

## MACOPIN MIDDLE SCHOOL

### I. COURSE TITLE:

Spanish 1

### II. TEXTBOOK:

Realidades (1). Peggy Palo Boyles, Myriam Met, Richard Sayers, and Carol Eubanks Wargin. Prentice Hall, Upper Saddle River, New Jersey, 2004.

### III. COURSE DESCRIPTION:

This Spanish 1 course emphasizes communication and stresses interpersonal relationships in meaningful contexts. Technology is integrated into each lesson. There is an emphasis on daily life themes. Students are given ample opportunity for self-expression. The students are expected to use present and past tenses by the end of the year. The emphasis on communication will enable students to begin to function in a technological society and the global marketplace. The students will learn the culture and customs of the Hispanic people.

### IV. COURSE OBJECTIVES:

Upon successful completion of the requirements for this course, the student will master the following state-mandated core content standards for Level 1:

- A. Communication (Standard 7.1) - All students will be able to communicate at a basic literacy level of Spanish. They will use Spanish to: engage in conversation; understand and interpret spoken and written language; present information, concepts, and ideas while making connections with other disciplines; compare the language/culture studied with their own; and participate in multilingual communities.

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

1. The Interpretive Mode. (Understanding and interpretation of spoken or written communication) Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

- a. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
  - b. Recognize common gestures, intonation, and other visual or auditory cues of the target culture (cf. social studies standards).
  - c. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
  - d. Comprehend short conversations and brief written message on familiar topics.
    - (1) Messages contained in media (e.g., illustrated texts, posters, or advertisements)
  - e. Connect the learning of the target language to information studied in other core content areas.
    - (1) Famous artists, such as Joan Miró and Pablo Picasso, and works of art (cf. visual and performing arts standards)
    - (2) Symbols for currency and appropriate place value as used in the target culture (cf. mathematics standard 4.2)
  - f. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections (cf. language arts literacy standard 3.1).
2. The Interpersonal Mode. (Direct oral or written communication) Students engage in direct oral and/or written communication. Examples involving "two-way," interactive communication are conversing face-to-face, or exchanging personal letters or e-mail message.
- a. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
  - b. Imitate common idiomatic expressions, culturally appropriate vocabulary, and gestures of the target culture (cf. social studies standards).
  - c. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions, and strings of sentences.
  - d. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
    - (1) Everyday transactions (buying/selling objects. Cf. mathematics standards)
    - (2) Basic human needs (food, shelter, clothing. Cf. comprehensive health and physical education standards, social studies standards)
    - (3) Geographical landmarks in home and target culture (cf. social studies standards)
  - e. Identify the main idea, characters, setting, and important events found in age-appropriate, culturally authentic texts (cf. language arts literacy standards).
3. The Presentational Mode. Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of

this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

- a. Create and present orally or in writing brief message, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format (cf. visual and performing arts standard 1.2).
  - b. Describe orally or in writing people and things from the home/school environment (cf. language arts literacy standards).
  - c. Tell or retell stories from age-appropriate, culturally authentic selections orally or in writing (cf. language arts literacy standards).
  - d. Tell or write about products of Hispanic countries and simulate common cultural practices (cf. language arts literacy and social studies standards).
    - (1) Culinary contributions, works of art
    - (2) Crafts or artifacts from Hispanic countries
- B. Standard 7.2 (Culture) All students will demonstrate an understanding of the perspectives of the Hispanic culture through experiences with its products and practices.

**Descriptive Statement:** With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation of student achievement of the culture standard in this document.

1. **Cultural Products.** The products of a culture may be tangible (e.g., a Hispanic painting and literature) or intangible (e.g., music, a system of education, holiday celebrations). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values, and beliefs) of the culture studied.
2. **Cultural Practices.** The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. One example of Hispanic cultural practices is the use of the formal and informal "you." The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.
3. **Cultural Perspectives.** As defined by the standards, the perspectives of Hispanic culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of the Hispanic world. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that*?" Since practices and products not only derive from

perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture, as such, are inseparable.

4. Progress Indicators - The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal, and presentational.
  - a. Interpretive Mode (Understanding and interpretation of spoken or written communication)
    - (1) Compare daily practices of people in Spanish-speaking countries with their own (cf. social studies standards).
    - (2) Describe the geographical features, types, and effects of climate in countries where Spanish is spoken (cf. social studies and science standards).
    - (3) Identify aspects of Hispanic culture presented in photographs, plays, or films (cf. visual and performing arts standards).
    - (4) Identify common tangible and intangible cultural products of Spanish-speaking countries (cf. social studies standards).
  - b. Interpersonal Mode (Direct spoken and written communication)
    - (1) Interact in everyday social situations using culturally appropriate etiquette in verbal and nonverbal communication.
    - (2) Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections (cf. language arts literacy standards).
  - c. Presentational Mode (Spoken and written communication for an audience)
    - (1) Compare and contrast similarities and differences between tangible products of Spanish-speaking countries and their own (cf. social studies standards).
    - (2) Describe and reproduce expressive products of Spanish-speaking countries (cf. visual and performing arts standards).
    - (3) Participate in activities related to special events celebrated in Spanish-speaking countries and make comparisons with the U.S. (cf. social studies standards).
- C. Students will discuss and explore career opportunities where a knowledge of Spanish is advantageous.
- D. Students will become aware of changing roles of males and females as well as minorities in country studied.
- E. Students will utilize the various study skills in obtaining and organizing information for the learning of a language.
- F. Students will locate on a map where Spanish is spoken.

V. COURSE CONTENT OUTLINE:

- A. Vocabulary - Students will be able to:
  - 1. Talk about activities they like and do not like
  - 2. Ask others what they like to do
  - 3. Talk about personality traits
  - 4. Use adjectives to describe people
  - 5. Talk about school schedules and subjects
  - 6. Discuss what students do during the day
  - 7. Compare their school with a school in a Spanish-speaking country
  - 8. Describe a classroom
  - 9. Talk about more than one object or person
  - 10. Talk about foods and beverages
  - 11. Talk about likes and dislikes
  - 12. Describe what people or things are like
  - 13. Discuss food, health, and exercise
  - 14. Talk about locations in their community
  - 15. Discuss leisure activities
  - 16. Extend, accept, and decline invitations
  - 17. Describe families
  - 18. Talk about celebrations and parties
  - 19. Order a meal in a restaurant
  - 20. Talk about vacations
  - 21. Discuss volunteer work
  - 22. Discuss events that occurred in the past
  - 23. Describe movies and television programs
  - 24. Talk about computers and the Internet
- B. Grammar
  - 1. Infinitives
  - 2. Negatives
  - 3. Expressing agreement or disagreement
  - 4. Adjectives
  - 5. Definite and indefinite articles
  - 6. Word order
  - 7. Subject pronouns
  - 8. Regular -ar verbs - present tense
  - 9. Plural nouns and articles
  - 10. Regular -er and -ir verbs - present tense
  - 11. Me gustan, me encantan
  - 12. The verbs "ser" and "estar"
  - 13. The verb "ir"
  - 14. Asking questions
  - 15. Expressing future time
  - 16. The verb "jugar"
  - 17. The verb "tener"
  - 18. Possessive adjectives

19. The verb "venir"
  20. Making comparisons and forming the superlative
  21. Stem-changing verbs
  22. Affirmative "Tú" commands
  23. The present progressive tense
  24. Demonstrative adjectives
  25. Regular -ar, -er, and -ir verbs, preterite tense
  26. Preterite tense of -car and -gar verbs
  27. Direct object pronouns
  28. The preterite of -ir
  29. The personal "A"
  30. The present tense of -decir
  31. Indirect object pronouns
  32. The preterite tense -hacer and -dar
  33. "Acabar de" plus infinitive
  34. "Gustar" and similar verbs
  35. The present tense of pedir and servir
  36. Saber and conocer
- C. Careers in Foreign Language
1. Reasons for foreign language study
    - a. World communication
    - b. Cultural understanding
    - c. Foreign travel
  2. Careers using foreign language
    - a. Agri-business and natural resources
    - b. Business and office occupations
    - c. Health occupations
    - d. Public service
    - e. Environment
    - f. Communications and media
    - g. Recreation
    - h. Manufacturing
    - i. Marketing and distribution
    - j. Marine service
    - k. Personal service
    - l. Construction
    - m. Transportation
    - n. Consumer and homemaking occupations
    - o. Fine arts and humanities
    - p. Teachers
    - q. Counselors
- D. Culture
1. Geography of Mexico, Central America, the Caribbean, South America, Spain, and the United States
  2. Hispanic history: Highlights, current events
  3. Important landmarks

4. Foods, customs, holidays, and calendar
  5. Sports
  6. School day
  7. Class schedules
  8. Telephone
  9. Television
  10. Transportation and travel
  11. The twenty-four hour clock
  12. Imported goods and foods
  13. Spanish attitudes toward the United States
- E. Study Skills
1. Memorization
  2. Rewriting of vocabulary
  3. Conversational drills
  4. Pattern drills
  5. Substitution drills
  6. Note taking
- F. Affirmative Action
1. Discussion of the various minorities and their changing roles applicable to countries studied.
  2. Discussion of the changing roles of women in the countries where Spanish is spoken
  3. Discussion of the presence and/or absence of equalities in ancient history up to and including modern times.

VI. STUDENT ACTIVITIES:

- A. Map reading
- B. Reading menus
- C. Class note taking
- D. Vocabulary study
- E. Memorization
- F. Identifying phrases
- G. Listening
- H. Discussing
- I. Conversing in Spanish
- J. Games popular in Hispanic countries
- K. Written homework
- L. Recitation
- M. Reading in Spanish
- N. Writing in Spanish
- O. Translating
- P. Participating in scenarios
- Q. Completing activities on bleu CD Rom software
- R. Reading information from Spanish web sites.

**VII. EVALUATION OF STUDENT LEARNING:**

Students will be assessed in five skill areas, which will give them an understanding of establishing realistic personal and career goals.

- A. Evaluation activities
  - 1. Student cultural awareness will be evaluated through
    - a. Classroom discussion
    - b. Projects
    - c. Cultural segments on quizzes, tests, and exams
  - 2. Student listening comprehension will be assessed through
    - a. Daily active participation through listening, including oral instructions and student interaction
    - b. Dictations
    - c. Listening comprehension segments on quizzes, tests, and exams
  - 3. Student reading ability will be assessed through
    - 1. Daily homework
    - 2. Oral reading
    - 3. Reading comprehension activities on quizzes, tests, and exams
  - 4. Student oral performance will be assessed through
    - 1. Daily, active oral class participation
    - 2. Dialogues and role-playing
    - 3. Picture descriptions and recitations
    - 4. Oral segments on quizzes, tests, and exams
  - 5. Student written performance will be assessed through
    - 1. Daily homework
    - 2. Composition work
    - 3. Unit tests and quizzes
    - 4. Writing on the chalkboard
    - 5. Comprehensive final exam
- B. Grade development
  - 1. Written tests, oral tests, quizzes, projects - 75%
  - 2. Homework and class work - 25%

**VIII. TEACHING AIDS AND MATERIALS:**

- A. Textbook
- B. Workbook
- C. Maps
- D. Overhead transparencies
- E. Computer software
- F. Videos
- G. Internet
- H. Audio CDs
- I. Realia
- J. Picture posters

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