

Kolbe Academy Home School

HIGH SCHOOL SPANISH I

¡Avancemos! 1

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COURSE TITLE: Spanish 1

COURSE TEXTS & RESOURCES:

- ❖ *¡Avancemos! 1*. 2013 Edition. Authors: Estella Gahala, Patricia Hamilton Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy, Barbara Rupert Mondloch. *Publisher:* Holt McDougal/Houghton Mifflin Harcourt.
- ❖ Online Access Code for <http://my.hrw.com>
- ❖ Note cards for making vocabulary flash cards
- ❖ Spanish-English dictionary (*not required but recommended*). Alternatively, <http://www.wordreference.com/> is a good, free, online Spanish-English dictionary.

COURSE OBJECTIVES:

- ❖ Build upon basic Spanish vocabulary acquired in Spanish 1 to include topics listed in Course Description
- ❖ Learn and use the grammar and structures presented as listed in Course Description
- ❖ Create with the language and express personal meaning on a variety of predictable, familiar topics related to daily activities and personal environment in discrete sentences and strings of sentences
- ❖ Ask and answer questions on the topics listed in Course Description

SKILLS TO BE DEVELOPED:

- ❖ Confidence in the use of the Spanish language
- ❖ Ability to communicate both in written and spoken Spanish at the Novice High to Intermediate Low proficiency level
- ❖ Knowledge of the rules of Spanish grammar and composition
- ❖ Confidence and ability to read, write and speak the Spanish language at the Novice High to Intermediate Low proficiency level

SCOPE AND SEQUENCE OF COVERED MATERIAL:

1. Greetings; Introductions; Saying where one is from; Numbers 1 to 10; Exchanging phone numbers; Days of the week; Weather; Classroom phrases; Spanish alphabet
2. Vocabulary: After-school activities; Snack foods and beverages; Describing self and others. Grammar: Subject pronouns; present tense of Ser; present tense of Gustar with an infinitive; Definite and Indefinite Articles; Noun-adjective agreement
3. Vocabulary: Daily schedules; Telling time; Numbers 11-100; Classes; Location; Feelings. Grammar: present tense of Tener; present tense of -ar verbs; present tense of Estar; present tense of Ir.

4. Vocabulary: Meals and food; Asking questions; Family; Numbers 200-1,000,000. Grammar: Gustar with nouns; present tense of –er and –ir verbs; Possessive adjectives; Comparatives.
5. Vocabulary: Clothing; Shopping; Places and events; Getting around town; At a restaurant. Grammar: present tense of Stem-changing verbs e-ie, e-i, o-ue; Direct object pronouns
6. Vocabulary: Describing a house; Household items; Furniture; Planning a party; Chores. Grammar: Ser vs. Estar; Ordinal numbers; present tense of irregular verbs: Dar, Decir, Poner, Salir, Traer, and Venir; Affirmative tú commands
7. Vocabulary: Sports; Staying healthy; Parts of the body. Grammar: Personal a; present tense of verb Jugar; present tense of Saber and Conocer; Preterit of regular –ar verbs; Preterit of –car, –gar, –zar verbs
8. Vocabulary: Sending emails; Talking about when events occur; Making phone calls; Places of interest. Grammar: Preterit tense of regular –er and –ir verbs and of Ir, Ser, and Hacer; Affirmative and Negative words; Pronouns after prepositions.

DIPLOMA REQUIREMENTS:

Summa Cum Laude diploma candidates are required to follow the Kolbe Core course (K) as outlined in this course plan if they have chosen to use the Italian language to fulfill two of their four years of foreign language requirement. **Magna Cum Laude** and **Standard** diploma candidates may choose to follow the Kolbe Core course (K), but are not required to do so, in which case parents may alter the course plan if they choose. **Summa** students must complete 4 years of foreign language during their high school course of study including Latin I and II, but may choose to study *any* alternate foreign language for the remaining two years. **Magna** students must complete 3 years of any foreign language during their high school course of study including two years in the same language. **Standard** diploma students may complete either 1 year of foreign language or 2 years of visual/performing arts. Please see below for specific course titles, semester reporting requirements and transcript designations for Italian I.

KOLBE CORE (K) HIGH SCHOOL COURSES:

- ❖ Students pursuing the Kolbe Core (K) designation should do the readings. Kolbe Core students need to complete at least 2 of the 14 weekly papers each semester. Further, they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the exams.
- ❖ Students pursuing the Kolbe Core (K) designation should be sure to complete the additional Kolbe Core sections included in the exams.
- ❖ To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work, as outlined below.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K
Course Title	Spanish I	Spanish I
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. Completed Semester 1 Midterm 2. Completed Semester 1 Final Exam
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. Completed Semester 2 Midterm 2. Completed Semester 2 Final Exam

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

If the student wishes to have the course distinguished on the transcript with a (K) as a Kolbe Academy Core course please be sure to send the correct exams and components each semester for verification as specified above. **If no designation on the transcript is desired, parents may alter the lesson plan and any written sample work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

COURSE PLAN CHAPTER OUTLINE:

	Material Covered:	Exam Schedule:
Semester 1		
Week 1	Lección Preliminar	
Week 2	Lección Preliminar	
Week 3	Lección Preliminar	Examen: Lección Preliminar
Week 4	Unidad 1, Lección 1	
Week 5	Unidad 1, Lección 1	
Week 6	Unidad 1, Lección 2	
Week 7	Unidad 1, Lección 2	Examen: Unidad 1
Week 8	Review Week	
Week 9	Mid- semester Exam Week	Examen Parcial (Mid-semester Exam)
Week 10	Unidad 2, Lección 1	
Week 11	Unidad 2, Lección 1	
Week 12	Unidad 2, Lección 2	
Week 13	Unidad 2, Lección 2/Unidad 3, Lección 1	Examen: Unidad 2
Week 14	Unidad 3, Lección 1	
Week 15	Unidad 3, Lección 2	
Week 16	Unidad 3, Lección 2	Examen: Unidad 3

Week 17	Review Week	
Week 18	Semester 1 Final Exam Week	Examen Final
	Material Covered:	Exam Schedule:
Semester 2		
Week 1	Unidad 4, Lección 1	
Week 2	Unidad 4, Lección 1	
Week 3	Unidad 4, Lección 2	
Week 4	Unidad 4, Lección 2/Unidad 5, Lección 1	Examen: Unidad 4
Week 5	Unidad 5, Lección 1	
Week 6	Unidad 5, Lección 2	
Week 7	Unidad 5, Lección 2	Examen: Unidad 5
Week 8	Review Week	
Week 9	Mid- semester Exam Week	Examen Parcial (Mid- semester Exam)
Week 10	Unidad 6, Lección 1	
Week 11	Unidad 6, Lección 1	
Week 12	Unidad 6, Lección 2	
Week 13	Unidad 6, Lección 2/ Unidad 7, Lección 1	Examen: Unidad 6
Week 14	Unidad 7, Lección 1	
Week 15	Unidad 7, Lección 2	
Week 16	Unidad 7, Lección 2	Examen: Unidad 7
Week 17	Review Week	
Week 18	Semester 2 Final Exam Week	Examen Final

COURSE PLAN METHODOLOGY AND INSTRUCTION:

- ❖ The Kolbe Spanish 1 course plan covers units Preliminar through Unidad 7 of *¡Avancemos! 1*, 2013 edition. Unidad 8 has been purposely left out of the course plan to make for a more streamlined course of study and exam schedule since the topics covered in this unit will be entirely repeated in Spanish 2 with *¡Avancemos! 2*.
- ❖ The online textbook contains the audio program in two ways. The first and most straight-forward way is built into the pages of the online textbook itself. Students merely have to click on the round blue audio icon next to the corresponding activity to listen. Alternatively, the audio program is provided with the teacher’s online access code in “Audio Program” found in “Teacher Resources” in the desired unit.

- ❖ The student may submit textbook assignments in the online version of the textbook. Next to an activity the student will see a “Q” icon; when it is clicked, a pop-up box appears where the student can submit written work or make a recording for a speaking assignment.
- ❖ The **Vocabulario en Contexto** and **Gramática en Contexto** sections are designed so that the student can hear and see the lesson’s vocabulary and grammar in context. These sections correspond to a video. Before watching the video for the first time, the student should first read the conversation in the textbook, listen to any corresponding audio tracks, and look at the pictures for clues about what they will hear and see in the video. Only after doing these things should the student proceed to watch the video. Finally, the student should read the conversation again (and if desired, watch the video again) and complete the rest of the exercises for that section.
- ❖ Memorization is key to learning any language. A diligent student should keep flash cards and devote fifteen to twenty minutes daily simply to memorization. Emphasis should be placed on verbal, written and aural repetition and memorization, as these are the primary ways to learn a language. Repetition does not equal drudgery. In the book, and in individual classes, repetition can take the form of games, contests, etc. This is especially helpful for younger students.
- ❖ For practice and review, the student is highly encouraged to make use of the many resources available at the publisher’s 2 websites. At <http://my.hrw.com/>, in the Student Resources tab, go to “Unit Resources”. There will be a number of review activities, games, online flashcards, and self-check quizzes. Additionally, http://classzone.com/cz/books/avancemos_1/book_home.htm?state=CA has additional resources for review and reinforcement by chapter.
- ❖ The online resources for *¡Avancemos! 1* include a resource called “*¡AvanzaRap!*”. These videos review the vocabulary and grammar points for the particular unit in an entertaining way. **Please note that while there is nothing contrary to the Catholic Faith presented in these videos, the style of music is modern (“rap” style) so the parent(s) should determine suitability/appropriateness before deciding whether or not to use the ¡AvanzaRap! videos for their student.**
- ❖ It is also useful to begin listening to Spanish online and to view YouTube videos to become familiar with the sound of the Spanish Language. (**Note: Parents should absolutely preview each video and/or radio broadcast beforehand to make sure it is appropriate for their students**)
- ❖ **ASSIGNMENTS:**
 - 1) Each week the weekly course plan lesson should be read carefully. Each lesson begins with the information covered in *¡Avancemos! 1* textbook. The textbook audio and video exercises can be found by logging into the publisher’s website at <http://my.hrw.com/> and navigating to the desired ebook page, then clicking on the icon for the exercise or activity. For writing or speaking exercises, students may write or record their answers in the online textbook by

clicking on the "Q" icon next to the desired activity. The workbook (Cuaderno) exercise answers are available with the Teacher's access.

2) **Abbreviations:**

- **Text** = *¡Avancemos!* 1 textbook
- **Act.** = Actividades in the textbook
- **CD [#], [Track #]** = Audio CD activities will be designated as follows: CD [#], [Track #].
For example, for CD 1 Tracks 1-3, it will read: CD1, 1-3

◆◆◆ FIRST SEMESTER ◆◆◆

KOLBE ACADEMY WELCOME WEEK

- ✓ Read through the Kolbe Academy **Syllabus** and the **Course Plan Methodology** for Spanish I.
- ✓ Read through the introductory pages of the *¡Avancemos! 1* textbook and familiarize yourself with the book's organization. Take note also of the ancillary pages at the back of the textbook.
- ✓ Gain access to *¡Avancemos! 1* Online at <http://my.hrw.com/> and practice finding and playing the audio and video icons (video starts in Unidad 1). It is also a good idea to run the compatibility checker for the website at <http://my.hrw.com/webchecker?app=hrw> and make sure your pop-up blocker is turned off for this website.
- ✓ Look ahead in the Kolbe syllabus to the coming weeks and make sure you understand what each assignment is and how to find each assignment.
- ✓ Plan how you will approach memorization, such as making and using flashcards, websites, etc.
- ✓ Become familiar with the vocabulary you will be using next week found on pp 25. Make flash cards for memorization purposes. If possible, it is best to be ahead one week with vocabulary.

Notes

WEEK 1	
<p>Lección Preliminar. This week's learning objectives are to:</p> <ul style="list-style-type: none"> ✓ Learn and use various greetings and ways to say goodbye in Spanish ✓ Differentiate between formal and informal greetings ✓ Introduce oneself and others ✓ Learn the names of the letters in Spanish ✓ Practice spelling out different words ✓ Learn the sounds of the vowels ✓ Memorize vocabulary related to the above <p>Note that there are no workbook pages/assignments or video assignments until Unidad 1.</p>	
Hola, ¿qué tal?	
<p>Text</p> <ul style="list-style-type: none"> ✓ Read pp. 0-5 ✓ Do Act. 1-3 ✓ Do <i>Para y Piensa</i> on pp. 5 ✓ Make vocabulary flashcards using the following lists on pp. 25: "Greet People and Say Goodbye". Study the flashcards every day. 	<p>Audio</p> <ul style="list-style-type: none"> ✓ CD 1, 1-3
¡Mucho gusto!	
<p>Text</p> <ul style="list-style-type: none"> ✓ Read pp. 6-9 ✓ Do Act. 4-6 ✓ Do <i>Para y Piensa</i> on pp. 9 ✓ Make vocabulary flashcards using the following list on pp. 25: "Make Introductions". Study the flashcards every day. 	<p>Audio</p> <ul style="list-style-type: none"> ✓ CD 1, 4-5
El abecedario	
<p>Text</p> <ul style="list-style-type: none"> ✓ Read pp. 10-11 ✓ Do Act. 8-10 ✓ Do <i>Para y Piensa</i> on pp. 11 ✓ Every day practice spelling words in Spanish until the alphabet is very familiar. 	<p>Audio</p> <ul style="list-style-type: none"> ✓ CD 1, 6-9 ✓ Relisten to CD 1, 6 every day until the alphabet is very familiar
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>	

WEEK 2	
<p>Lección Preliminar (con'd). This week's learning objectives are to:</p> <ul style="list-style-type: none"> ✓ Ask and tell where someone is from ✓ Become familiar with the countries of the Spanish-speaking world and where they are on the map ✓ Learn the numbers 0-10 in Spanish ✓ Learn how to ask for and exchange telephone numbers ✓ Memorize vocabulary related to the above 	
¿De dónde eres?	
<p>Text</p> <ul style="list-style-type: none"> ✓ Read pp. 12-15 ✓ Do Act. 11-13 ✓ Do <i>Para y Piensa</i> on pp. 15 ✓ Become familiar with the countries of the Spanish-speaking world on pp. 12-13 ✓ Make vocabulary flashcards using the following list on pp. 25: "Say Where You Are From". Study the flashcards every day. 	<p>Audio</p> <ul style="list-style-type: none"> ✓ CD 1, 11-12
Mi número de teléfono	
<p>Text</p> <ul style="list-style-type: none"> ✓ Read pp. 16-17 ✓ Do Act. 14-16 ✓ Do <i>Para y Piensa</i> on pp. 17 ✓ Every day practice counting 0-10 in Spanish until the numbers are very familiar. Practice asking for other people's phone numbers, and giving your own. 	<p>Audio</p> <ul style="list-style-type: none"> ✓ CD 1, 12-13 ✓ Relisten to CD 1, 12 every day until numbers 0-10 are very familiar
Los días de la semana	
<p>Text</p> <ul style="list-style-type: none"> ✓ Read pp. 18-19 ✓ Do Act. 17-19 ✓ Do <i>Para y Piensa</i> on pp. 19 ✓ Make vocabulary flashcards of the days of the week on pp. 18 and on pp. 25 from the following list: "Say Which Day It Is". Study the flashcards every day. 	<p>Audio</p> <ul style="list-style-type: none"> ✓ CD 1, 14-16
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>	