



## **Middle Spanish I**

### **Course Summary:**

Middle Spanish I is an introductory-level course that will introduce the student to Spanish. The units are designed to introduce the student to Spanish language and culture through familiar topics such as my family, my week, and food. Culture is presented throughout the course to help the student make connections between his culture and the culture of people in the Spanish-speaking world.

### **Course Outline**

#### **1. My Family and Friends**

1. Welcome to the Spanish-Speaking World!
  - Identify how to greet people in Spanish
  - Recognize the main characteristics of the Spanish language
  - Identify why it is valuable to learn about the Spanish language and culture
  - Explain where the Spanish language comes from and how it has changed over time
2. What's Your Name?
  - Demonstrate how to introduce yourself in Spanish and how to say where you are from
  - Recognize the different ways the Spanish language is spoken in different regions around the world
  - Identify relevant geographical and cultural characteristics of Spain
  - Introduce yourself using culturally appropriate language in an online group
  - Tell about your favorite animal
  - Use questions before, during and after reading texts
3. Meet My Family
  - Recognize and say the Spanish words for "family," "mother," "father," "brother," "sister," "my," and the number 1 to 5
  - Identify the Spanish definite articles and their relation to gender and number
  - Describe the concept of family in the Spanish-speaking world
  - Identify relevant geographical and cultural characteristics of Madrid and other regions of Central Spain
  - Fill out a form with your personal information
4. A Big Family
  - Recognize and say the Spanish words for "grandfather," "grandmother," "uncle," "aunt," "cousin," and the numbers 6 to 10
  - Identify the Spanish indefinite articles and their relation to gender and number
  - Describe the concept of extended family in the Spanish-speaking world, and compare it to that of the U.S.
  - Identify relevant geographical and cultural characteristics of Southern Spain, including the concept of "sobremesa"

- Recognize very basic information conversations about family
  - Recognize question words in text messages
5. Meet My Friends
    - Recognize and say the Spanish words for the singular subject pronouns "I," "you," "he," and "she," as well as the word for "friend" and the conjunction "and"
    - Identify the differences between formal and informal speech
    - Identify Spanish cognates and their usefulness for learning a language
    - Describe the Spanish concept of friendship, and compare it to that of the U.S.
    - Identify relevant geographical and cultural characteristics of Northern Spain
  6. Party Time!
    - Recognize and say the Spanish words for the plural subject pronouns "you," "we," and "they," as well as the words for "party" and "birthday," and the numbers 11 to 15
    - Describe how birthdays and anniversaries are celebrated in the Spanish-speaking world, and compare with how they are celebrated in the United States
    - Identify relevant geographical and cultural characteristics of Barcelona
    - Identify the topic, basic information, and key words of a radio announcement
  7. A Fun Day—and Night!
    - Recall and use the Spanish words for greeting others and introducing yourself
    - Recall and use the Spanish words for family members and numbers 1 to 15
    - Identify why it is valuable to learn about the Spanish language and culture
    - Describe family culture in the Spanish-speaking world
    - Identify relevant geographical and cultural characteristics of some important places in Spain
    - Recognize a character's name or a few words in a text
    - Make connections to a text

## 2. My Home

1. Where I Live
  - Recognize and say the Spanish words for "home," "door," "entrance," "room," "window," and the numbers 16 to 20
  - Identify the Spanish demonstratives "this is" and "these are," and their relation to distance
  - Describe the different types of housing in the Spanish-speaking world and compare them with those of the United States
  - Recognize considerations when buying a home in the Spanish-speaking world and compare with considerations in the United States
  - Identify relevant geographical and cultural characteristics of Mexico
  - Communicate in a spontaneous way about everyday topics
2. Our Living Room
  - Recognize and say the Spanish words for "living room," "sofa," "lamp," "in/on," and the numbers 20 to 50 by tens
  - Identify the Spanish demonstratives "that" and "those" and their relation to distance
  - Describe living rooms in the Spanish-speaking world and compare them with those of the United States
  - Identify relevant geographical and cultural characteristics of Mexico City and other important places in Central Mexico
  - Use verbal and nonverbal interjections to ask for clarification

- Record yourself with awareness of pronunciation
  - Use gestures and expressions to show and infer meaning
3. Our Dining Room
    - Recognize and say the Spanish words for "chair," "dining room," "dishes," "glass," "table," "(to) be (estar)," and the numbers 60 to 100 by tens
    - Demonstrate the use of the verb "(to) be (estar)" by joining it with singular subject pronouns
    - Describe dining rooms in the Spanish-speaking world, and compare them with those of the United States
    - Compare and contrast mealtime manners and traditions in the Spanish-speaking world with those of the United States
    - Identify relevant geographical and cultural characteristics of Northern Mexico
  4. Our Kitchen
    - Recognize and say the Spanish words for "kitchen," "stove," "refrigerator," "pot," "pan," "(to) cook," and "(to) wash"
    - Demonstrate the use of the verb "estar" by joining it with plural subject pronouns
    - Describe kitchens in the Spanish-speaking world and compare them with those of the United States
    - Recognize the importance of mortars, pestles, and chiles for cooking in Mexico
  5. Our Bedrooms
    - Recognize and say the Spanish words for "bedroom," "bed," "closet," "big," "small," and "(to) sleep"
    - Demonstrate the use of the verb "to be (ser)" by joining it with singular subject pronouns
    - Describe bedrooms in the Spanish-speaking world, and compare them with those of the United States
    - Recognize the influence of TV and computers on daily life in the Spanish-speaking world and in the United States
    - Identify geographic and cultural characteristics of the Yucatán Peninsula, including the capital of Mérida
  6. Our Patio
    - Recognize and say the Spanish words for "garden," "yard," "plant," "flower," "activity," and "(to) celebrate"
    - Demonstrate the use of the verb "(to) be (ser)" by joining it with plural subject pronouns
    - Describe patios, backyards, and gardens in the Spanish-speaking world and compare them with those of the United States
    - Recognize the history and friendship shared between Mexico and the United States through the story of how poinsettias were first introduced to the United States
    - Identify backyard activities in the Spanish-speaking world and compare them with those of the United States
  7. Visiting Friends
    - Recall and use the Spanish words for the rooms of a home and objects commonly found in those rooms
    - Recall and use Spanish verbs and numbers 16 to 19 and 20 to 100 by tens
    - Recognize Spanish expressions particular to Mexico and their folktales
    - Identify popular celebrations and holidays in the Spanish-speaking world

### 3. My Food

1. Time to Eat!
  - Recognize and say the Spanish words for "hunger," "thirst," "food," "breakfast," "lunch," and "dinner"
  - Demonstrate how to ask and answer yes or no questions in Spanish
  - Recognize traditional eating habits in the Spanish-speaking world, including the importance of rice, and compare these habits with those of the United States
  - Identify main geographic and cultural characteristics of four South American countries: Argentina, Chile, Colombia, and Perú
  - Use authentic resources, vocabulary and structures related to a topic
  - Communicate using awareness of spelling and non-alphabetic characters to increase comprehension
2. What's for Breakfast?
  - Recognize and say the Spanish words for "milk," "bread," "cereal," "hot," "cold," and the color orange
  - Demonstrate how to tell time in Spanish
  - Compare and contrast a typical Argentinean breakfast with a typical breakfast in the United States
  - Recognize the importance of soccer in the Spanish-speaking world
  - Identify geographic and cultural characteristics of Argentina
  - Organize information into a recipe with logical steps
  - Clarify information using gestures or visuals
3. What's for Lunch?
  - Recognize and say the Spanish words for "salad," "chicken," "sandwich," "fruit," "water," "juice," and the color green
  - Demonstrate how to express likes and dislikes in Spanish
  - Recognize the cultural importance of Chilean poet, Gabriela Mistral
  - Identify geographic and cultural characteristics of Chile, including traditional Chilean sandwiches
  - Follow simple directions
  - Volunteer when a teacher asks for help
4. Snack time
  - Recognize and say the Spanish words for "snack," "apple," "banana," "strawberry," "carrot," and the color yellow
  - Demonstrate how to express wants in Spanish
  - Compare and contrast popular Peruvian food and drink with that of the United States
  - Identify geographic and cultural characteristics of Perú
5. What's for Dinner?
  - Recognize and say the Spanish words for "corn," "sauce," "meat," "fish," "tasty," "salty," "sweet," and "bad"
  - Demonstrate how to make exclamations in Spanish, related to food and eating
  - Recognize the cultural importance of Colombian writer, Gabriel García Márquez
  - Recognize the importance of corn to Colombia and compare popular Spanish corn dishes with those of the United States
  - Identify geographic and cultural characteristics of Colombia
  - Use appropriate punctuation when online
6. A Sunday Family Meal

- Recognize and say the Spanish words for "roast/barbecue," "rice with chicken," "beans," "cake," "dessert," "(to) eat," and "(to) drink"
  - Demonstrate how to use Spanish direct object pronouns to say what someone is eating or drinking
  - Identify popular desserts in the Spanish-speaking world and compare them to those of the United States
  - Recognize the importance of beans to the Spanish-speaking world and compare popular Spanish bean dishes with those of the United States
  - Explain how food is an important cultural element and how it can serve as artistic inspiration
  - Ask and respond to questions about the price of lunch items
7. Celebrate!
- Recall and use the Spanish words for mealtimes as well as objects and activities related to eating
  - Compare and contrast an asado in the Spanish-speaking world with a barbecue in the United States
  - Recognize the cultural importance of Colombian music and the Carnival celebration
  - Compare and contrast Chilean Independence Day with that of the United States
  - Write a shopping list for food items