SPANISH 1 SYLLABUS

|  |  |
| --- | --- |
| ***Lección Preliminar***  | Students will:1. Recognize, use, and respond to classroom expressions.
2. Conduct basic conversations in Spanish about your name, where you are from, telephone numbers (0-10), and the weather.
3. Use the Spanish alphabet to spell names and words in Spanish
 |
| ***Unidad 1-1*** ***¿Qué te gusta hacer?***  | Students will:1. Discuss their likes and dislikes about foods and activities using the verb gustar + infinitive.
2. Describe where they are from and inquire where others are from using the verb ser and subject pronouns.
3. Review weather descriptions and incorporate them into descriptions of preferences.
 |
| ***Unidad 1-2*** ***Mis amigos y yo***  | Students will:1. Describe themselves and others using adjectives and the verb ser.
2. Determine and apply gender and number of Spanish nouns and adjectives.
3. Identify people and things in Spanish.
4. Review after-school activities, ser and snack foods.

  |
| ***Unidad 2-1*** ***Somos estudiantes***  | Students will:1. Identify school subjects in Spanish using the verb tener.
2. Describe what people do in different classes by using present tense regular -ar verbs and tener que + infinitive.
3. Describe daily schedule by using time.
4. Describe how frequently they do various activities.
5. Make cultural comparisons between schools in Spanish speaking countries and the United States.
 |
| ***Unidad 2-2*** ***En la escuela***  | Students will:1. Describe classes and classroom objects.
2. Use the verb estar to describe where things are located, and how you feel.
3. Use the verb ir to describe where you are going.
4. Review class subjects and telling time.
5. Cultural comparison of schools

  |

|  |  |
| --- | --- |
| ***Unidad 3-1*** ***Mi comida favorita***  | Students will:1. Describe what foods and beverages they like to eat for various meals using present tense verbs and gustar.
2. Ask and respond to questions using interrogative words.
3. Make cultural comparisons between foods in various countries.
 |
| ***Unidad 3-2*** ***En mi familia***   | Students will:1. Identify family members.
2. Describe family members by giving age, using descriptive adjectives and making comparisons.
3. Identify family relationships by using de and possessive adjectives.
4. Use numbers 0-1,000,000
5. Make cultural comparisons between family celebrations
 |
| ***Unidad 4-1*** ***¡Vamos de compras!***  | Students will:1. Talk about what clothes they want to buy using regular and e-ie stem-changing verbs.
2. Describe different outfits for various occasions and seasons.
3. Incorporate tener expressions into their communications.
4. Use direct object pronouns in a shopping context.
5. Discuss where people like to shop for clothing in different countries.
 |
| ***Unidad 4-2*** ***¿Qué hacemos esta noche?***  | Students will:1. Describe places and events in town.
2. Describe what activities they like to do with friends using regular and o-ue, e-i stem -changing verbs.
3. Learn how to order from a menu using stem- changing verbs.
4. Use the verb ir + a to talk about what they are going to do, where they are going to go, and how they are going to get there.
5. Discuss activities that teenagers do on the weekend in various countries.

  |
| ***Unidad 5-1*** ***Vivimos aquí***  | Students will:1. Describe a house and household items

2.    Indicate the order of things using ordinal numbers3.    Describe people and locations using ser and estar1. Make cultural comparisons and connections between households in the United States and those in Spanish Speaking countries.
 |