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Teacher Contact

* **First Name:** Marlene

* **Last Name:** Brenden

* **Position/Title:** School Counselor

Phone Number:
(530)894-3952

* **E-mail:** marbrenden@comcast.net

* **Was this course Previously Approved by UC?** No

* **Course Title:** a-g Spanish I

* **Transcript Title /Abbreviation:** Transcript Title /Abbreviation: Course Code
a-g Spanish I

* **Seeking "Honors" Distinction:** No

* **Subject Area:** Language Other than English

* **Category:** LOTE Year 1

* **Language:** Spanish

* **Grade Level
for which this
course has been
designed:**

9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course classified as a Career Technical Education:** No

* **Brief Course Description**

Spanish 1 is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

Pre-Requisites

Co-Requisites

**Context for Course
(optional)**

**History of Course Development
(optional)**

Textbooks

TEXTBOOK 1

* **Title:** Buen Viaje! Spanish 1

* **Edition:** 2006

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Publication Date: 2006

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Publisher: Glencoe

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Author(s): Glencoe

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Spanish Ultimate Year 1, Power Glide

A multi-media, game-based approach makes this introductory Spanish course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding Spanish and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features cutting-edge adaptive learning technology that lets students select the learning style that's right for them.

PowerGlide is very good for conversational acquisition of the language and Buen Viaje supports students learn vocabulary and increase their comprehension,

reading and writing skills.

The New World Spanish/English English/Spanish Dictionary, 1996, Signet

501 Spanish Verbs, 4th edition, Christopher Kendris, Ph.D., Baron Educational Series

* Course Purpose

The purpose of this course is to:

1. develop the ability to communicate accurately and effectively in speech and writing within a using correct grammar, punctuation and vocabulary.
2. to demonstrate an understanding of and interpret written and spoken language on a variety of topics and settings.
3. provide a solid foundation for further study.
4. offer students insights into the Spanish and Latin American cultures.

* Course Outline

Topics provide student with the skills they need to communicate when shopping, talking about home, family, and friends, participating in activities and traveling. The following topics are used to learn vocabulary, pronunciation, and grammar skills for speaking, reading, listening and writing.

Two verb tenses are covered in Spanish I (present and preterite tense). Also learned are pronouns, plurals, the correct use of adjectives and superlatives.

Which each assignment out of the text, students are also assigned to work in the Power Glide program.

Chapter 1 and 2- Geography

Objective:

To identify the countries of the Spanish-speaking world, their main cities, rivers, mountains, the surrounding countries, and bodies of water, and locate them on a

map.

To learn about Spanish-speakers and their communities in the United States.

Chapter 3 - Culture (Clothing)

Objectives:

- * To compare clothing prices and styles in the United States to those in Spain
- * To identify and describe articles of clothing
- * To state color and size preferences

Chapter 4 - Culture (Schools)

Objectives:

- * To compare schools in the United States with schools in Spanish-speaking countries
- * To talk about going to school
- * To talk about school activities

Chapter 5 and 14 - Culture (Food)

Objectives:

- * To discover similarities and differences between eating habits in the United States and Argentina
- * To identify foods and ingredients.
- * To familiarize students with Spanish restaurants and menu vocabulary

Chapter 6 - Culture (Housing/Money)

Objective:

- * To encourage students to learn about housing in Spain as they "buy" a vacation home.

Chapter 7 and 8 - Culture (Sports/Health)

Objectives:

- * To talk about sports in the United States and in the Spanish-speaking world.
- * To tell what you want to do or prefer to do.
- * To express what interests, bores, or pleases you.
- * To describe good and bad habits
- * To describe characteristics and conditions of health
- * To discuss health issues in both the United States and the Hispanic world

Chapter 9 and 10 - Culture (weather, entertainment/recreation)

Objectives:

- * To describe winter and summer weather
- * To talk about winter and summer leisure activities
- * To relate actions and events that took place in the past
- * To describe and talk about winter and summer resorts in the Spanish-speaking world

*To familiarize students with movies in the Spanish-speaking world

Chapter 11, 12 and 13 - Airport/Cities

Objective:

*To familiarize students with airports in the Spanish-speaking world

*To familiarize students with the legend of Santiago de Compostela and some of the historic towns along El Camino de Santiago

*To introduce students to cities in Spain

* To acquaint them with the practical aspects of traveling on the Spanish rail system

* Key Assignments

In each of the Buen Viaje chapters instruction will go as follows:

*Introduce vocabulary.

*Complete workbook pages and class activities that reinforce and apply the new vocabulary. Use the new vocabulary in conversations outlined in the text.

*Create new conversations with the chapter vocabulary together with other member of the class. learn new grammar concepts designated in each chapter.

*Take notes during grammar lecture and examples.

*Complete workbook pages that reinforce and apply new grammar concepts.

*Use the grammar in conversation.

*Create questions and answers using newly learned grammar.

*Read and discuss lectura sections in each chapter.

*Become familiar with Hispanic authors. Take practice quizzes online. *Complete Chapter Assessments in class to demonstrate mastery.

*Take practice quizzes online. Complete Chapter Assessments in class to demonstrate mastery.

*Complete assignments in the PowerGlide curriculum.

Other assignments may include, but are not limited to:

1. Make a map of the countries of the Spanish-speaking world and label with Spanish terms for geographical features.
2. "Fashion Show" Use the Glencoe online site to study styles in Spain; put an outfit together, decipher metric sizes compared to US sizing and then work with a partner to describe your outfit.
3. Create a menu and create a "mock" restaurant. Invite classmate/teacher to the restaurant and take orders.
4. Use the Glencoe online site. Students will use Spanish currency to purchase a home in Spain. Students will then convert their Spanish currency to American Currency using the Currency Converter link on the web site.
5. Write recipes for favorite foods.
6. Research Paper on a Latin American country and create a travel brochure about that country.

* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose

to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

Teacher incorporates the formal method outlined in the Glencoe curriculum, and supplements with natural language acquisition techniques such as Total Physical Response and Sheltered Vocabulary Reading and Writing. The following methods/strategies will be used

for all students:

1. Daily warm-up. Familiar saying/poem written in Spanish on board. Students try to figure out what it says.
2. Cooperative Learning - pair and group activities, interviews, games, jigsaws, pair/share.
3. Glencoe worksheets and online website activities.
4. Lectures
5. Powerglide assignments that compliment topic.

6. Grammar/Vocabulary assignments.
7. Journaling
8. Role playing
9. Reading/Writing
10. Listening/Speaking
11. Debate
12. Presentation
13. Guest Speakers
14. Spanish Videos that relate to culture/topics
15. Spanish Music
16. Spanish Food

* Assessment Methods and/or Tools

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

Assessment tools include the following but are not limited to:

1. HQ Spanish teacher reviews all work weekly.
2. Portfolios
3. Observation of oral language and pronunciation
4. Student demonstrations
5. Student grades
6. Written examinations - quizzes, comprehensive midterms and finals. Exams will include listening/reading comprehension, grammar/vocabulary and writing and oral language observation
7. Research projects
8. Oral communication
9. Demonstrations
10. Projects
11. Homework
12. PowerGlide Evaluation/Feedback

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[\[back to top \]](#)

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