

**Wallingford Public Schools - COURSE OUTLINE**

<b>Course Title:</b> Spanish 1	<b>Course Number:</b> A 4513
<b>Department:</b> World Languages	<b>Grade(s):</b> 7-12
<b>Level:</b> Academic	<b>Credit:</b> 1
<b>Course Description</b> Spanish 1 is designed to teach the basic elements of the Spanish language and culture. Through short dialogues using everyday vocabulary, students will begin to speak, read, write and understand spoken Spanish. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture.	
<b>Required Instructional Materials</b> <i>Ven Conmigo</i> , HRW, 2000, Level 1	<b>Completion/Revision Date</b> Approved by Curriculum Council on November 23, 2004  Adopted by the Board of Education on January 24, 2005

**Mission Statement of the Curriculum Management Team**

The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.

**Enduring Understandings for the Course**

- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- Written language is essential to good communication.
- Comparing English with other languages is important to understanding the nature of language.
- One reads to acquire knowledge and understanding and to gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.

- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

**LEARNING STRAND**

1.0 Communication Through Speaking

**ENDURING UNDERSTANDING(S)**

- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
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- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

**ESSENTIAL QUESTION(S)**

- What strategies can I use to communicate more effectively?
- How can one express complex ideas using simple terms?

**LEARNING OBJECTIVES** *The student will:*

- 1.1 Recognize the meaning of Spanish vocabulary terms relating to everyday life.
- 1.2 Speak in simple sentences.
- 1.3 Ask and respond to questions.
- 1.4 Conduct a simple dialogue.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Ven Conmigo*, Activities For Communication Workbook
- *Ven Conmigo*, teaching transparencies
- *Ven Conmigo*, audio CD program
- Manipulatives (with classroom items, clothing, food)

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice
- Modeling (pronunciation, syntax)
- Oral presentations (dialogues)
- Projects (i.e. family trees, photo albums, an "ideal" room)
- Didactic questioning (questions which tend to have a single answer)
- Games (vocabulary bee)
- Student interviews
- Peer teaching
- Practice impromptu speaking

**SUGGESTED ASSESSMENT METHODS**

- Dialoging
- Teacher observation of group activities
- Oral presentations
- Projects
- Student performances
- Tests/quizzes

**LEARNING STRAND**

2.0 Communication Through Listening

**ENDURING UNDERSTANDING(S)**

- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

**ESSENTIAL QUESTION(S)**

- What do I hear when I listen?
- What cues do I listen and watch for before I respond?
- How do I figure out meaning when words are not understood?

**LEARNING OBJECTIVES** *The student will:*

- 2.1 Explain in English something heard in Spanish (simple sentences, present tense etc.)
- 2.2 Identify the main ideas, themes, and some details from authentic media or live presentations.
- 2.3 Utilize strategies for comprehension while listening.
  - Voice inflection
  - Listening for general idea
  - Listening for recognizable words
  - Ask a question to clarify context
  - Watch for facial expressions and gestures
- 2.4 Maximize use of the Spanish language on a daily basis.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Ven Conmigo*, video series
- *Ven Conmigo*, audio CD program
- *Ven Conmigo*, additional listening activities
- Contemporary Spanish music

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- *Ven Conmigo* video series with follow up discussion
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Student interviews
- Games (bingo)
- Listening activities (utilizing the instructional support materials)
- Create a song to remember key vocabulary and pronunciation
- Peer teaching

**SUGGESTED ASSESSMENT METHODS**

- Listening tests and quizzes
- Simple dialoging
- Student participation
- Checking for comprehension with didactic questioning (questions which tend to have a single answer)
- Student performances
- Projects

**LEARNING STRAND**

3.0 Communication Through Writing

**ENDURING UNDERSTANDING(S)**

- Written language is essential to good communication.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

**ESSENTIAL QUESTION(S)**

- Why can't I translate everything?
- How can I create a meaningful sentence?

**LEARNING OBJECTIVES** *The student will:*

- 3.1 Write sentences to demonstrate effective communication.
- 3.2 Construct simple paragraphs to reinforce concepts.
- 3.3 Create dialogues using current vocabulary.
- 3.4 Compose notes or short letters in the target language to peers.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Ven Conmigo*, practice and activity workbook
- *Ven Conmigo*, grammar and vocabulary workbook

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Writing activities (self descriptions, likes and dislikes/preferences etc.)
- Data gathering (conduct and report on student surveys)
- Modeling (syntax)
- Peer editing (noun/adjective agreement, present tense)
- Write a short poem in Spanish
- Practice impromptu writing
- Create authentic writing pieces such as letters or journals in Spanish

**SUGGESTED ASSESSMENT METHODS**

- Authentic writing
- Creative writing
- Homework
- Quizzes and tests
- Projects
- Student participation

**LEARNING STRAND**

4.0 Structure

**ENDURING UNDERSTANDING(S)**

- Comparing English with other languages is important to understanding the nature of language.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

**ESSENTIAL QUESTION(S)**

- Why isn't a dictionary enough?
- How does my understanding of structure affect my ability to communicate?
- Why does word order matter?

**LEARNING OBJECTIVES** *The student will:*

- 4.1 Use regular and irregular verbs in the present tense.
- 4.2 Analyze nouns and adjectives for agreement (gender and number.)
- 4.3 Compare sentence structure between Spanish and English.
  - Question formation
  - Noun and adjective placement
  - Connection between verbs and subject pronouns
  - Formal and informal subject pronouns (including vosotros)
- 4.4 Recognize and use about 200 vocabulary words that relate to everyday life.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Ven Conmigo*, grammar and vocabulary workbook
- *Ven Conmigo*, practice and activity workbook
- [www.goHRW.com](http://www.goHRW.com)

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice (question and answering, present tense verbs, noun/adjective agreement)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (noun/adjective agreement, present tense)
- Play "Pictionary" with key vocabulary words

**SUGGESTED ASSESSMENT METHODS**

- Writing
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Teacher generated worksheets

**LEARNING STRAND**

5.0 Reading and Literature

**ENDURING UNDERSTANDING(S)**

- One reads to acquire knowledge and understanding and to gain new perspectives.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

**ESSENTIAL QUESTION(S)**

- How do I figure out meaning when words are not understood?
- How do I use context clues to understand the main idea?

**LEARNING OBJECTIVES** *The student will:*

- 5.1 Translate simple paragraphs and dialogue.
- 5.2 Comprehend simple advertisements, product labels etc.
- 5.3 Use reading strategies to figure out unknown words such as rereading, sounding out, reading on, finding known parts within a word etc.

**INSTRUCTIONAL SUPPORT MATERIALS**

- [www.goHRW.com](http://www.goHRW.com)
- Children's books in Spanish
- Advertisements and product labels in Spanish

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Answer questions regarding a reading assignment (panorama cultural and encuentro cultural from text)
- Guided reading (teacher provides information or leads the students through the step by step development of specific skills)
- Directed reading (questions are asked of students throughout the reading to help them understand the text more thoroughly)
- Reading aloud
- Write an English summary of a Spanish paragraph
- Cloze activities (choosing the correct words/terms to fill in blanks in text)

**SUGGESTED ASSESSMENT METHODS**

- Quizzes and tests (reading comprehension)
- Homework
- Reading comprehension questions
- Writing assignments
- Student participation

**LEARNING STRAND**

6.0 Cultural Understanding

**ENDURING UNDERSTANDING(S)**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

**ESSENTIAL QUESTION(S)**

- Can I explore cultures without stereotyping them?
- How does where I live shape who I am?
- Where does this language exist in my community?
- What can I learn about my own language and culture from the study of others?
- How does language shape culture?
- How does culture shape language?
- Why study another culture?

**LEARNING OBJECTIVES** *The student will:*

- 6.1 Compare and contrast personal everyday life with life in Spanish speaking countries.
- 6.2 Demonstrate on a map which areas of the world speak Spanish.
- 6.3 Discuss general rules of behavior of Spanish-speaking people.

**INSTRUCTIONAL SUPPORT MATERIALS**

- Maps
- *Ven Conmigo*, video series
- Manipulatives
- Spanish music
- Movies depicting Spanish culture
- *CultureGrams*, hardcopy & online database

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Group discussions
- Projects (e.g., countries, foods, lifestyles, customs, art)
- Oral presentations
- Field trips (museum, Spanish restaurant, dance performances)
- Demonstrations (e.g., cooking, dance)
- Reading assignments
- Video with follow-up discussion
- Games (Hispanic trivia, board games)
- Research and create presentations on Spanish speaking countries
- Speakers with expertise on specific subjects

**SUGGESTED ASSESSMENT METHODS**

- Homework



- Reflective writing
- Multi-media presentations
- Projects
- Student presentations
- Quizzes and tests
- Student participation