

# Curriculum Spanish A 2008

## **Course Description:**

This course focuses on basic conversational Spanish. Students speak to familiarize themselves with working knowledge of Spanish. Students engage in hand-on activities, sample foods from Spanish speaking countries, play games, and go on virtual field trips to Spanish speaking countries. In addition, students study Spanish culture, folklore and history. Research is required.

## **CORE CURRICULUM CONTENT STANDARDS:**

(Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand, and interpret written and spoken language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture with their own.

(Culture) All students will demonstrate an understanding of these perspectives of a culture(s) through experience with its products and practices.

## **CUMULATIVE PROGRESS INDICATORS:**

### **Communication**

#### **Novice-Mid Learner Range**

#### **A. Interpretive Mode (Understanding and interpretation of spoken or Written communication)**

1. Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.
4. Comprehend brief oral exchanges on familiar topics.
  - Grade level appropriate health topics (e.g., wellness, feelings and emotions)
  - Grade level appropriate science topics (e.g., weather and seasons). Connect the learning of the target language to information studied in other core content. Grade level appropriate health topics (e.g., nutrition and food groups).
5. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.
  - Recognition of key words.

#### **B. Interpersonal Mode (Direct oral or written communication)**

1. Give and follow simple oral directions, commands, and requests for participating in age appropriate classroom and cultural activities.

2. Imitate appropriate gestures and intonation of the target culture during greetings, leave taking, and daily interactions.
3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.
5. Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions and monuments).
6. Grade level appropriate science topics (e.g., plant and animal characteristics).
7. Exchange basic information about the main characters, main idea and setting from age appropriate, culturally authentic selections.

**C. Presentational Mode (Spoken or written communication for an audience)**

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
2. Copy/write words, phrases, or simple guided texts on familiar topics.
  - Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects).
3. Present orally or in writing information from age-appropriate, culturally authentic selections.
  - Grade level appropriate language arts literacy activities (e.g., contributing to teacher directed shared writing activities; illustrating stories or drawing and labeling pictures, charts, or diagrams)
4. Name and label tangible products and imitate practices from the target culture.
  - Grade level appropriate visual and performing arts activities (e.g., song, dance and drama of the target culture).
  - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

**Culture**

**Novice-Mid Learner Range**

**A. Interpretive Mode (Understanding and interpretation of spoken or written communication)**

- Identify daily practices of people in the target culture(s).
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify aspects of the target culture(s) presented in photographs, children's books and plays.
- Identify distinctive cultural products of the target culture(s).

**B. Interpersonal Mode (Direct spoken and written communication)**

- Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions.
- Participate in a variety of oral and/or written activities after listening to age appropriate, culturally authentic selections.

### **C. Presentational Mode (Spoken and written communication for an audience)**

- Reproduce a variety of tangible products typical of the target culture(s).
- Identify and reproduce expressive products typical of the target culture(s).
- Participate in age-appropriate activities related to special events celebrated in the target culture(s).

### **STANDARD (COMPUTER AND INFORMATION LITERACY) CUMULATIVE PROGRESS INDICATORS**

#### **Strand A. Basic Computer Skills and Tools**

Students will:

- Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
- . Produce a multimedia project using text, graphics, moving images, and sound.
- Merge information from one document to another.

#### **Strand B. Application of Productivity Tools**

##### **Information Access and Research**

Students will:

Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

Evaluate information sources for accuracy, relevance, and appropriateness.

Compose, send, and organize e-mail messages with and without attachments.

##### **Problem-Solving and Decision Making**

Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

### **INSTRUCTIONAL STRATEGIES:**

- Think-pair-share
- KWL
- Cooperative learning activities
- Individual work
- Teacher presentations
- Team games
- Assessments
- Research projects
- Role-plays
- Cloze activities
- Password language ladders
- TPR
- Interviews
- Presentations
- Problem solving
- Brainstorming
- Reflective thinking

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

- Presentations on weather in a variety of locations in the world
- PowerPoint presentations on local fauna in Spanish-speaking countries
- Prepare a chart depicting facial expressions related to emotions
- Create a -D house
- Research project on dwellings of Spain and Latin America
- Skits focusing on chores in Spanish-speaking countries.
- Prepare common dishes for Spanish-speaking countries
- Create charts comparing foods and mealtimes in U.S. and Spanish-speaking countries
- Role play classroom etiquette
- Create computer assisted diagrams of schools in Spanish-speaking countries
- Create a family tree
- Draw pictures of family members and label body parts
- Fashion show for clothing in Spain and Latin America
- Booklets on forms of transportation
- Research religious aspects and influence in culture of Spanish-speaking countries
- Write poems
- Create murals depicting oceans, marine life, and beaches in Spanish-speaking
- Travel brochures on Hispanic islands
- Presentations on manners (good and bad)
- Role play a variety of professions

**EVALUATION/ASSESSMENT OF STUDENTS:**

1. Tests
  - End of unit, teacher made tests and quizzes including reading, writing, speaking and listening components.
2. Performance
  - Drawings, projects, writings, presentations  
Teacher observations
- 3 Classroom interaction, student participation/involvement
  - Personal communication
  - Individual conferences, small group discussions, interviews

**EVALUATION/ASSESSMENT OF CURRICULUM:**

**This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).**

## **RESOURCES/BIBLIOGRAPHY:**

- Technology (Internet resources, CD ROMs, videos, audio CDs, etc.)
- Authentic realia
- NJ World Languages Curriculum Framework
- National Standards Document: Standards for Foreign Language Learning
- in the 21<sup>st</sup> Century
- *¡Cuentame!* , TPRS Publishing, Inc.
- Cultural readings