

# Español 1

## Essential Understanding

Spanish is the 3<sup>rd</sup> 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!



**“Language is the road map of a culture. It tells you where its people come from and where they are going.” - Rita Mae Brown**

## Description

**¡Bienvenidos!** Spanish 1 is an introductory class that focuses on the basic functions of the language and help you become familiar with some elements of its culture. You are expected to listen, speak, read and write in Spanish using common vocabulary. Grammar is integrated throughout the course and is selected according to the language needs. You will also be able to interact to express your identity, ask for and give personal information and express preferences about activities.

**\*Schedule is subject to change. Your teacher will notify you about any changes\***

## Unidad 2: La vida en la escuela

### Intercultural Goals

- I can recognize some similarities and differences between school life in Costa Rica and in my community.
- I can identify some shared values between my community and a community in the Spanish-speaking world.
- I can compare cultural practices and perspectives reflected in the use of uniforms in my community and in Costa Rica.
- I can identify cultural practices from authentic digital materials.

### Communicative Goals

- I can understand a simple written ad in Spanish.
- I can write a list of school supplies I need to purchase.
- I can express where my school activities take place.
- I can create a simple written promotional message in Spanish.
- I can present information about my school day orally.

### Essential questions

- What places, people and activities define student life?
- How is student life at my school similar to and/or different from student life at a school in Costa Rica?
- How do schools reflect the values of their communities?

### Unit Goals

- Exchange information about your life at school, including people, places, calendars, schedules, and student activities.
- Interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica.
- Present information about your own life at school.
- Investigate and reflect on how a country's educational system mirrors cultural values and perspectives.

**(Week 1)****November 7<sup>th</sup> - 8<sup>th</sup>**

Thursday/Friday

**Learning target:** I can recognize some similarities and differences between school life in Costa Rica and in my community.

**Agenda**

- Warm-up
- Lesson: Costa Rica y California
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

**Practica independiente**

- @Classroom
- Así se dice 1: Video
  - Así se dice 1: Graphic organizer
  - Reflexión intercultural on page 89  
(Publish it on your Google Site)
  - Activities pages 89-91

@Home (Unidad 2: La vida en la escuela)

- Complete pages 90-91

**Vocabulary words**

asignatura  
 uniforme  
 camisa  
 pantalones  
 zapatos  
 los colores  
 azul  
 verde  
 negro

**(Week 2)****November 11<sup>th</sup> - 12<sup>th</sup>**

Monday/Tuesday (\*No class on Monday)

**Learning target:** I can compare the list of school supplies I need with that from a student in a Latin American country.

**Agenda**

- Warm-up
- Lesson: Día de los muertos
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

**Practica independiente**

- @Classroom
- Poem

**Vocabulary words**

el altar  
 el pan de muerto  
 los rituales  
 la muerte  
 el renacimientos  
 las calaveras  
 las velas  
 el camino

**(Week 2)****November 14<sup>th</sup> - 15<sup>th</sup>**

Thursday/Friday

**Learning target:** I can compare the list of school supplies I need with that from a student in a Latin American country.

**Agenda**

- Warm-up
- Lesson: Los útiles escolares
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

**Practica independiente**

@Classroom

- Complete Actividad 6 on page 92
- Read "Enfoque cultural" on page 93 and publish "Conexiones" on your Google Site
- Vocabulary Choiceboard; words from page 94

@Home (Unidad 2: La vida en la escuela)

- Activities 8 & 9 on page 95
- Activity 10 on page 96

**Vocabulary words**

las materias  
 una agenda escolar  
 un estuche  
 la moneda  
 el pasillo  
 el auditorio  
 el gimnasio  
 el edificio  
 el aula

**(Week 3)****November 18<sup>th</sup> - 19<sup>th</sup>**

Monday/Tuesday

**Learning target:** I can understand a simple written ad in Spanish.  
I can create a simple promotional message in Spanish.

Agenda	Practica independiente
<input type="checkbox"/> Warm-up <input type="checkbox"/> Lesson: <u>El horario escolar</u> <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Exit ticket <input type="checkbox"/> Restore the environment	@Classroom <input type="checkbox"/> Complete <b>Actividad 11</b> on pages 96-97. (Publish your ad on your Google Site)  @Home ( <u>Unidad 2: La vida en la escuela</u> ) <input type="checkbox"/> Así se dice 2: PPT <input type="checkbox"/> Learning Strategies: Video <input type="checkbox"/> Practice the numbers 31-1,000

**Vocabulary words**

la computadora  
 la biblioteca  
 la cafetería/la soda  
 la hora  
 ¿a qué hora?  
 y quince  
 y cuarto  
 y media  
 los números 31-1,000

**(Week 3) November 21<sup>st</sup> - 22<sup>nd</sup>**

Thursday/Friday

**Learning target:** I can present information about my school day orally.**Agenda**

- Warm-up
- Lesson: Mi horario
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

**Practica independiente**

- @Classroom
- Activities on pages 99-101
- Prepare your oral presentation
- @Home (Unidad 2: La vida en la escuela)
- Observa 2: page 102
- Observa 2: Video and graphic organizer

**Vocabulary words**

el horario escolar  
 por la mañana  
 por la tarde  
 da lo mismo  
 descansado/a  
 cansado/a  
 dinámico/a  
 aburrido/a

----- No class week of November 25<sup>th</sup>-29<sup>th</sup>-----

## (Week 4) December 2<sup>nd</sup>-3<sup>rd</sup>

### Monday/Tuesday

**Learning target:** I can present information about my school day orally.

#### Agenda

- Warm-up
- Lesson: ¿Qué hay en la escuela?
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

#### Practica independiente

- @Classroom
- Activities on pages 102-105
- Prepare your oral presentation
  
- @Home (Unidad 2: La vida en la escuela)
- Así se dice 3: Video and Graphic Organizer