

Foreign Language Department Guide Spanish I Overview

Course Description: Spanish I

Spanish I is offered to students in classes 9-12. On a seven day cycle the class meets four days out of seven for sixty minutes and one day for one hundred minutes. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

Spanish I introduces the student to the basic skills of reading, writing, speaking, and listening. All activities are aimed at developing proficiency in these four areas. The fundamentals of Spanish grammar are presented in contextual situations, as vocabulary is simultaneously developed. Spanish is the primary language of instruction, and students are engaged daily in interactive exercises designed to foster good oral communication, as well as proper pronunciation. Students acquire a rather extensive vocabulary relating to daily life. In addition, much attention is given to the development of good writing skills through the assignment of letters and short descriptive paragraphs. Students are taught not only to read and comprehend material prepared especially for them at this level, but also to gain information from more difficult original texts. The study of geography and general culture forms an integral part of the course.

Major Course Objectives

When students have completed Spanish I, they will know and be able to:

1. Write about self, others, and describe things with which he/she comes in daily contact.
2. Given a certain learned vocabulary, write a directed composition of at least 40-50 words.
3. Demonstrate proficiency with the following structures: subject-verb agreement, noun-adjective agreement, and use of definite, indefinite, possessive, and demonstrative determiners (replacers).
4. Using a variety of verbs, write about events in the present and the immediate future.
5. Recognize the past tense of regular verbs.
6. Articulate comprehensibly with good intonation.
7. Imitate proper pronunciation of standard speech.
8. Initiate and respond to simple statements in both oral and written form.
9. Express likes and dislikes in both oral and written form.
10. Engage in simple face-to-face conversations.
11. Use word order accurately in simple statements.
12. Use familiar vocabulary in a series of sentences to describe a person, place or event.
13. Discuss the geography and customs of Spain and some Spanish-speaking countries.
14. Read and understand short dialogues, stories, and realia which use the vocabulary and structures studied.

Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Greet and respond to greetings (1)
2. Introduce and respond to introductions. (1)
3. Ask and answer questions (1)
4. Make and respond to requests. (1)
5. Exchange information and knowledge. (1)
6. Express opinions and ideas. (1, 3)
7. Express needs and emotions, agreement and disagreement. (1, 3)
8. Follow directions. (2)
9. Obtain information and knowledge. (2)
10. Read and interpret signs, simple stories and informational texts. (2)
11. Describe people, places and things. (3)
12. Write lists and short notes. (3)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Use appropriate words, phrases and expressions in interactions such as greetings, farewells, school routines and other daily activities.
2. Interact appropriately in group cultural activities such as celebrations.
3. Identify distinctive cultural aspects of the target culture in stories, dramas, films and photographs.

4. Identify distinctive cultural products from the target culture such as toys, clothes foods, currencies, games, and traditional crafts.
5. Identify distinctive contributions made by people in the target culture.
6. Demonstrate knowledge of artistic expression in the target culture by identifying, learning and performing songs and by making examples of crafts or visual arts.
7. Demonstrate knowledge of the target culture's geography by identifying features such as rivers, mountains, cities, and climate by name on maps.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following:

1. Ask and answer questions regarding similar/different phonetic/writing systems used in the target language. (5)
2. Give examples of ways in which the target language differs from/is similar to English. (5)
3. Give examples of borrowed and loaned words. (5)
4. Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics. (5)
5. Ask and answer questions regarding different forms of communication in the target culture and their own such as signs and symbols.(6)
6. Compare/contrast patterns of behavior in the target culture with their own. (6)
7. Describe some cultural beliefs and perspectives relating to family and school in both the target culture and their own. (6)

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain information and knowledge related to other disciplines from sources in the target language. Examples of this include obtaining geographical information on printed maps and travel guides or Internet Resources and using this information to achieve the learning standards from the Geography Strand of the History and social Science Framework.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, ordering and dining in a Spanish restaurant.

Assessment Tools

Success in Spanish I will be assessed by the following methods:

1. Vocabulary/grammar quizzes and tests.
2. Skit presentations.
3. Prepared dialogues.
4. Dictados to test spelling and grammar.
5. Cloze exercises to determine comprehension of songs or conversations.
6. Oral questions to which students write responses in complete sentences.
7. Role-playing using appropriate vocabulary in social situations.
8. Questions on current events from the Spanish-speaking world.
9. Map identification of Spanish-speaking countries and capitals.
10. Creation of holiday cards in Spanish.
11. Games such as bingo, flyswatter, concentration.
12. Family Trees
13. Food groups.
14. Oral interviews.
15. Written compositions on a variety of topics.
16. Discussion of the Hispanic influence in the Americas.

Instructional Strategies

Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include

1. the use of Spanish as the priority language in all classes.
2. lecture and note-taking with the aid of pertinent information written on the board.
3. the use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
4. the physical manipulation of words and parts of sentences to practice new structures.
5. the use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.
6. the use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material.
7. role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
8. carousel brain-storming to review learned material.
9. visits by native speakers to speak about customs of countries where the Spanish is spoken.
10. memorization and recitation of prose passages or poetry for pronunciation practice.
11. physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
12. oral and written completion exercises or substitution exercises.
13. the use of board games to review vocabulary.
14. regular journaling
15. dictations

16. battleship, jeopardy, pictionary, memory, bingo, charades, placemat, relay races, flyswatter to practice vocabulary and grammatical structures.
17. micrologs
18. peer editing

Materials and Resources

Humbach, Nancy and Ozete, Dr. Oscar, Ven conmigo! Spanish Level I, (1st edition), Holt Rinehart and Winston, Publishers, 1996.
Miller, Jean and Todd, Dana, Ven conmigo! Grammar and Activity Book (1st edition), Holt Rinehart and Winston, Publishers, 1996; cassette tapes, transparencies, and video which accompany the course.

Relationship to the High School Expectations:

Given a basic vocabulary and grammatical structures suitable to Level I, the student will be able to be:

- An effective reader of Spanish.
- An effective writer of Spanish.
- An effective speaker/presenter/performer of selected topics in Spanish and in English.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short Spanish presentations.
- Interact in Spanish with the community at large through excursions and guest speakers.