

Spanish 1 Curriculum

Content Standard 2: Communication (Interpretive Mode) – How do I understand what others are trying to communicate in Spanish?

Students will understand and interpret spoken and written Spanish on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify people and objects in their environments, based on oral and written descriptions. • Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. • Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. • Comprehend brief notes on familiar topics, including daily activities at home or school. • Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements. 	<ul style="list-style-type: none"> • Asi se dice p.154 • Motivating activity p.148 • Encuentro Cultural p.157 • Listening activities p.49 • Panorama Cultural p.163 • Vamos a Leer p.90 • Asi se dice p.84 • Nota Cultural both activities, p.84 • Read A Lo Nuestro p.86 • Read p.11 Connections • Vamos a Leer pp. 36-37 	<ul style="list-style-type: none"> • A VER SI PUEDO p. 172 Students will describe a family • Quiz 6-1A • Quiz 6-1B • Testing Program 1-4 • Para Discutir p.157 do A, B & C • Vamos a Leer – ex. A & B p. 90 • Repaso p. 80 ex. 17 • Quiz 3-3A, Quiz 3-3B • Students will identify cognates throughout year in all chapters and use visual cues in reading texts. • Vamos a Leer p.36-7; A, B, C, D & E. 	<ul style="list-style-type: none"> • Ven conmigo student text • V.C. testing program • V.C. student text p.157 • V.C. p. 90 • V.C. CD Rom Disc #2 • V.C. student text pp. 84-6 • V.C. testing program • V.C. student text p. 79

- Recognize and respond appropriately to questions, statements, or commands.

- Do Performance Activity p.29
- Read “A Lo Nuestro” p.34

- A VER SI PUEDO p. 90; act. 1, 3 & 5.
- Performance assessment p. 30
- Practice and activity book Chapter 1; ex. 7 & 8

- V.C. student text pp.30, 40
- V.C. practice and activity workbook

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Content Standard 3: Communication (Presentation Mode) -- How do I present information, concepts and ideas in Spanish in a way that is understood?

Students will present information, concepts and ideas to listeners or readers in Spanish on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. • Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture. • Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities. • Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture. 	<ul style="list-style-type: none"> • Asi se dice p. 154 • Listening activities p.10 – song “La mar estaba serena” • Primer paso p.153 • Asi se dice p. 163 • Asi se dice p. 164 • Vocabulary activities p. 165 	<ul style="list-style-type: none"> • Portfolio Activity – p. 138 • Repaso Activities 2 & 3 • Activities 6 & 7 p.11 • Información personal chart -- p.156 • Develop and create dialog p.162, ex. 27 • ¿Qué debes hacer? p. 165 ex. 30; p. 166 ex. 32. 	<ul style="list-style-type: none"> • Ven conmigo student text pp. 154-157 • Alternative Assessment guide p. 20 • Listening activity booklet p.10 • Audio Compact Disc #1 track 40 • V.C. student text p. 156 & 162. • V.C. student text pp. 164-166

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Content Standard 4: Cultures -- How do I use my understanding of culture to communicate and function appropriately in another culture.

Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Observe and identify tangible products of the target language such as toys, dress, types of dwellings, musical instruments and typical foods. • Identify, experience or read about expressive forms of the culture, such as children’s songs, selections from children’s literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture. • Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture. • Participate in age appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture. 	<ul style="list-style-type: none"> • Asi se dice p. 207 • Review Vocabulary pp. 207-209 • Read Encuentro Cultural p. 215 • Listening activities – song “De Colores” • Teacher and students will create, identify artwork based upon Day of the Dead activities. • Mini cuento – p. 9 • TPR story telling book 	<ul style="list-style-type: none"> • Prepare a menu p. 209 ex. 9 • Complete “Vamos a Leer” -- do activities a, b & c p. 222-223 • Student Activity 6 & 10 p.19 • Students will create Day of the Dead artifacts, decorations and artwork – paper mache, skeletons, maracas, etc. • Students will personalize questions by asking questions about each other. 	<ul style="list-style-type: none"> • Asi se dice p. 207 • Review Vocabulary pp. 207-209 • Read Encuentro Cultural p. 215 • Listening activities – song “De Colores” • Teacher and students will create, identify artwork based upon Day of the Dead activities. • Mini cuento – p. 9 • TPR story telling book

- Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.

- Nota Cultural Ch. 1-10

- Demonstrate appropriate gesturing in mini-dialogues

- V.C. student text p.21

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Content Standard 5: Connections (Interdisciplinary Mode) -- How do I use my understanding of Spanish and Hispanic culture to reinforce and expand my knowledge of other disciplines.

Students will reinforce and expand their knowledge of other areas of study through the study of Spanish.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use simple information learned in other subjects in their study of world language. • Use simple information from the world language class in their study of other subjects. • Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections. 	<ul style="list-style-type: none"> • Students will read all the Encuentros Culturales, Panoramas Culturales & Notas Culturales in all chapters. • Class discussions with teacher. • Group discussions. 	<ul style="list-style-type: none"> • Students will form and make connections learned in other subjects to expand their personal knowledge and interdisciplinary connections • This will be an ongoing process (cognates, cultural similarities and differences) 	<ul style="list-style-type: none"> • V.C. student text p. 11, • V. C. resources--cultural notes throughout all chapters of the text

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Content Standard 6: Connections (Intradisciplinary Mode) -- How do I use my understanding of another language and culture to broaden and deepen my understanding of Spanish and Hispanic culture and access and use information that would otherwise be unavailable to me.

Students will acquire and use information from a variety of sources only available in Spanish.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use multiple media resources to access information regarding the target culture(s). • Recognize the various sources of information available only in the target language and cultures, e.g., newspapers, websites, television, etc. • Demonstrate the ability to access information about the target language and cultures from various sources, including the Internet, with assistance if necessary. 	<ul style="list-style-type: none"> • Read Encuentro Cultural p. 27 • Read Panorama Cultural p. 34 • Student computer activity 	<ul style="list-style-type: none"> • Students will bring to class various media resources • Exercises 1-3 on p. 28 • Student will identify sources of information in the target language. • Exercises A & B p. 35 & p. 36 • Students will use computers in classroom or computer labs o access information from Internet to demonstrate competency. 	<ul style="list-style-type: none"> • Ven conmigo student text • Teacher provided magazines, newspapers, websites on target language • Newspapers • Magazines • Websites on Internet • Websites provided by teachers or V. C. textbook • Computers in class or Computer Lab.

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Content Standard 7: Comparisons Among Languages -- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. • Demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. • Understand how idiomatic expressions affect communication and reflect culture. • Develop listening and speaking skills on a range of topics to facilitate reading skills. • Copy and organize in a logical sequence a written text provided by the teacher. 	<ul style="list-style-type: none"> • Read Nota Cultural, Chapter 1, p. 21 • Repeat after teacher the basic vocabulary and write words at same time. • Read Panorama Cultural p. 47 • Listen to all “Antemano” sections for all chapters. • Place sentences in sequential order in a basic dialog. 	<ul style="list-style-type: none"> • Students will be able to recognize cognates based on sound and meaning of words. • Recite alphabet in the target language. • Quiz 2-3A • Quiz 3-2A • Answer all questions based on all “Antemano” sections for all chapters. • Quiz 1-2A • Test Chapter 1 – Part D 	<ul style="list-style-type: none"> • Ven conmigo student text; pasos from all chapters • CD – Disc I • Teacher, voiced repetition • V.C. Testing Materials Ch.2 • V.C. student text • V.C. Testing Materials Ch.3 • CD – Discs all chapters • V.C. student text • V.C. student text • V.C. Testing Materials Ch.1

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Content Standard 1: Communication (Interpersonal Mode) – How do I use Spanish to communicate with others?

Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions..

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses. • Describe various objects and people found at home and school. • Give and follow simple instructions by participating in various games and other activities with partners or groups. • Participate in limited culturally appropriate exchanges that reflect social amenities (expressing gratitude, extending/receiving invitations, apologizing/communicating preferences. 	<ul style="list-style-type: none"> • Mini-drama Ch.1, act. #17 • Entre clases paired act. #8 • Mini-situaciones act. #10 • Nuevos amigos act. #12 role-play conversation • Necesito muchas cosas Ch 2, act. #10 • ¿Qué hay en tu cuarto? act. #20 • La sala de clase act. #23 With a partner ... • ¡Claro que sí! Ch.10; act. #21 • Cosas que hacer act. #24 • ...y despues act. #26 • Asi se dice Ch.10 pp. 26-28 • Activities 18 & 19 • Me ayudas, Necesitas ayuda • Que problema act. #26 • Un drama act. #30 	<ul style="list-style-type: none"> • A VER SI PUEDO p. 40; 1-6 • Repaso pp. 38-39 ; 1-11 • Quiz1-1A • Quiz 1-1B • Testing Program 1-4 • A VER SI PUEDO p. 64; 1-4 • Repaso pp. 62-63 ; 1-8 • Quiz 2-2A • Quiz 2-2B • Testing Program 31-34 • A VER SI PUEDO p. 280 • Repaso pp. 278-79 • Situation cards • Quiz 10-2A • Quiz 10-2B • Testing Program pp. 253-256 • A VER SI PUEDO p. 200 • Repaso pp. 198-99 • Quiz 7-2A, Quiz 7-2B • Quiz 10-3A, Quiz 10-3B • Testing Program pp. 253-256 	<ul style="list-style-type: none"> • Ven conmigo student text • V.C. alternative assessment guide. • V.C. student text • V.C. testing program • V.C. alternative assessment guide. • V.C. student text • V.C. testing program • V.C. activities for communication • V.C. alternative assessment guide. • V.C. student text • V.C. testing program

<ul style="list-style-type: none"> • Exchange basic information about events, such as classes, meetings and meals. • Describe their favorite activities at home and school. • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Indicate that they do not understand the message or that they cannot express their intended message adequately. • Use appropriate gestures, when necessary, to make their message comprehensible. 	<ul style="list-style-type: none"> • Para pensar y hablar P.C. act. A and B • Panorama Cultural – pensar y hablar p.79 • Asi se dice p. 84 & 87 • REPASO Activity 5 p. 93 • Encuentro cultural p. 82 & 88 • Nota Cultural Ch. 1-10 	<ul style="list-style-type: none"> • Repaso pp. 93 # 5 • Vamos a escribir act. #6 • A VER SI PUEDO p. 94 • A VER SI PUEDO p. 94 #4-5 • Demonstrate appropriate gesturing in mini-dialogues. 	<ul style="list-style-type: none"> • V.C. student text p. 79 • V.C. CD rom Disc I • V.C. student text pp.79 & 93 • V.C. student text pp.84, 87, 93, 94 • V.C. student text pp.88 & 94 • V.C. student text p.21
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Content Standard 8: Comparisons Among Cultures – How do I demonstrate and understanding of the similarities, differences and interactions across cultures?

Students will demonstrate an understanding of the concept of culture through comparisons across cultures.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. • Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. • Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures. • Use new information and cultural awareness to recognize the similarities and differences across cultures. 	<ul style="list-style-type: none"> • Group work – students will compare and contrast their own communication symbols with that of the target culture. • Read Nota Cultural, El Quinceañero p. 260 • Students will read, describe and discuss Mini Cuento pp. 21-22 • Read “A Lo Nuestro” p. 219 • Read “Asi se dice” p. 218 	<ul style="list-style-type: none"> • Quiz 2-2A, Quiz 2-2B • Students will create a poster emphasizing differences and similarities of signs and symbols. • Students will create a list of typical Spanish celebrations. • Quiz 10-2A, Quiz 10-3A • Quiz 6-3A, Quiz 6-3B • Quiz 9-2A, Quiz 9-2B • Chapter Test 9 – Parte F 	<ul style="list-style-type: none"> • V.C. Listening Resource Book, p. 37 • V.C. student text p. 260 & p. 262 • V.C. Testing Materials • V.C. Testing Materials Ch.6 • Story Telling Book, pp. 21-22 • V.C. student text p. 217 -220 • V.C. Testing Materials

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Content Standard 9: Communities – How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use their world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify different types of employment in which target language skills are an asset. • Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form. • Review materials and/or media from the target language and culture for the enjoyment and/or entertainment. 	<ul style="list-style-type: none"> • Read p. 11 – in V.C. Text • Discuss activities with family and friends • Answer questionnaire p. 156 • Read “Vamos a Leer” pp. 60-61 • Classroom discussion based on reading 	<ul style="list-style-type: none"> • Students will create a list of jobs in which language skills are essential. • Create an “Información personal” questionnaire • Quiz 6-2A, Quiz 6-2B • Students will answer questions pp. 60-61; ex. A-D • Quiz 2-1A 	<ul style="list-style-type: none"> • V.C. Student text p. 11 • V.C. Student text p. 156 • V.C. Nota Cultural p. 155 • V.C. Student text pp. 60-61 • Realia pp. 60-61 • Mexican T.V. Listing p. 81 • Realia – Entertainment Guide p.88

