



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

COURSE/GRADE LEVEL(S): Spanish Language and Culture Part 1
Grades 9-10

I. Course Overview

This course is designed for those students who have had no previous experience in the study of a foreign language. The course will follow a two-year sequence. Through exposure to Spanish language, students will begin to develop basic skills in listening, speaking, reading, and writing. The course goals for Introduction to Spanish include developing functional knowledge of basic elements of language, vocabulary, and structure; and initial acquisition of listening, reading, and speaking skills. To meet these goals, a variety of instructional approaches will be utilized and students will be evaluated by a number of different assessment types. Reading and writing dialogues and short stories, listening to Spanish songs and conversations, participating in oral drills and skits, and creating projects in Spanish, will help students to develop basic language proficiency. Cultural awareness is fostered through the study of various aspects of life in the Spanish speaking world. Students are expected to use the target language in all appropriate situations in the classroom.

II. Units of Study

Unit 1: Introductions

Unit 2: School Life

Unit 3: Descriptions

Unit 4: Town and family

Unit 5: Home Life

III. Learning Objectives

At the conclusion of this course, students should be able to:

7.1A: Interpretative Mode

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.



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- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
- Identify people, places, objects, and activities in daily life based on oral, aural and written descriptions.
- Discuss people, places, objects, and daily activities based on oral, aural, and written descriptions.
- Comprehend short conversations and brief written messages on familiar topics
- Connect the learning of the target language to information studied in other core content areas.
- Apply knowledge and skills gained in other core content areas to the learning of the target language.
- Demonstrate comprehension of the main idea and identify the principal characters in readings from age-appropriate, culturally-authentic selections.
- Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally- authentic selections.
- Compare and contrast unique linguistic elements in English and the target language.
- Compare daily practices of people in the target culture(s) with those of their own culture
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify aspects of culture presented in photographs, plays, artwork, songs or films.
- Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

7.1B: Interpersonal Mode

- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
- Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.



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- Engage in short conversations about personal experiences or events, and/or topics in other core content areas
- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
- Interact in a wide range of social and professional contexts that reflect both peer- group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
- Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
- Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

7.1C: Presentational Mode

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
- Use language creatively in writing for a variety of purposes.
- Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
- Compare and contrast similarities and differences between tangible products of the target culture and their own

IV. Essential Questions

Unit 1: Introductions

Can I recognize English/Spanish cognates and can I use cognates to aid in my comprehension of both written and spoken Spanish?

Can I greet and say goodbye to my classmates and to my teacher appropriately?

Can I respond to others' greetings?

Can I understand common teacher directions? Can I recognize and identify common classroom objects? Can I communicate both understanding and confusion to the teacher?

Can I introduce myself to others? Can I introduce people to one another?

Can I talk about more than one thing? Can I tell quantities? Can I correctly utilize the appropriate articles and check for agreement? Can I express my age and the ages of others?

Can I describe actions that I and other people perform? Can I identify when a statement made by my teacher corresponds with the action shown? Can I act out statements made by my teacher?



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Unit 2: School Life

Can I tell what time it is? Can I tell at what time something will occur? Can I identify and describe the courses that I have and ask others about the courses that they take?

Can I ask and answer simple yes/no questions? Can I ask questions to discover more about other people's activities?

Can I express my likes and dislikes? Can I ask others about their likes and dislikes? Can I describe the likes and dislikes of others?

Can I identify the day, date, month and season? Can I explain what I and others do at specific times (days, dates, seasons,...)? Can I discuss when different events happen?

Can I identify and discuss the important aspects of "The Day of the Dead? Can I make cultural connections?

Unit 3: Descriptions

Can I describe myself and others in terms of physical/personality traits? Can I describe different places and things? Can I identify different colors?

Can I describe and identify the professions of people? Can I explain the actions that people with these professions perform and can I identify where they work?

Can I describe how I and others are feeling?

Unit 4: Town and Family

Can I tell where things are located? Can I ask people where objects and places are? Can I discuss my town in relation to different towns? Can I talk about what I like and don't like in a town?

Can I ask people what they have and can I tell others what I have?

Can I identify the labels of all of the people in my family? Can I describe members of my family? Can I make connections when other people talk about their families?

Do I understand what an idiomatic expression is? Can I use idiomatic expressions in order to describe feelings, needs, and wants?

Unit 5: Home Life

Can I identify who owns things? Can I describe my possessions and the possessions of others?

Can I describe what is in my bedroom and my house?

Can I tell people where I am going? Can I understand where other people are going?

Can I describe the weather and can I predict future weather patterns?

Can I tell what the weather is like in various regions around the world and at different times/seasons of the year?

V. Key Performance and Benchmark Tasks

Unit 1: Creation and recording of conversations, spelling bee, vocabulary quizzes, daily participation in drills, games, and activities, unit test

Unit 2: Student interviews and skits, power point presentations, calendar creation, Day of the Dead presentations, Alternate Assessment: likes/dislikes presentation, unit test



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Unit 3: Creation of Smart board games, completion of QUIA activities, dialogue creation, unit test

Unit 4: Town/map project and essay, family trees/oral presentations, class discussions and reflections

Unit 5: TPRS activities, weather forecasts, “ideal” home project, summer essays

VI. Instructional Materials

Textbook resources

VenConmigo Level 1

Exprésate Level 1

Spanish is Fun

Language Lab Program

Exprésate Level 1

QUIA activities

Teacher-designed culture, grammar and vocabulary units