monday/Tuesday, February 4/5
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Friday, February 1st

- Improve your listening skills with a song in Spanish

Individual work

- Listen to the song and fill the blanks with the words you hear in Spanish
- Create a vocabulary chart with at least 15 words you don't understand (chart provided)

Week 3

Guiding question: How do we describe people and things in Spanish?

Monday/Tuesday, February 4/5 - (Quiz today)

- Lesson: What is agreement in Spanish? Introduction to adjectives (agreement of nouns and adjectives)

Due today: Practice Packet #1

Individual work

- Complete handout and turn in **before leaving class**
- Duolingo due on Friday, February 8
- Choose one of the following activities:
 - Make a list of at least 10 objects/people and 10 different adjectives. Then, create cards to play a memory card game with the objects and adjectives. When you match an object and an adjective, write a sentence. You will have a total of 10 sentences.
 - Look around your classroom and out of the window. Write at least 10 sentences describing things and people around you. Do not repeat adjectives.
 - Make a drawing using colored pencils. After, write a short description of your drawing using the verb *ser* and adjectives. You can also describe your drawing out loud to me.

Assessment: Quiz on subject pronouns and the verb *ser*

Thursday/Friday, February 7/8

- Continue working on agreements with the verb *ser* and adjectives

Due today: Duolingo

Individual work

- Complete handout and turn in **before leaving class**
- Work on **Practice Packet #2** due on Monday/Tuesday, February 14/15

Group work

- Choose one of the following activities:
 - Create a collage using images from magazines. Make a list of at least 10 different adjectives. Then, write descriptions using the verb *ser* and adjectives from your list to describe the people and things from your collage. (Do not repeat adjectives)
 - Write a song using *ser* and adjectives. Use the melody of another Spanish song. Perform the song for the class or record yourself and share your work with me (and other classmates if you feel comfortable.)
 - Gather objects from around the classroom, images from magazines, things you can describe. Quiz each other on the vocabulary words. After, draw each object and write short sentences describing the object using adjectives.

Week 4**Monday/Tuesday, February 11/12**

- Lesson: Review of adjectives

Individual work

- Work on **Practice Packet** due on Monday/Tuesday, February 25/26
 - Create flashcards for at least 15 vocabulary words from the Practice Packet
 - Duolingo due on Friday, February 15
 - Choose one of the following activities:
 - Listen to a DuoLingo Podcast in Spanish. After listening the story, write a short summary in Spanish. List any new words you learned in Spanish and write at least 10 sentences using those new words.
 - Use TinyCards from DuoLingo to study new words. Pick 10 new words your learned through TinyCards and use them in complete sentences using *ser*.
 - Draw a scene (stick figures are perfectly fine!) including multiple items like *cuadernos, lápices, estudiantes*, etc. Then pair up with a classmate of your level and take turns describing each other's scene. Document your work in your notebook and make sure you show me your work.
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Thursday/Friday, February 14/15 (Quiz today)

- Lesson: Flash Cultural sobre España

Due today: Duolingo

Assessment: Quiz on adjectives

Group work

- In groups of 3 (one from each level) pretend you work in a travel agency and choose one of the following activities:
 - Create a travel brochure for prospective travelers to Spain (Electronic brochure not accepted)
 - Create an advertisement video for your Travel Agency announcing new exciting adventures in Spain for next summer. Show your video to the class.
 - Create a Cultural PowerPoint Presentation about cultural aspects of Spain and exciting activities travelers can do in the country. Present to the class.

* Spain has 17 autonomous communities. Your group work will focus on only one of the following autonomous communities of Spain.

Please select one of the following autonomous communities of Spain before starting your work:

- Galicia
- País Basco
- Islas Baleares
- Islas Canarias
- Castilla-La Mancha
- Andalucía
- Cataluña
- Castilla y León
- Valencia

** Follow the rubric provided to understand what you need to include in your work.

*** Due on Monday/Tuesday, February 25/26

(No school on Week of February 18 to February 22)

Week 5**Monday/Tuesday, February 25/26**

- Presentations due today. Prepare for your pronunciation evaluation next week.

Due today: Group work about Spain

Group work

- 1st hour of class: Complete and turn in your group work about Spain
- 2nd hour of class: Work on **Pronunciation evaluation** due next week.

Pronunciation Evaluation: You will be given a dialogue to memorize and present next class. Practicing your pronunciation is indispensable.

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Thursday/Friday, February 28 – March 1st (Assessment Day)

- Pronunciation evaluation
- Unit test #1

Due today: Duolingo

Individual work

- Use first 15 minutes of class to go over either practicing your pronunciation or reviewing for the test.

Expectations

- Students are expected to participate during the lesson time
- Students should actively look for additional resources or ask the teacher
- Students need to complete the work in class
- Work needs to be submitted on time
- Students need to bring their computer charged
- If a student does not know what s/he has to do, the student needs to check the Study Guide. If the student still needs help, then ask at least 3 classmates before asking the teacher
- If a student has an **excused absence**, student is responsible for making up for the work. In agreement with the Family Handout, the student has 2 days to make up for the work.
- Extensions **will not be granted** during **unexcused absences**.

Warm-ups

- Grading scale:
 - Present/On time: 5 pts
 - Present/Tardy: 2.5 pts
 - Excused absence: Exempt
 - Unexcused absence: 0
 - Not completed: 0
- Students have the first 10 minutes of class to complete the warm-up.

Extensions

- If you need an extension for an assignment, follow these steps:
 - Complete the official **Extension Form** available on Google Classroom
 - Have already completed **at least 50%** of the work
 - Request the extension a minimum of **48 hours in advance**
- If a student has an **excused absence**, student is responsible for making up for the work. In agreement with the Family Handout, the student has 2 days to make up for the work.
- Extensions **will not be granted** during **unexcused absences**.

Links

- DuoLingo: <https://schools.duolingo.com>
- TinyCards: <https://tinycards.duolingo.com>
- DuoLingo Podcasts in Spanish: <https://podcast.duolingo.com>
- Online Dictionary: <http://www.wordreference.com>
- Spanish Tutorials: <https://studyspanish.com>