

Spanish 1
CP

August

2015

Revised August 2015
Developed August 2012

Spanish 1 CP is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Spanish 1
CP**

**Fair Lawn
Public Schools
Fair Lawn, NJ
Fair Lawn School District**

Committee Credits

World Language Team

Vincent Casamento

Juan Lopez

Ana Pan

Jamie Reedy

Maria Requena

Erica Shoemaker

Dana Simons

Spanish 1 CP

I. Course Synopsis

This course is an introduction to the study of the Spanish language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Students are placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of acquisition are stressed at this level: written, oral, reading and auditory skills as the students are given the opportunity to take risks in the target language in simulated, yet practical situations. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

II. Philosophy & Rationale

A. **Three modes of communication**

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 communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode: 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 email messages.

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.

B. Can-Do Statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessments

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are four thematic units covered in the course. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: My friends and I

Who am I and what are my friends like?

Unit 2: A day in the life of a student

What is my school day like?

Unit 3: Staying healthy

How can I stay healthy?

Unit 4: My family and Celebrations

What is a family and how do we celebrate?

IV. Unit Descriptions

Unit 1: My friends and I

Enduring Understanding:

In order to develop an understanding of other people and cultures an understanding of oneself is first necessary. Personal experiences shape a person in various ways. Examining the effects of these experiences on our lives can lead us to a deeper understanding of ourselves and others.

Essential Questions:

1. Who am I?
2. Who are my friends?

Can Do Statements:

- I can greet people
- I can introduce people
- I can respond to an introduction
- I can ask how someone is
- I can say how I are
- I can ask how old someone is
- I can say how old someone is
- I can ask where someone is from
- I can say where I are from
- I can talk about likes and dislikes
- I can ask people about activities they like to do
- I can give today's date
- I can describe people
- I can describe things
- I can ask simple questions
- I can respond to simple questions
- I can categorize people

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Complimenting
- Counting
- Describing objects
- Describing weather

- Expressing intentions
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting
- Using formal/informal language appropriately

Grammar:

- Noun/Adjective agreement
- Present tense
- Ser
- Verbs like gustar (encantar, quedar, interesar)
- Adjectives to describe people

Suggested Vocabulary:

- Age
- Alphabet
- Numbers 0-30
- Adjectives
- Days / months
- Greetings / expressions
- Likes / dislikes
- Question words

Suggested Activities / Benchmark Assessments:

- Presentation: Students will introduce themselves to the class with I.D. card that contains name, age, birthday, address and phone number
- Group activity: Take turns asking and answering questions relating to preferences relating to vocabulary.

- Written: Read an authentic letter from a pen pal and create response to the letter. Introduce yourself and give your age and where you are from. List three or four likes and dislikes.
 - Oral: Act as a newspaper reporter interviewing a new student. Find out the student's name, age and where he or she is from. Also, ask about at least three things he/she likes and dislikes. Be prepared to reenact your interview for the class.
-

Unit 2: A day in the life of a student

Enduring Understanding:

High school students are in a new school with different teachers, subjects and schedules. They often are not familiar with the layout of the building, location of classrooms or even the different offices in the school. Looking at our schedule and comparing it to other schools allow students to feel camaraderie with students in other countries.

Essential Questions:

1. What is my school day like?
2. What is a typical school day in a Spanish speaking country?

Can Do Statements:

- I can describe my class schedule.
- I can ask about another person's schedule.
- I can rank my subject preferences.
- I can identify school supplies.
- I can describe learning activities.
- I can ask for and tell time.
- I can inquire about teachers.
- I can identify and describe people in the school.

- I can label the major places in the school.
- I can talk about where things are located.
- I can give and follow simple oral directions.
- I can describe and compare my school to a target language region school.

Language Functions:

- Asking for/giving information
- Comparing/contrasting
- Counting
- Defining
- Describing places
- Expressing afterschool activities
- Expressing likes/dislikes/preferences
- Expressing needs/wishes/wants
- Giving biographical information
- Identifying
- Listing
- Seeking/requesting information
- Stating location
- Telling time

Grammar:

- Definite/indefinite articles
- Noun/adjective agreement
- Estar
- Ser
- Possession with de
- Possessive adjectives

Suggested Vocabulary:

- School subjects
- School supplies and objects
- School facilities
- Prepositions of location
- Classroom Learning Verbs
- Adjectives to describe classes
- Contractions
- Time expressions
- Ordinal numbers
- Preferences, likes, dislikes

Suggested Activities / Benchmark Assessments:

- Presentation: Students will be able to present their favorite class, the name of the teacher, a description of the class and the teacher, the time the class meets.
- Group activity: Students will compare and contrast their favorite and least favorite classes and discuss reasons why they like or dislike their classes and teachers.
- Written: Students will be able to write about their favorite class, the name of the teacher, a description of the class and the teacher, the time the class meets.
- Oral: Students will be able to answer questions about their favorite class, the name of the teacher, a description of the class and the teacher, the time the class meets.

Unit 3: Staying healthy**Enduring Understanding:**

High school students in today's society face many challenges to living a happy and healthy lifestyle. The choices that people make on a daily basis have a lasting impact on their physical and mental well being. Understanding how you can make healthy lifestyle choices can have lasting influence.

Essential Questions:

1. What things can we do to stay happy and healthy?
2. What constitutes a healthy lifestyle?
3. Does a healthy lifestyle look the same all over the world?

Can Do Statements:

- I can identify body parts and common ailments
- I can express how I feel
- I can identify names of different sports and activities to stay healthy
- I can describe healthy and unhealthy meals and food
- I can make polite requests
- I can talk about foods you like and explain why
- I can compare healthy and unhealthy foods

Language Functions:

- Asking for/Giving information
- Describing current habits
- Explaining preferences
- Describe old habits
- Compare/contrast

Grammar:

- Sentirse
- Doler
- Present tense of encantar/gustar
- Use of estar to talk about how things taste
- Ser and estar
- Expressions with tener
- Possessive adjectives

Suggested Vocabulary:

- Fitness activities
- Words to describe physical conditions
- The human body parts
- Food and drink items for breakfast, lunch, and dinner
- Food adjectives

Suggested Activities / Benchmark Assessments:

- Presentation: Based on the new food pyramid, create a daily eating regimen (diet) that reflects your eating style and share with the class.
- Group activity: As a class, students will create a list of statements describing healthy habits. Students will poll their classmates to discuss which habits each individual believes is most important and why.
- Written: Students will be shown a picture of a medicine cabinet filled with various medicines and toiletries. Students will write sentences describing the person who owns the items based on the products that they use.
- Oral: Students evaluate and provide information about their own health and eating habits and share with a partner.

Unit 4: Family and Celebrations**Enduring Understanding:**

Aside from a student's friends, his or her family helps define who he becomes in life. The experiences that the student has with his or her family helps shape how he or she creates and nourishes relationships. It is these experience and everyone we know all help to make us who we are.

Essential Questions:

1. Why am I special?
2. How is my family special?
3. Who are the members in my family and how can I describe them?

Can Do Statements:

- I can identify and describe family members
- I can talk about celebrations and parties
- I can discuss cultural perspectives on family and celebrations
- I can explain things a family does together
- I can talk about getting ready / prepared for the party
- I can accept or turn down an invitation and explaining why

Language Functions:

- Compare/contrast
- Describing people
- Expressing emotions, feelings
- Giving biographical information
- Identifying
- Indicating relationships
- Introducing oneself/someone else
- Listing
- Presenting information
- Reporting
- Seeking/requesting information

Grammar:

- Possessive adjectives
- Venir
- Ser for description
- Estar for emotions
- Diminutives
- Possessive adjectives

Suggested Vocabulary:

- Leisure activities

- Names and locations for sports events
- After school extra curricular activities
- Frequency words

Suggested Activities / Benchmark Assessments:

- Presentation: Students plan an event, create announcement/invitation. Who is invited? When is it? Where is it? Activities at the celebration.
- Group activity: In a group, pretend you are family and are preparing for a family party. Tell what each person is responsible for.
- Written: Students will answer written questions about their family members, their likes, dislikes, characteristics, ages, etc.
- Oral: Through an interview, students will answer prepared written questions asked by classmates about their family members, their likes, dislikes, characteristics, ages, etc.

V. Course Materials

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com, or other sites
- Our World Language teacher website
- Avancemos Level 1 (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Essay Drafts
- Reading Comprehension Quizzes with Reading Checks for Annotation and/or Notes
- Pretests

Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- MLA Research Paper
- Independent Reading Project
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

<u>ACCOMMODATIONS</u>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities

MODIFICATIONS			
<p><u>Speaking</u> <u>Provide:</u> -sentence starters -processing time -cues and prompts -embedded choices -practice time</p>	<p><u>Groups/Pairs</u> <u>Teach:</u> -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher’s attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles</p>	<p><u>Reading</u> <u>Use:</u> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies</p>	<p><u>Writing</u> -Shorten task -Require lists rather than sentences <u>Allow:</u> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking</p>

VIII. Interdisciplinary Connections and Alignment to Technology standards

- *Common Core Curriculum Standards*
 (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>)

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1

Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- *Workplace readiness standards*
(<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.