

SPANISH I

LENGTH OF TIME: 90 minutes daily per semester (PHS)
42 minutes daily per year (PALMS)

GRADE LEVEL: 8-12

COURSE STANDARDS:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
 - a. Utilize the system of sound-letter correspondences.
 - b. Demonstrate the ability to use/comprehend appropriate vocabulary.
 - c. Exhibit the ability to formulate/comprehend sentences, questions, commands, and paragraphs.
 - d. Use basic grammatical structures correctly.
 - e. Differentiate intonation patterns.(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7.)
2. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
3. Develop the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
4. Recognize the importance of language learning to career opportunities. (FL Standards 5.1, 5.2)
5. Recognize the importance of technology as a resource too, reinforcement/enrichment tool, and for production of oral or written work. (FL Standards 3.1, 5.1, 5.2)
6. Explain the significance of and create a model of a cultural concept of the language studied. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.2) (PA Academic Standards 1.1, 1.5, 1.6, 1.8.)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

RELATED FOREIGN LANGUAGE STANDARDS:ACTFL

- Communication 1.1, 1.2, 1.3
Cultures 2.1, 2.2
Connections 3.1, 3.2

Comparisons 4.1, 4.2

Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS (Integrated):

At the conclusion of level I, students will demonstrate achievement showing the progression from Novice-Low towards Novice-Mid as defined in the ACTFL guidelines. Students will be able to:

1. Identify in the target language, concrete categories of words by labeling the object or picture-flash cards in oral and written activities: (Course Standards 1,2,3,5)
 - numbers 0 – 100
 - days of the week
 - months of the year
 - colors
 - description of weather
 - classroom objects
 - places in a downtown
 - spare-time activities
 - telling time
 - foods
 - school subjects
 - party preparations/decorations
 - immediate family members
 - pets
 - basic means of transportation
 - alphabet
2. Provide basic autobiographical information in the target language by introducing yourself through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
 - name
 - place of origin
 - place of residence
 - address
 - age
 - birth date
 - common likes and dislikes
 - family
 - school subjects
 - describe self
3. Provide biographical information of others (immediate family members, close friends, etc.) by presenting information learned during an interview with another student in oral and written form: (Course Standards 1,2,3,5)
 - name
 - place of origin
 - place of residence
 - address
 - age
 - birth date
 - common likes and dislikes
 - family
 - school subjects
 - describe self
4. Minimally sustain face-to-face conversations by participating in written and oral role-plays: (Course Standards 1, 2 ,3,5)
 - greet and bid farewell
 - introduce self
 - Ask and answer questions about personal information (What's your name? Where are you from? Where do you live? What do you study in school? How many brothers and sisters do you have? What do you like to do?)
 - survival situations (ask directions to go from one place to another, shopping)
5. Recognize the importance of foreign language skills by listing careers where foreign language proficiency is beneficial. (Course Standards 4)

6. Explain the significance of and create a model of a cultural concept of the language studied.
(Course Standards 2, 6)

DESCRIPTION OF COURSE:

Emphasis in modern foreign language is on effective oral and written communication. The student will be introduced to the four language skills of listening, speaking, reading, and writing. The student will also develop a cultural awareness and the study skills needed to promote optimal learning. A variety of activities and materials will foster growth in the areas of pronunciation, vocabulary, and grammatical structure. Students will be evaluated via tests, quizzes, projects, and performance assessments in the four language skills.

TITLES OF UNITS:

- | | |
|---|-------------|
| 1. Encuentros (Introductory thematic mini-units) | 5/10 weeks |
| A. Classroom commands | |
| B. Common expressions | |
| C. Asking directions | |
| D. Name | |
| E. Asking personal information (age, origin, address) | |
| F. Numbers 1-1000 | |
| G. Colors | |
| H. Spare-time activities | |
| I. Family members | |
| J. Pets | |
| K. Adjectives | |
| L. Days of the week | |
| M. Months of the year | |
| N. Telling time | |
| O. School subjects | |
| P. Classroom objects | |
| Q. Shopping vocabulary | |
| R. Weather expressions | |
| S. Alphabet | |
| T. Structures: | |
| 1) Definite and indefinite articles | |
| 2) Forming plurals of nouns | |
| 2. Discover the city (Capítulo 1) | 4.5/9 weeks |
| A. Communication – to talk about: | |
| 1) How to get around the city | |
| 2) Places to go and things to do | |
| 3) Giving directions | |
| B. Culture | |
| 1) Places of interest in and around Mexico | |
| 2) What young Mexicans like to do | |
| C. Vocabulary | |
| 1) Places in the city | |
| 2) Things to do | |
| 3) Ways to get from place to place (means of transportation and directions) | |
| D. Structures | |
| 1) Subject pronouns | |

- 2) Contractions: al and del
 - 3) Regular –ar verb endings
 - 4) Irregular verb ir
 - 5) Use of ir + a + infinitive to state what you are going to do
3. What are you going to eat? (Capítulo 2) 4/8 weeks
- A. Communication – to talk about:
 - 1) Foods you like or dislike
 - 2) Favorite restaurants
 - 3) Ordering something to eat
 - B. Culture
 - 1) Typical Mexican foods
 - 2) Mealtimes in Mexico
 - C. Vocabulary
 - 1) Foods and drinks
 - 2) Places where you can eat
 - 3) Table settings
 - D. Structures
 - 1) Regular –er and –ir verb endings
 - 2) Gustar with indirect object pronouns and prepositional clarifiers
 - 3) Adjective agreement and placement
 - 4) Irregular verb ser
4. Celebrations (Capítulo 3) 4/8 weeks
- A. Communication – to talk about:
 - 1) How you plan to celebrate an event
 - 2) Whom you are going to invite
 - 3) What you are going to do
 - 4) What you need to make or buy
 - B. Culture
 - 1) Family celebrations in Texas
 - 2) Celebrating el Día de los Muertos
 - C. Vocabulary
 - 1) Interrogatives
 - 2) Parties and celebrations
 - 3) Party activities
 - 4) Things to buy or make for a party
 - 5) Describing people and things
 - D. Structure
 - 1) Adjective agreement
 - 2) Irregular verbs: hacer, conocer, tener, venir
5. Integrated activities
- A. Study Skills – introduced and practices as appropriate throughout the year
 - B. Career Information – throughout the year
 - C. Technology Skills – introduced and used as appropriate
 - D. Holiday Information – throughout the year as appropriate
6. Final exam review .5/1 week

SAMPLE INSTRUCTIONAL STRATEGIES:

- 1. Differentiated Instruction via Process, Content, Product, Environment
- 2. Cooperative learning groups

3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc.
15. Problem solving

MATERIALS:

1. Juntos I, Liapunov, Marina, Prentice-Hall, 1997
2. CD's/tapes to accompany texts
3. Slides, videos
4. Computer software
5. Miscellaneous realia
6. Magazines
7. Supplemental materials - texts, maps, etc.
8. Teacher made materials - flashcards

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Retesting as appropriate
3. Peer tutoring
4. Academic tutorial
5. IST, resource room
6. Guest speakers
7. Field trips
8. Interdisciplinary units
9. Teaching of study skills: test taking, study, note taking, organizational
10. Independent reading
11. Technology

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, audio and/or video tapes of student performances, and traditional vocabulary and unit tests. Showcase portfolio must include at least one entry from the following two categories:

1. One complete chapter performance assessment (oral proficiency questions, written and taped role plays, grading sheet, rubric, etc.)
2. One cultural enrichment project (including reaction sheet, rubric, report, and project evidence).

METHODS OF EVALUATION:

1. Quizzes
2. Tests
3. Oral proficiency
4. Notebooks
5. Classwork and participation
6. Homework
7. Performance assessments - projects, presentations, charts, maps, posters, etc.

INTEGRATED ACTIVITIES:

1. Concepts
 - subject pronouns
 - present tense conjugations
 - vocabulary
 - pronunciation and intonation
 - culture of the target language
 - word order and sentence structure
 - study skills
 - adjectives
2. Communication (spoken or written form)
 - correct pronunciation and intonation
 - use of thematic vocabulary
 - dialogues or monologues
 - questions and answers (who, what, when, where, why)
3. Thinking/Problem Solving
 - formation of questions and use of appropriate responses (who, what, when, where, why)
 - use of appropriate sentence structure according to the situation (questions/statements/negatives)
4. Application of Knowledge
 - use of information to create dialogues, monologues
 - use of information to understand realia
 - subject/verb agreement
 - completion of assigned oral proficiency activities/assessments
5. Interpersonal Skills
 - sensitivity to cultural differences
 - cooperative learning groups (paired/group activities)

RELATED FOREIGN LANGUAGE STANDARDS:

Communication

- 1.1 Students engage in conversation to provide and obtain information
- 1.2 Students understand and interpret written and spoken language on variety of topics
- 1.3 Students present information to listeners or readers on a variety of topics

Cultures

- 2.1 Student understands practices and perspectives of the culture
- 2.2 Student understands relationship between products and perspectives of the culture

Connections

- 3.1 Students reinforce knowledge of other disciplines through foreign language
- 3.2 Students recognize distinctive viewpoints available through foreign language and culture

Comparisons

- 4.1 Students demonstrate understanding through comparisons of the language studied and their own
- 4.2 Students demonstrate understanding through comparisons of the culture studies and their own

Communities

- 5.1 Students use the language both within and beyond the school setting
- 5.2 Students show evidence of life-long learner and use for personal enjoyment and enrichment