

# Kolbe Academy Home School

## HIGH SCHOOL SPANISH 1 *¡Avancemos! 1*

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**COURSE TITLE:** Spanish 1

**COURSE TEXTS & RESOURCES:**

- ❖ Gahala, Estella, Patricia Hamilton Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy and Barbara Rupert Mondloch. *¡Avancemos! 1*. 2013 ed. Holt McDougal.
- ❖ Did You Get It? (DYGI) worksheets and answer keys (digital download provided in the Kolbe Academy Parent Portal for enrolled students. If not enrolled, please contact the Academic Advisors. to request a link to the digital download.)
- ❖ *¡Avancemos!* Online Resources Manual (found in the Kolbe Academy Parent Portal or on Kolbe Academy's website)
- ❖ Student Online Access Code (available for purchase in the Kolbe Academy bookstore)  
**Gives access to:**
  - Online textbook
  - Cuaderno (workbook) exercises
  - CD (audio files)
  - DVD (video files)

**RECOMMENDED MATERIALS:**

- ❖ Note cards for making vocabulary flash cards
- ❖ Spanish-English dictionary

**COURSE OBJECTIVES:**

- ❖ Learn and use the grammar and structures presented as listed in the Scope and Sequence
- ❖ 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 Scope and Sequence

**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.

**SKILLS TO BE DEVELOPED:**

- ❖ Confidence in the use of the Spanish language
- ❖ Knowledge of the rules of Spanish grammar and composition
- ❖ Ability to read, write, speak and understand the Spanish language at the Novice High to Intermediate Low proficiency level on topics listed in Scope and Sequence in discrete sentences and strings of sentences
- ❖ Ability to ask and answer questions on topics listed in Scope and Sequence

**COURSE PLAN CHAPTER OUTLINE:**

<b>Semester 1</b>	<b>Material Covered:</b>	<b>Exam Schedule:</b>
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
<b>Semester 2</b>	<b>Material Covered:</b>	<b>Exam Schedule:</b>
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. 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. However it is encouraged that the student at least familiarize himself with the grammar of chapter 8 after completing chapter 7.
- ❖ ***¡Avancemos!* Online Resources Manual:** This is a Kolbe Academy tutorial document (provided in the Parent Portal and found on the Kolbe website) for the publisher's online student access at [my.hrw.com](http://my.hrw.com). It contains directions on how to access the digital textbook, the audio and video program, as well as many recommended online resources. These resources of interest include games, online flashcards, and self-check quizzes, as well as the @HomeTutor and Conjuguemos links. The @Hometutor provides leveled practice and reinforcement for each unit's vocabulary, grammar, reading and culture sections, and the Conjuguemos link is a good place to practice verb drills and conjugations. The student is highly encouraged to make use of all these resources.
- ❖ **Written Textbook assignments:** The student may submit written textbook assignments in the online version of the textbook, which is accessed by logging in at <http://my.hrw.com/>. Next to an activity there is a "Q" icon; when it is clicked, a pop-up box appears where the student can submit written work. Some of these assignments will be automatically graded; others will require the teacher to grade them. Alternatively, the student may write out his/her answers to the written exercises in a notebook. The teacher can check the answers with the Avancemos textbook answer key (provided in the Parent Portal).
- ❖ **Oral Textbook Assignments:** The student may also submit oral textbook assignments in the online version of the textbook. By clicking on a "Q" icon next to a speaking activity, a pop-up box appears where the student can make a recording. Alternatively, the oral activities may be done either in the presence of the teacher or recorded on a recording device to be reviewed later by the teacher. If a student does not have a way to make recordings, the ad-free website <http://vocaroo.com/>, allows the student to create audio recordings which can be saved and downloaded. There are no sign-ups required and use of the site is free.
- ❖ **Self-Checks (Para y Piensa):** At the end of many of the sections of the textbook is a **Para y Piensa**, which is a brief self-check. The answers to the **Para y Piensa** can be found in the back of the textbook starting on page R10. Performance on the self-checks should alert the student to whether more practice and/or drills are required in order to grasp a given concept.
- ❖ **Workbook (Cuaderno) Assignments:** These may be found in the online student access under the "Premium" tab. The workbook listening files may be accessed in the student online access under "Downloads" or within the exercise itself.
- ❖ **Did you Get It? (DYGI) Worksheets:** For enrolled students, these are found in the parent portal along with the answer keys for the worksheets. Students that are not enrolled may contact the Academic Advising department to request copies.

- ❖ **Audio and Video Materials:** The user-friendly online version of the textbook contains the audio and video program built into its pages. Students just need to click the audio or video icon on the textbook page to hear/see the media in question.
- ❖ The **Presentación de Vocabulario**, **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 and at least one audio track. In the case of the **Presentación de Vocabulario** sections, it is suggested to watch the version with pop-up vocabulary at or toward the beginning of the section, and to watch the version without pop-up vocabulary after working through the activities. For the **Vocabulario en Contexto** and **Gramática en Contexto** sections, 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.
- ❖ Since Spanish is a modern spoken language, students should be given as much opportunity to converse in Spanish with others as possible so that they can practice using the concepts presented in this course. While it is good practice to converse with native speakers, if this is not possible, find other current or previous Spanish students who are at or above the students' level with whom to speak for a dedicated time every week (half an hour minimum is recommended). This may also be done over the phone if a face-to-face meeting is not possible. 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)**

#### ABBREVIATIONS USED IN THE COURSE PLAN:

- ❖ **Text** = ¡Avancemos! 1 textbook
- ❖ **Act.** = Actividades in the textbook
- ❖ **C** = Cuaderno (workbook exercises)
- ❖ **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
- ❖ **DYGI** = Did You Get It? (worksheets)

**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 Spanish 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 Spanish 1.

**KOLBE CORE (K) HIGH SCHOOL COURSES:**

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 1	Spanish 1
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 two samples of written and graded work is acceptable to receive credit for the course each semester.**

## ◆ ◆ ◆ FIRST SEMESTER ◆ ◆ ◆

## KOLBE ACADEMY WELCOME WEEK

- ✓ Read through the Kolbe Academy **Syllabus** and the **Course Plan Methodology** for Spanish 1.
- ✓ 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.



**WEEK 1**

**Lección Preliminar.**

This week's learning objectives are to:

- ✓ 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

Note that there are no workbook pages/assignments or video assignments until Unidad 1.

**Hola, ¿qué tal?**

**Text**

- ✓ Read pp. 0-5
- ✓ Do Act. 1-3
- ✓ Do *Para y Piensa* on pp. 5
- ✓ Make vocabulary flashcards using the following lists on pp. 25: "Greet People and Say Goodbye". Study the flashcards every day.

**Audio**

- ✓ CD 1, 1-3

**¡Mucho gusto!**

**Text**

- ✓ Read pp. 6-9
- ✓ Do Act. 4-6
- ✓ Do *Para y Piensa* on pp. 9
- ✓ Make vocabulary flashcards using the following list on pp. 25: "Make Introductions". Study the flashcards every day.

**Audio**

- ✓ CD 1, 4-5

**El abecedario**

**Text**

- ✓ Read pp. 10-11
- ✓ Do Act. 8-10
- ✓ Do *Para y Piensa* on pp. 11
- ✓ Every day practice spelling words in Spanish until the alphabet is very familiar.

**Audio**

- ✓ CD 1, 6-9
- ✓ Relisten to CD 1, 6 every day until the alphabet is very familiar

**WEEK 2****Lección Preliminar (cont'd).**

This week's learning objectives are to:

- ✓ Ask and tell where someone is from
- ✓ Become familiar with the Spanish-speaking countries of Latin America and where they are on a 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?****Text**

- ✓ Read pp. 12-15
- ✓ Do Act. 11-13
- ✓ Do *Para y Piensa* on pp. 15
- ✓ Become familiar with the Spanish-speaking countries of Latin America and where they are on a map on pp. 12.
- ✓ Make vocabulary flashcards using the following list on pp. 25: "Say Where You Are From". Study the flashcards every day.

**Audio**

- ✓ CD 1, 11-12

**Mi número de teléfono****Text**

- ✓ Read pp. 16-17
- ✓ Do Act. 14-16
- ✓ Do *Para y Piensa* 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.

**Audio**

- ✓ CD 1, 12-13
- ✓ Relisten to CD 1, 12 every day until numbers 0-10 are very familiar

**Los días de la semana****Text**

- ✓ Read pp. 18-19
- ✓ Do Act. 17-19
- ✓ Do *Para y Piensa* 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.

**Audio**

- ✓ CD 1, 14-16

WEEK 3	
<b>Lección Preliminar (cont'd).</b> This week's learning objectives are to: <ul style="list-style-type: none"> <li>✓ Learn how to ask about and describe the weather</li> <li>✓ Learn common classroom expressions and phrases</li> <li>✓ Begin to use the classroom expressions during Spanish study</li> <li>✓ Memorize vocabulary related to the above</li> <li>✓ Prepare for and take the Examen Lección Preliminar</li> </ul>	
¿Qué tiempo hace?	
<b>Text</b> <ul style="list-style-type: none"> <li>✓ Read pp. 20-21</li> <li>✓ Do Act. 20-22</li> <li>✓ Do <i>Para y Piensa</i> on pp. 21</li> <li>✓ Make vocabulary flashcards of expressions used to describe weather from the following list on pp. 25: "Describe the Weather". Study the flashcards every day. Practice describing the weather in Spanish each day as well.</li> </ul>	<b>Audio</b> <ul style="list-style-type: none"> <li>✓ CD 1, 17-19</li> </ul>
En la clase	
<b>Text</b> <ul style="list-style-type: none"> <li>✓ Read pp. 22-24</li> <li>✓ Do Act. 23-25</li> <li>✓ Do <i>Para y Piensa</i> on pp. 24</li> <li>✓ Make vocabulary flashcards of classroom expressions found on pp. 22 "En la clase" and pp. 23 "En el libro" and pp. 25 "Other Words and Phrases". Study the flashcards every day. With these vocabulary words, it may be helpful to act out the classroom expression while saying the phrase out loud.</li> <li>✓ Begin to use the classroom expressions while you are studying class, if done with a teacher.</li> </ul>	<b>Audio</b> <ul style="list-style-type: none"> <li>✓ CD 1, 20-21</li> </ul>
Repaso de la Lección - Review	
<b>Text</b> <ul style="list-style-type: none"> <li>✓ Read pp. 26-27</li> <li>✓ Do Act. 1-4</li> <li>✓ Review the material presented in Lección Preliminar, including vocabulary and grammar, in preparation for the Exam.</li> </ul>	<b>Audio</b> <ul style="list-style-type: none"> <li>✓ CD 1, 22</li> </ul>
Examen Lección Preliminar	
<ul style="list-style-type: none"> <li>✓ Review the vocabulary, grammar and cultural readings of Lección Preliminar as well as the countries of the Spanish-speaking world and where they are.</li> <li>✓ Take the Examen Lección Preliminar.</li> </ul>	