

New Albany Global Languages Department
Spanish 1B Graded Course of Study

Unit 1 (Chapters 1 - 4, Spanish 1A Review)

Objectives: Greetings and Introductions, Describing yourself and other people, Answering questions about yourself, Discussing likes and dislikes, Discussing your school schedule and classes, Describing free-time activities, Describing the places around a town

Grammar: -ar verbs, conmigo and contigo, the irregular verb estar, location prepositional words (on, over, under, etc.), jugar and shoe verbs, jugar vs. tocar, use of que as a linking word, the contractions al and del, the verb ir, ir + a + infinitives, para + infinitives, el and los with days of the week and months of the year, gustar, tener, ser, numbers 0-100,

Additional Resources: ¡Ven Conmigo! Video program; ¡Ven Conmigo! Audio cd's, vocabulary flashcards; SMART-board activities; communicative student activities, whiteboards/dry erase boards, authentic readings and print material from Spanish-speaking countries, estar video, gustar video.

Assessment: Content quizzes per topic, student skit/presentations (oral), TPR activities, one-on-one interviews, peer evaluations (speaking and writing), cooperative learning activities, video quizzes, oral presentation (in English),

Unit 2 (Ch. 5): El Ritmo de La Vida (The Rhythm of Life)

Objectives: discussing how often you do things, talking about what you and your friends like to do together, talking about what you do during a typical week, giving the date and talking about the weather, talking about the months and seasons of the year.

Grammar: negation, ¿quién? and ¿quiénes?, gusta and the indirect object pronouns me, te, le, nos, and les; the personal A, -ar, -er, and -ir verbs in the present tense, word order when explaining the date in Spanish.

Culture: Free time and “hangouts” for teens in Spanish-speaking countries, a typical week for Spanish-speaking teens, seasons in countries south of the equator.

Additional Resources: ¡Ven Conmigo! Video program; ¡Ven Conmigo! Audio cd's, vocabulary flashcards; overhead maps and transparencies; communicative student activities, whiteboards/dry erase boards, cook books/online recipe resources for traditional/authentic Hispanic foods, cultural posters, authentic readings and print material from Spanish-speaking countries, calendars, weather forecast information (in print and from online).

Assessment: Content quizzes per “paso,” student skit/presentations (oral), unit 6 test, TPR activities, one-on-one interviews, peer evaluations (speaking and writing), cooperative learning activities, video quizzes, oral presentation (in English and Spanish), student-created arts and crafts (as related to our language & cultural studies).

Unit 3 (Ch. 6): Entre Familia (Among family)

Objectives: describing your family and people, discussing what your family does together, explaining problems, and giving advice to people.

Grammar: possessive adjectives, the irregular verbs “hacer” and “salir,” and “poner;” deber + infinitive (should), tener que + infinitive (have to), necesitar + infinitive (need to).

Culture: El compadrazgo (Godparents in Spanish-speaking countries), privacy and “alone” time in Spanish-speaking countries in comparison to the U.S.A., the family unit in Spanish-speaking countries, and diminutives (-ita, -ito).

Additional Resources: ¡Ven Conmigo! Video program; ¡Ven Conmigo! Audio cd’s, vocabulary flashcards; overhead maps and transparencies; communicative student activities, whiteboards/dry erase boards, Video on Family in Spanish-speaking countries (Discussing Family), cultural posters, authentic readings and print material from Spanish-speaking countries.

Assessment: Content quizzes per “paso,” student skit/presentations (oral), unit 7 test, TPR activities, one-on-one interviews, peer evaluations (speaking and writing), cooperative learning activities, video quizzes, oral presentation (in English and Spanish), student-created arts and crafts (as related to our language & cultural studies).

Unit 4 (Ch. 7): ¿Qué te gustaría hacer? (What would you like to do?)

Objectives: talking on the telephone, extending and accepting invitations, making plans and getting ready to go out, turning down an invitation and explaining why.

Grammar: “e” to “ie” stem-changing (shoe) verbs, pensar + infinitive (to plan), ir + a + infinitive (going to do), expressions with “tener”, introduction to the preterite tense.

Culture: common telephone expressions and courtesies, getting around town in Spanish-speaking countries (public transportation), party invitations.

Additional Resources: ¡Ven Conmigo! Video program; ¡Ven Conmigo! Audio cd’s, vocabulary flashcards; overhead maps and transparencies; communicative student activities, whiteboards/dry erase boards, Video on Family in Spanish-speaking countries (Discussing Family), cultural posters, authentic readings and print material from Spanish-speaking countries.

Assessment: Content quizzes per “paso,” student skit/presentations (oral), unit 8 test, TPR activities, one-on-one interviews, peer evaluations (speaking and writing), cooperative learning activities, video quizzes, oral presentation (in English and Spanish), student-created arts and crafts (as related to our language & cultural studies).

Unit 5 (Ch. 8): ¡A comer! (Let’s eat!)

Objectives: talking about meals and food, commenting on food, making polite requests, ordering a dinner in a restaurant, asking for and paying the bill in a restaurant.

Grammar: present tense of “encantar” and indirect pronouns (me, te, le, nos, les), use of “estar” for how things taste, ser vs. estar, “o” to “ue” stem-changing (shoe) verbs, preterite tense, expressions with tener, forms of “otro”, numbers 200-1,000,000.

Culture: meals in Spanish-speaking countries compared to the U.S.A., typical dishes of Spanish-speaking countries, table manners in Spanish-speaking countries, comparing the

tortilla in Spain and Latin America, typical Andean dishes, comparing food from Spain and Mexico (the misconceptions about spicy food and traditional dishes).

Additional Resources: ¡Ven Conmigo! Video program; ¡Ven Conmigo! Audio cd's, vocabulary flashcards; overhead maps and transparencies; communicative student activities, whiteboards/dry erase boards, Video on Family in Spanish-speaking countries (Discussing Family), cultural posters, authentic readings and print material from Spanish-speaking countries, authentic menus and dishes from Spanish-speaking countries, food vocabulary videos, “ser” vs. “estar” video.

Assessment: Content quizzes per “paso,” student skit/presentations (oral), unit 9 test, TPR activities, one-on-one interviews, peer evaluations (speaking and writing), cooperative learning activities, video quizzes, oral presentation (in English and Spanish), student-created arts and crafts (as related to our language & cultural studies).