

# **A-G SPANISH I**

**LENGTH OF COURSE:** One year

**PREREQUISITE(s):** None

**YEAR IN SCHOOL TAKEN:** 9

## **COURSE DESCRIPTION:**

Students will receive credit for Level 1 when these requirements are completed. (Also see below)

### **TPR (Total Physical Response) actions**

Students will demonstrate mastery of four units in Total Physical Response (TPR) by showing the teacher the correct responses to his/her commands during four oral tests. Students will know body parts, classroom objects, colors, figures, numbers, school personnel, clothing, and family members.

### **School personnel**

Students will prepare a school personnel booklet in which you identify 15 people at school. You will share your booklet in the foreign language with your family and your group.

### **Family album**

Students will prepare and present an album of themselves as well as five family members to include discussion of dress and activities.

### **Cultural project**

Students will complete a cultural project each quarter. One of the four cultural projects assigned requires attendance at an event/exhibit.

### **Written final**

Students will identify pictures and associate information correctly from TPR vocabulary. They will also write one paragraph about him or herself that is comprehensive and demonstrates appropriate use of sentence structures.

## **SPANISH I (2nd semester)**

### **COURSE DESCRIPTION:**

In order to receive credit for second semester Level one, and to be recommended to Level two, all Level one foreign language students must pass an oral proficiency exam successfully. To prepare for the exam, students should practice aloud at home or with an advanced language student. The more practice the better the opportunity for success.

### **The following list comprises the exam:**

- Greetings
- Dates, time, weather
- Personal information: age, name, hometown, family
- Daily, leisure activities
- Courtesy expressions
- Clothing, colors

- Numbers 1-100
- Basic objects in home and school
- People, physical characteristics
- City, buildings

**Examiners**

The foreign language department staff, and trained student assistants and community volunteers will test the students.

**Methods for Evaluating Student Performance:**

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Monthly review of work by education specialist (credentialed teacher)
- Portfolios
- Parent facilitator and education specialist observation
- Student demonstrations
- Student performances
- Student grades
- Student work samples
- Written Examinations
- Projects

**TEXT:**

Buen Viaje!

**Author:** Schmitt, Woodford

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**Website of publisher:** <http://www.glencoe.com/sec/worldlanguages/spanish/index.html>

**Copy of the California State Standard Correlation Map:** see under Classroom Tools at <http://www.glencoe.com/sites/california/teacher/worldlang/index.html>

Rosetta Stone Latin America Spanish Level 1

Fairfield Language Technologies, 2006

[www.RosettaStone.com](http://www.RosettaStone.com)

**NOTE:** If using Rosetta Stone, you must have an approved Highly Qualified Teacher (HQT) and you must follow this course outline, which includes cultural studies, grammar and usage, projects, written assessments and an oral proficiency exam given by the HQT

Voces y Vistas, Scott-Foresman, 1992; for Spanish

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