

Spanish I

Syllabus

Description

Immerse yourself in the beauty of the Spanish language and the richness of its diverse cultures. In this Spanish I course, you will learn basic grammar and vocabulary skills to help build your fluency and language proficiency. You will explore the culture of Spanish-speaking countries through interactive games, videos, and audio recordings, and you will apply what you learn through written practice, listening, and speaking exercises. Additionally, you will practice your Spanish interpersonal communication skills with classmates through course discussion forums and with your instructor via Zoom once per module.

Course Completion & Time Expectations

This course has two segments (semesters), each taking 16-18 weeks. While the schedule of coursework is flexible to accommodate students' various schedules, you will be expected to meet the minimum requirements for an evenly paced learning process that promotes language acquisition. You must log in to the course at least 5 times per week and spend between 30-50 minutes each session engaging in the content. Your instructor will provide you with a schedule of activities that will guide you to successful completion of this course.

Technology Requirements

You must have a solid internet connection and computer access which allows you to save files/upload files and use Zoom or other video chat software to meet with your instructor. In general, lightweight devices such as Chromebooks, tablets, iPads, etc. have very limited technology support and will not be compatible with the majority of course content. Chrome and Firefox are the recommended browsers; please configure your browser to accept cookies and allow pop-ups to access the course. Your instructor will also provide you with additional resources for review and practice of the main concepts from each module; for these you will need to be able to access YouTube and Quizlet (free online software/app for vocabulary practice).

Standards & Objectives

The [Minnesota Department of Education](#) provides a model to develop local world language standards derived from the [World-Readiness Standards for Learning Languages](#), developed by the American Council on the Teaching of Foreign Languages ([ACTFL](#)). Objectives for this course are aligned to the ACTFL standards.

Assessing Student Learning

To measure content knowledge of each module, students will complete a series of short quizzes based on corresponding lessons. Also in each module, students will be assessed on their productive language skills through short writing and speaking assignments, a written discussion with classmates, and a one-on-one conversation in the target language with the instructor. Grading rubrics are provided for each assignment.

Academic Integrity and Plagiarism Policy

Students are expected to complete the coursework on their own utilizing only the materials and resources presented in the course. Not completing the work on your own (submitting other students' work as your own, using online translators, using [online dictionaries](#) incorrectly, etc.) is prohibited and will result in removal from the course and a zero as a final grade. The curriculum is designed to provide all necessary materials and resources for students to complete coursework on their own. Students should contact their instructor if they have questions or concerns about any of the content or assignment expectations.

Segment I (Semester 1)

Prerequisite: None

Module 1: My Life and Me

Themes, Vocabulary, & Culture

- language basics (greetings and introductions, numbers, alphabet/pronunciation)
- geography of Spanish-speaking countries
- personal information (name, address, telephone number, email, age, birthday)
- cultural comparisons around greeting/gestures, naming traditions, and birthday celebrations
- personality traits and physical characteristics (describing yourself)

Language & Grammar

- addressing someone *informally* versus *formally* (*tú* versus *usted*)
- 1st, 2nd, and 3rd person singular subject pronouns
- irregular verbs *ser*, *estar*, and *tener* (1st, 2nd, 3rd person singular forms)
- noun structure (feminine/masculine nouns)
- changing adjectives to agree with the nouns they describe based on gender of the noun
- understanding true cognates, false cognates, and borrowed words across languages

Module 2: My School and Me

Themes, Vocabulary, & Culture

- the school day (classes, school supplies, schedules, days of the week, school activities)
- telling the time and what time something starts and ends
- clothing items
- describing your classes, school supplies, school clothes, and friends
- cultural comparisons of schooling around the world and in Spanish-speaking countries

Language & Grammar

- direct and indirect articles
- noun structure (singularity/plurality of nouns)
- changing adjectives to agree with the nouns they describe in number
- the verb *gustar* and its use of indirect object pronoun (1st, 2nd, 3rd person singular forms)
- the verbs *tener*, *ir*, and *necesitar* (1st, 2nd, and 3rd person singular forms)

Module 3: My Preferences and Me

Themes, Vocabulary, & Culture

- food terminology
- discussing likes/dislikes and preferences
- negotiating basic restaurant tasks: ordering, eating, paying
- numbers 30-1000
- *tener* expressions
- cultural comparisons around food, dietary staples, meal traditions and customs

Language & Grammar

- question structure
- the verb *encantar* and its use of indirect object pronoun (1st, 2nd, 3rd person singular)
- the difference between infinitive and conjugated verbs
- conjugate regular verbs in the present tense (1st, 2nd, 3rd person singular forms)
- stem-changing verbs (stems, vowel changes, and verb endings)
- conjugate stem-changing verbs *preferir*, *querer*, and *tener* (1st, 2nd, 3rd person singular forms)
- mandatory contractions *al* and *del*

Module 4: My House and Me

Themes, Vocabulary, & Culture

- house/home terminology (rooms, appliances, furniture)
- chores and homelife activities
- describe your house, where things are located, and what activities you do at home
- talk about prices, bargaining, and numbers 1000+
- cultural comparisons about houses and homelife activities
- cultural differences in representing money/cost and norms of bargaining

Language & Grammar

- the verb *ir* (all forms)
- *tener* + *que* + infinitive structure
- the verb phrase *hay*
- the verbs *ser*, *estar*, and *tener* (all forms)
- the different contexts for use of *ser* and *estar*
- conjugate “yo-go” verbs (ex: *hacer*, *poner*)

Segment II (Semester 2)

Prerequisite: successful completion of Segment I or its equivalent

Module 5: My Family and Me

Themes, Vocabulary, & Culture

- family terminology
- nationalities
- occupations vocabulary
- personality traits and physical characteristics (describing others)
- celebrations and party terminology
- cultural comparisons on family structures, nicknames, and celebrations

Language & Grammar

- subject pronouns (1st, 2nd, 3rd singular and plural)
- possessive pronouns (1st, 2nd, 3rd singular and plural)
- conjugate irregular, regular, stem-changing, and “yo-go” verbs (all forms)
- conjugate *gustar/encantar* with correct indirect object pronoun (all forms)
- the “personal a”
- use prepositions *a*, *en*, and *de* to show relationship
- interrogatives

Module 6: My Free Time and Me

Themes, Vocabulary, & Culture

- pastimes, activities, and sports
- invitations (asking, accepting, and rejecting appropriately)
- describing the weather and seasons
- talking about frequency of events
- cultural contributions in dance, music, and sports in Spanish-speaking countries
- cultural comparisons around friendship and dating

Language & Grammar

- stem-changing verbs in the present tense (all forms)
- *para* + infinitive construction

Module 7: My City and Me

Themes, Vocabulary, & Culture

- cities, towns, and the country
- location of places and simple directions
- modes of transportations
- vacations and traveling
- describing emotions and feelings
- cultural comparisons around shopping and transportation
- sight-seeing and attractions in Spanish-speaking countries

Language & Grammar

- differences between *saber* and *conocer*
- near future construction (*ir + a + infinitive*)
- recognizing reflexive verbs (introduction)
- the verb *sentirse* (all forms)