

Course Title

Spanish 1 A

Description of Target Group

Spanish 1A is the first semester of a two-semester course designed as an elective for students of all grade levels.

Purpose

Spanish 1A is designed emphasizing a communicative approach to enable students to appreciate and respect other people; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish; and learn the history and culture of Spanish-speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills.

1. Learn the sounds of Spanish phonemes.
2. Recite and imitate the Spanish phonemes, intonation and rhythm patterns.
3. Develop listening comprehension.
4. Read from the text with acceptable pronunciation, intonation, and rhythm.
5. Produce in oral and in written form vocabulary and sentences that relate to topics of the text.
6. Write from dictation with accurate spelling and punctuation any related vocabulary or sentences covered in the text.
7. Ask questions in Spanish related to topics presented in class.
8. Answer questions orally and in writing, based on topical vocabulary.
9. Participate in activities involving the culture of Spanish speaking people.
10. Maintain a Spanish notebook.
11. Demonstrate the ability to use orally and in written form the following grammatical concepts.
 - a. Present indicative of regular verbs, stem changing verbs, and specific irregular verbs in the affirmative, negative, and interrogative forms.
 - b. Familiarity with commands
 - c. Gender and number
 - d. Adjectives: position and agreement, possessives
 - e. Pronouns: subject possessive
 - f. Orthographic syllabication, accentuation
 - g. Contractions
 - h. Articles: definite, indefinite

Spanish 1 A (continued)

12. Develop vocabulary relating to:
 - a. Idiomatic expressions
 - b. Cognates
 - c. Friends and greetings
 - d. Family
 - e. Days of the week, months, seasons
 - f. Time expressions
 - g. Numbers
 - h. Career awareness
 - i. Pastimes
 - j. Shopping
 - k. Weather

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.

Student depictions of concepts via drawings, markings, posters, collages, and video projects.

Students sorting and/or showing realia.

Student or teacher generated (Planned or impromptu) role play or real life situations.

Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.

Summative written tests and quizzes based on teacher generated criteria.

Student work in computer files.

Student generated logs and journals.

Spanish 1 B

Description of Target Group

Spanish 1B is the second semester of a two-semester course designed as an elective for students of all grade levels who have completed Spanish 1B or demonstrated proficiency at that level.

Purpose

Spanish 1B is designed emphasizing a communicative approach to enable students to appreciate and respect other people; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish; and learn the history and culture of Spanish-speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Learn the sounds of Spanish phonemes.
2. Recite the Spanish alphabet and be able to spell orally in the target language.
3. Imitate Spanish phonemes, intonation and rhythm patterns.
4. Develop listening comprehension
5. Read from the text with acceptable pronunciation, intonation, and rhythm.
6. Produce in oral and in written form vocabulary and sentences that relate to topics in the text.
7. Write from dictation with accurate spelling and punctuation any related vocabulary covered in the text.
8. Ask questions in Spanish related to topics presented in class.
9. Answer questions, orally and in writing, based on topical vocabulary.
10. Participate in several activities involving the culture of Spanish speaking people.
11. Maintain a Spanish notebook.
12. Demonstrate the ability to use orally and in written form the following grammatical concepts.
 - a. Preterit of regular verbs and specific irregular verbs.
 - b. Personal "a"
 - c. Pronouns: reflexive, object pronouns, demonstrative
 - d. Grammatical concepts from the text and at teacher discretion.

13. Develop vocabulary relating to:
 - a. Meals
 - b. Sports
 - c. Holidays
 - d. Illness/accident
 - e. Parts of the body
 - f. Clothing
 - g. Travel
 - h. Leisure time activities

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.

Student depictions of concepts via drawings, markings, posters, collages, and video projects.

Students sorting and/or showing realia.

Student or teacher generated (planned or impromptu) role play or real life situations.

Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.

Summative written tests and quizzes based on teacher generated criteria.

Student work in computer logs.

Student generated logs and journals.