

SPANISH I

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

GRADE LEVEL: 8-12

DESCRIPTION OF COURSE:

Emphasis in modern world 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.

COURSE STANDARDS:

Students will:

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.(ACTFL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Common Core Standards 1.1, 1.2, 1.3, 1.4, 1.5)
2. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (ACTFL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Common Core Standards 1.2, 1.3, 1.4)
3. Develop the study skills necessary for effective language learning. (ACTFL Standards 3.1, 4.1, 5.1, 5.2)
4. Recognize the importance of language learning to career opportunities. (ACTFL 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. (ACTFL Standards 3.1, 5.1, 5.2)
6. Explain the significance of and create a model of a cultural concept of the language studied. (ACTFL Standards 2.1, 2.2, 3.2, 4.2, 5.2) (PA Common Core Standards 1.2, 1.3, 1.4, 1.5)

RELATED PA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

- 1.1 Foundational Skills
- 1.2 Reading informational text
- 1.3 Reading Literature
- 1.4 Writing
- 1.5 Speaking and Listening

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:

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
 - colors
 - foods and beverages
 - days of the week
 - telling time
 - weather
 - classes and classroom objects
 - family members
 - clothing
 - places and events
 - means of transportation
 - ordering in a restaurant
 - spare-time activities
 - feelings and emotions
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
 - age
 - place of origin
 - place of residence
 - birthdays
 - activities/interests (self and friends)
 - favorites (food, beverage, color, class)
 - describe self (physical, personality, emotions)
 - activities after school and on weekends
3. Provide biographical information of others (immediate family members, close friends, etc.) by presenting information learned during a written project to be presented in oral and written form: (Course Standards 1,2,3,5)
 - name
 - family

- age
 - interests
 - physical appearance
 - place of origin
 - place of residence
 - birthdays
 - personalities
 - comparisons (among family members)
 - activities after school and on weekends
 - activities/interests (self and friends)
 - favorites (food, beverage, color, class)
 - describe self (physical, personality, emotions)
4. Provide information in the target language through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
- feelings and emotions
 - activities in each class
 - location of classes
 - place of residence
 - describe interests/activities of friends and self
 - location of classroom items
 - objects in a backpack
 - activities after school and on weekends
 - place of origin
5. Minimally sustain face-to-face conversations on a variety of topics 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? How many brothers and sisters do you have? What do you like to do? What do you and your friends like to do on the weekends? What do you like to do in your classes?)
 - survival situations (ask directions to go from one place to another, shopping, ordering food, transportation, and locations/ events in a town)
 - Likes and Dislikes
6. Recognize the importance of foreign language skills by listing careers where foreign language proficiency is beneficial. (Course Standard 4)
7. Research and explain, through a written report, a cultural concept of the language studied. In addition, create a model to accompany the written report that represents the cultural concept selected. Research paper and student created model will follow the directions and grading guidelines as outlined in the 8th Grade World Language informational packet. (Course Standards 2, 6)

TITLES OF UNITS:

Leccion preliminar

Communication

- Greetings
- Introductions

- Saying where you are from
- Numbers 1-10
- Exchanging phone numbers
- Days of the week
- The weather
- Classroom phrases

Cultures

- Review of Spanish speaking countries

Unidad 1: Time with friends

Communication

- Talk about activities
- Say what you like and don't like to do
- Tell where you are from
- Describe yourself and others
- Identify people and things

Cultures

- Los premios juventud
- Art of Xavier Cartada
- Favorite activities of Florida teenagers
- Mexican and Tex-Mex food
- Los cascarones
- Connections
- Geography: Cities- old and new
- Mathematics: Calculate distances
- Language: Places in the US with Spanish names
- Music: Tex-Mex

Comparisons

- Florida beaches, places students go in their free time
- Famous performers and athletes
- The Spanish, p, t, and n, the English p, t, and /ny/ sound
- Representing communities in art
- Paseo del Rio, places of interest
- Restaurants with foods from other countries
- Family traditions
- Places of interest in San Antonio and Miami
- Traditional dishes of Mexico and Cuba
- Personal descriptions

Communities

- Restaurants with food from Spanish-speaking countries

Unidad 2: Let's go to school

Communication

- Talk about daily schedules
- Ask and tell time
- Say what you have to have to do
- Say what you do and how often
- Describe classes and classroom objects
- Say where things are located
- Say where you are going
- Talk about how you feel

Cultures

- School uniforms
- Diego Rivera and Frida Kahlo
- The National Museum of Anthropology

Connections

- History: Reading historical maps
- Art: Creating maps and symbols
- Social Studies: Technology in education
- Health: Health benefits of cacti

Comparisons

- Meeting places in Spanish-speaking countries and in the US
- School uniforms in Mexico, the Dominican Republic, and the US
- Public artwork in Mexico and the US
- The Spanish **ch** and **d** and the English *ch* and *d*
- School years in Mexico and the US
- Ancient artifacts and culture artifacts
- Self-portraits of Frida Kahlo
- Favorite classes of Mexican and Dominican students
- A culture's view of the natural world reflected in art
- School schedules in Mexico, the Dominican Republic, and Paraguay
- Huichol yarn painting, Taino rock art

Communities

- Arts and crafts influenced by Spanish speaking cultures in a local store

Unidad 3: Eating with the family

Communication

- Talk about foods and beverages
- Ask questions
- Say which foods you like and don't like
- Talk about family
- Ask and tell ages
- Express possession
- Give dates
- Make comparisons

Cultures

- Traditional cooking of Puerto Rico, El Salvador
- La plaza de Colon in Old San Juan
- Grocery shopping
- Government elections in Puerto Rico
- Rafael Tufino and Fernando Sayan Polo
- Instruments from Puerto Rico and Peru

Connections

- Science: Researching severe weather
- Math: Calculating the speed of a storm
- History: Researching Caribbean hurricanes
- Geography: Tracking Hurricane Georges

Comparisons

- Hot weather foods and drinks
- Traditional Puerto Rican and Salvadoran dishes
- The Spanish letters **r** and **rr**; the letter **j** in Spanish and in English
- The **quinceañera** celebration in Peru and Puerto Rico
- Landmarks in Puerto Rico and the US
- The **sobremesa**, and other mealtime traditions
- Elections in Puerto Rico and the US
- Portraits by Rafael Tufino (Puerto Rico) and Fernando Sayan Polo (Peru)
- The **quinceañera** celebration
- Instruments from Puerto Rico and Peru
- Sunday meals in El Salvador, Peru, Puerto Rico, the US

Communities

- Andean music and music of other countries in a local store

Unidad 4: Downtown

Communication

- Talk about what clothes you want to buy
- Say what you wear in different seasons
- Describe places and events in town
- Talk about types of transportation
- Say what you are going to do
- Order from a menu

Cultures

- Surrealism and Salvador Dali
- Climates around the world
- Spanish poet and novelist Antonio Colinas
- Local markets in Spain and Guatemala
- *Las meninas*, by Velazquez and Picasso

Connections

- Art: Designing a courtyard based on the architectural style of La Alhambra
- Music: Researching the musical group *Al-Andalus*
- Health: Learning about the health and beauty benefits of olives and olive oil
- Language: Tracing the Arabic origins of Spanish words from begin with **al-** or **a-**

Comparisons

- Shopping in Madrid
- The role of dreams in surrealism
- The Spanish **c** with **a, o, u** and with **e, i**
- Variations in geography and climate in Spain, Chile, and the US
- Teatro de la Comedia and other weekend activities
- Handicrafts and collectibles in different local markets
- Two versions of the painting *Las meninas*: Velazquez and Picasso
- Weekend activities in Madrid and Santiago de Chile
- Art of Spain and Chile
- Leisure activities in Guatemala, Spain, Chile, and the US

Communities

- Art from Spain or a Spanish-speaking country in a nearby museum

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Cooperative learning groups
3. Listening/reading activities and strategies
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. Avancemos, Gahala, Estella; Hamilton-Carlin, Patricia; Heining-Boynton, Audrey L.; Otheguy, Ricardo; Rupert-Mondloch, Barbara, Houghton Mifflin Harcourt, 2013
2. CD's/DVD's 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