**Purple Room Spanish Curriculum – 6th grade**

**High School Spanish 1, part 2**

**Karen Lichtman**

**Materials**:

* Bex, Martina. *Somos 1*. <http://somoscurriculum.com>
* Videos from Boyles, Peggy, et.al. *Realidades B*, New Jersey: Prentice Hall, 2004
* Websites such as <http://garbanzo.io> and <https://www.senorwooly.com/>
* Supplemental material such as books, music, videos, games, and prompts

**Description**: The goal of this class is to use Spanish to communicate! Building on 5th grade Spanish, this class covers the second half of High School Spanish 1. The class is conducted in Spanish—but always comprehensible to students. Focusing on interpretive communication skills (listening and reading) first, students build to interpersonal and presentational speaking and writing. Cultural exposure will be woven throughout the class. Students may choose to use an average of their 5th and 6th grade Spanish grades to get credit for Spanish 1 in high school. Students should reach the Novice Mid to Intermediate Low level of proficiency this year.

**Evaluation**: Grades will be determined using the following criteria:

* Reading: 30%
* Listening: 30%
* Speaking: 15%
* Writing: 15%
These four skills will be assessed using homework, unannounced quizzes designed to assess what the class should know without studying, and announced assessments that students can prepare and practice for.
* Participation: 10%
This includes listening, using Spanish in class, avoiding English in class, participating in activities, being willing to try, and keeping an open mind to cultural differences.

**Topics**: This class covers the Virginia Standards of Learning and ACTFL standards for the second half of high school Spanish 1. Unless they are in Sunshine Spanish, students should already be familiar with:

* Vocabulary: introductions and greetings; dates, seasons, weather, and time; numbers; body parts and clothing; school subjects, materials, schedules, and activities; descriptive adjectives; likes, dislikes, preferences, excuses; activities, sports, and hobbies
* Grammar: agreement (noun/adjective and subject/verb); definite and indefinite articles; sentence structure and negation (statements and questions); *me gusta*; prepositions; regular verb conjugations in the present tense (-ar verbs); *estar*
* Culture: Language difference in Spanish depending on geographic region, music, schooling, families, meals and food, celebrations, and holidays

This year we will be studying different cultural topics in SOMOS, learning the high-frequency vocabulary needed to discuss each one:

* Food, sports in Spanish-speaking countries, children’s rights, gauchos, crime, la Guerra sucia, immigration, superstitions, traveling libraries, crime, camping, the Three Little Pigs, the Camino de Santiago, Costa Rica, the Christmas lottery, the solar system, the siesta
* Grammar: -er and -ir verbs, past tense, reflexive verbs