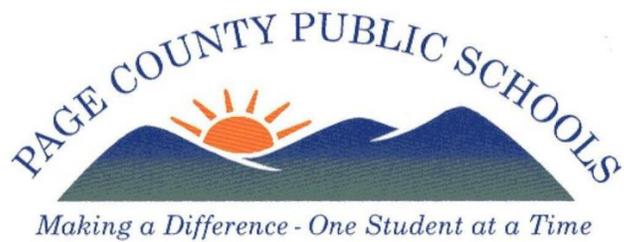


Curriculum Pacing Guide



Spanish I



OVERVIEW

Goals

Achieving linguistic fluency and cultural understanding is a long-term endeavor, requiring experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.
- Students will learn about other cultures' contributions to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through foreign language study, enabling them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, giving them a greater range of resources and a richer base of knowledge.

Increased Global Perspective

- Students will respond to and contribute to their communities and the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of foreign language study.

Strands

The content of the Modern Foreign Language Standards of Learning is organized around the following seven essential strands (defined on the following pages) of language development and application:

- Person-to-Person Communication
- Listening and Reading for Understanding
- Oral and Written Presentation
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

Person-to-Person Communication

The first strand focuses on the communicative skills needed to exchange information in the target language with another person. When demonstrating skills in the person-to-person strand, students demonstrate their ability to initiate, sustain, and close a conversation or an interactive written communication, such as an e-mail exchange.

Listening and Reading for Understanding

The second strand consists of the communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken or written language, together with interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the skills involve understanding one-way communication with no opportunity for clarification through interaction.

Oral and Written Presentation

The third strand centers around the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and, again, differ from the person-to-person strand in that students do not interact with the audience.

Cultural Perspectives, Practices, and Products

Understanding the culture of native speakers of the target language is an integral part of learning any language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

Making Connections through Language

Topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture(s) they are learning with concepts being studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

Cultural and Linguistic Comparisons

The process of language learning causes students to reflect on their own culture and language in a way that increases their understanding of the nature of language in general and of elements of their own language and culture. As students become more knowledgeable about the target language, they increase their skills in their native language by making frequent comparisons between the target language and their own. The insight students develop into their own culture helps them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

Spanish I

Course Description

In Spanish I, students begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands:

- Speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker
- Listening and reading as a receptive process in which students develop comprehension of Spanish
- Speaking and writing in a presentational context in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting. This can be accomplished in a number of ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in Spanish and in providing students the opportunity to interact with native Spanish speakers.



SPANISH I - PACING GUIDE (2011-2012)

PAGE COUNTY PUBLIC SCHOOLS

1ST NINE WEEKS

Topic	Standard(s) SI:
<p><i>Culture infused throughout each nine weeks to enhance instruction.</i></p>	<p>3.2 - Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.</p> <p>7.1 - Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the roles of family members.</p> <p>7.2 - Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</p> <p>7.3 - Identify some historical and contemporary individuals associated with important events from Spanish-speaking cultures.</p> <p>7.4 - Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.</p> <p>8.1 - Recognize that the viewpoints, customs and traditions, and products of Spanish speakers, such as the concepts of the extended family, a daughter's 15th birthday, and typical foods, shape Spanish-speaking cultures.</p> <p>8.2 - Identify major cities and geographical features and why they are significant in Spanish-speaking cultures.</p> <p>9.2 - Relate content from other subject areas to topics discussed in the Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.</p> <p>10.1 - Compare patterns of behavior and interaction in the United States with those of the Spanish-speaking societies.</p> <p>10.2 - Demonstrate an awareness that social practices and personal interactions differ among cultures.</p> <p>10.3 - Demonstrate an awareness of unique elements of the student's own culture.</p> <p>12.1 - Identify examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.</p> <p>12.1 - Identify examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.</p> <p>12.2 - Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the Spanish-speaking world.</p>
<p>- Greetings and farewells</p>	<p>1.1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing. Activities.</p>
<p>- Showing Courtesy</p>	<p>1.1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing. Activities.</p>
<p>- Asking the date (<i>Question words</i>)</p>	<p>2.3. Use gestures and simple paraphrasing to convey and comprehend messages</p> <p>4.1. Differentiate among statements, questions, and exclamations</p> <p>4.2. Use basic gestures, body language, and intonation to clarify the message.</p>

	6.1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
- Days of the week, months of the year (<i>numbers 0 - 30</i>)	5.4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- Seasons of the year	5.4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- Ask and tell who someone or something is (<i>question words</i>)	1.3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- Ask or tell where someone is from (<i>singular present verb ser</i>)	2.1. Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time.
- Ask or tell what someone is like	5.3. Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally.
- Describe yourself or someone else (<i>singular adjectives</i>)	11.1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
- Describe people and things (<i>plural of adjectives</i>)	11.1 - Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
- Talk about more than one person or thing (<i>plural forms of nouns/articles</i>)	5.1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
- Discuss class in school	2.3. Use gestures and simple paraphrasing to convey and comprehend messages.
- Express opinions about classes (<i>present plural form of SER</i>)	1.2. Express likes and dislikes, requests, descriptions, and directions.
- Tell at what time an event takes place (<i>Tell time - Numbers 31 - 90</i>)	6.1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
- Identify and describe school supplies - Describe articles of clothing	11.2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

- Ask questions while shopping (<i>singular forms of present tense of -AR verbs</i>)	4.1. Differentiate among statements, questions, and exclamations.
- State color and size preference (<i>color and numbers 100-1000</i>)	5.1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
- Speak to people formally and informally (<i>tú vs. usted</i>)	2.2. Use formal and informal forms of address in familiar situations in Spanish.
2nd NINE WEEKS	
- Discuss going to school (<i>present of ir</i>)	1.3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- Talk about school activities (<i>present of dar</i>)	2.1. Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time.
- Greet people and ask how they feel	4.2. Use basic gestures, body language, and intonation to clarify the message.
- Tell how you feel (<i>Express condition with present of estar</i>)	2.1. Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time.
- Describe where you and others are (<i>plural forms of -AR verbs (present tense)</i>)	5.3. Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally.
- Describe where you and others go (<i>contractions al and del</i>)	11.1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems. 11.2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.
- Order food or beverage at a café	3.1. Identify the main ideas and some details when reading and listening in Spanish.
- Identify some food	6.1 - Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
- Shop for food	1.2. Express likes and dislikes, requests, descriptions, and directions.
- Talk about activities (<i>present tense of -ER and -IR verbs</i>)	2.1. Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time.

- Talk about your family	5.2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
- Describe your home	1.3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- Tell your age and find out someone else's age (<i>present tense of TENER</i>)	5.2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
- Tell what you have to do (<i>present of tener que</i>)	5.2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
- Tell what you are going to do (<i>present of IR a</i>)	5.2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
- Tell what belongs to you and to others (<i>possessive adjectives</i>)	5.2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
- Talk about team sports and other physical activities	3.3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.
- Talk about people's activities { <i>stem-changing verbs in the present (e → ie) stem-changing verbs in the present (o → ue)</i> }	5.2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
- Express what interests, bores, or pleases you (<i>present of interesar, aburrir, and gustar</i>)	2.1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.