

Course of Study - Spanish 1-2

1. Introduction/ Course Description: Spanish 1-2 is a novice low to novice high (based on the ACTFL standards - http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf) level course and is taught over two semesters in the World Languages Department. It is open to 9th -12th graders who wish to develop Spanish language proficiency. Competency in languages other than one's own is an essential part of communication and cross-cultural understanding in today's global community. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that are only available through the language and culture. Language learning offers academic, social and cultural benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies, including English, History, Art and Music. In these ways, this course clearly supports the TUHSD Mission Statement. Students with developing linguistic skills are enabled to communicate more effectively and address the challenges of a dynamic and diverse community. This course also supports the **TUHSD Strategic Priorities** in that, under the heading "**Instructional Programs and Practices**", students are "guaranteed access to rigorous, relevant, and engaging courses". In addition, under the heading "**Curriculum and Assessment**", this course ensures student growth in "21st Century Skills".

2. Prerequisite skills and knowledge: NONE

3. List of program goals/learning outcomes for Spanish 1-2

Interpersonal Communication:

PROGRAM GOAL 1: I can communicate on some very familiar topics using words and phrases that I have practiced and memorized.

Presentational Speaking

PROGRAM GOAL 2: I can present on some very familiar topics using words and phrases that I have practiced and memorized.

Presentational Writing:

PROGRAM GOAL 3: I can write lists and memorized phrases on familiar topics.

Interpretive Listening:

PROGRAM GOAL 4: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Interpretative Reading:

PROGRAM GOAL 5: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

Culture

PROGRAM GOAL 6:

At each level in our language program, students address three major themes within culture: *Self, Community and world*. At each level, these themes will be integrated, and aligned with student levels of proficiency. As students' progress from beginner to intermediate to advanced, interactions with the theme and language will become increasingly nuanced and sophisticated (cognitively and linguistically).

SPANISH 1-2

Self	Family (home unit), basic descriptions, food, birthdays, age, interests
Community	School, classes, community buildings (biblioteca, cine, clubes), main events (sports, dances, movies)
World	Country names, overall geography, weather, plants, animals, food. Practices, perspectives and products from specific countries of study, holidays (see country focus below).
Place of focus* (Spanish)	California, Mexico, Costa Rica, Caribbean, Spain, overall geography

*based on TPRS novels, subject to change.

From the Five C's for World Languages Content Standards:

Communication: Students engage in oral communication in the target language.

Culture: Appropriate behaviors, such as what to do, when, where and why are addressed. Additionally, students explore common products, beliefs and values.

Connections: Students study interdisciplinary relationships and use authentic sources in target languages.

Comparisons: Students make comparison between studied culture and their own. Additionally, students will be exposed to extension opportunities to deepen their knowledge of cultures (perspectives, practices and products).

Communities: Students will use the target language within and beyond school setting. Additionally, students will experiment with using the target language for personal enjoyment, enrichment, social purposes, travel, and living abroad.

References: ACTFL Standards for Foreign Language Learning

Cross-curricular skills: Reading, listening, communicating, presenting and writing are cross-curricular skills which inform our program goals. In addition, history, culture, literature, cuisine and geography are just a few examples of the cross-curricular content addressed in World Languages.

21st century skills addressed: Pedagogically, we incorporate the **ACTFL 21st Century Skills**. See the official ACTFL (American Council on the Teaching of Foreign Languages

National Standards for Foreign Language) website for information on how 21st century skills are integrated instructionally by level. https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

4. Proficiency Scales. Below are Proficiency Scales which address each Program Goal.

Program Goal/Proficiency Scale	Level 1	Level 2	Level 3 (target)	Level 4
1 Student can communicate with others, converse and exchange information in the target language	I can communicate on some very familiar topics using yes/no words and selecting from practiced options.	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on some very familiar topics using words and phrases that are sometimes supported by memorized language.	I can handle short social interactions in everyday situations by asking and answering simple, unpracticed questions. I attempt spontaneous communication.
2 Student can orally present information to others in the target language about various topics.	I can present information about myself and very familiar topics by reading single words or phrases.	I can present information about myself using a variety of memorized words, phrases and expressions that are sometimes supported by reading.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences and expressions.
3 Students can write effectively in the target language.	I can copy familiar words, characters or phrases.	I can write some familiar words and phrases, sometimes supported by copying.	I can write lists and learned phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.
4 Student can effectively interpret what s/he hears	I can recognize a few familiar words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can understand many familiar words, phrases, and simple sentences. I can recognize and understand pieces of information, and understand the main topic of what is being orally communicated.	I can negotiate the meaning, understand the main idea and contextualize what I hear in a variety of contexts.
5 Student can comprehend and	I can identify many letters and characters in target-	I can navigate the alphabet and I can mostly	I can understand familiar words, phrases and	I can comprehend short and simple text and can manage

interpret written text in the target language.	language writing. I can sometimes identify some individual words in a text. I can recognize a few memorized words and phrases when I read.	understand memorized written phrases and sentences in the present tense. I can understand some learned or memorized words and phrases when I read.	sentences within short and simple texts. I can often understand the main idea of what I have read within the subject and theme of a unit.	inferences. I can understand the main idea/theme of what I have read. I understand target-level vocabulary.
6 Student can identify cultures, make comparisons and connections, and use language within and beyond school community.	I can repeat given information about practices and products of target language cultures. I can identify an authentic resource with teacher support.	I can respond to basic yes/no comparative questions. I can identify some elements in the target culture. I can memorize some practices and products. I can attempt to make connections with other subjects. I can sometimes identify authentic resources. I can interact with them with very specific teacher support.	I can identify some target-language countries, products, practices and perspectives. I can make short statements describing the target culture and own culture. I attempt to make basic connections in target language about other disciplines. I can sometimes use target language outside of the classroom. I can identify an authentic resource and look for cultural information and pull out specific information with teacher support.	I can identify several target-language countries and their practices and products. I can make comparisons between my culture and culture of target-language countries. I can make statements about my culture and the culture of target-language countries. I can use target language outside of the classroom. I can make connections to other disciplines in target language. I can independently identify and interact with authentic resources.

5. Suggested textbook(s), materials, equipment and resources:

- All TPRS approved novellas and student books approved by the board.
- Online web resources that supplement instruction towards our program goals. Some of the Web Resources we currently use for level 1-2 are:
 - Online grammar support, including: Study Spanish, Quia, Rosetta Stone, and Quizlet.
 - Videos in the target language, including: songs, commercials, interviews, news reports, and cultural events. .

6. Requirements satisfied:

This course meets the “e” requirement for UC/ CSU and is considered an elective for TUHSD graduation requirements.

7. Appendices

We use an integrated approach in which we select content and particular themes for each program goal that are spiraled throughout the entire course.

Units of Study/ Spanish 1-2 - The content below is addressed at this level.

Students will:

- A. Comprehend subject identification from verb ending (who is the actor in the sentence)
- B. Recognize elements of syntax - object pronouns, 2 verbs in a row (quiero ir, estoy escuchando, quiero comerlo, quiero dárselo...), order of adjectives and nouns
- C. Be introduced to the proper use of noun/ adjective/ article agreement
- D. Identify subject/verb agreement with emphasis on first and third person
- E. Learn some common verbs in all persons of present tense
- F. Practice communicating immediate future plans (ir a - voy a estudiar)
- G. Identify who the actors are in a sentence through subject pronouns
- H. Be exposed to simple possessive adjectives (la casa de mi amigo, instead of mi amigo’s casa)
- I. Be introduced to the difference between ser/estar
- J. Learn to use “gustar” in a simple way to talk about likes and dislikes
- K. Learn high-frequency vocabulary and verbs in the present tense. In addition, students will be introduced to numbers and time, family words, days of the week, months, colors, descriptive adjectives, simple weather and seasons, clothing, basic food, school supplies, basic professions, basic body parts, and hobbies/activities.
- L. Learn interrogatives (cómo, cuándo, etc.)
- M. Learn the basic geography of the Spanish-speaking world

Sample Unit:

Program Goals Addressed:

Speaking/Communication:

PROGRAM GOAL 1: I can communicate on some very familiar topics using words and phrases that I have practiced and memorized.

Presentational Writing:

PROGRAM GOAL 2: I can write lists and memorized phrases on familiar topics.

Content:

Vocabulary/Theme: family, descriptive adjectives, activities/hobbies

Title of Activity: My Family Tree

Critical Elements:

Knowledge of:

1. subject/adjective/verb agreement
2. vocabulary: family, descriptive adjectives, activities/hobbies
3. the verb “ser”
4. possessive adjective
5. me gusta, le gusta

21st Century Skills:

Creativity and Innovation (Demonstrating originality and inventiveness in work)

Assessment Tool Rubric:

1	2	3	4
The presentation of my family tree is incomprehensible to others even with the assistance of my script. The script for my family tree may be missing important components such as the verb SER, GUSTAR, and /or the adjectives and activities/hobbies for each family member. My family tree may be incomplete/might not have enough content to be able to assess.	I can present my family tree in a way that is partially comprehensible to others using language I have practiced and simple sentences, with the assistance of my script. The script for my family tree includes the verb SER, GUSTAR, but may be missing adjectives or activities/hobbies for each nuclear family member.	I can present my family tree in a way that is comprehensible to others using language I have practiced and simple sentences, with the assistance of my script. The script for my family tree includes the verb SER, GUSTAR, and one adjective and activity/hobby for each nuclear family member.	I can present my family tree in a way that is comprehensible to others using language I have practiced and simple sentences, with limited use of my script. The script for my family tree includes the verb SER, GUSTAR, and several adjectives and activities/hobbies for each family member. My tree also includes extended family members.

This unit is focused on learning of the verb “ser”, and basic vocabulary (family, descriptive adjectives, hobbies/activities). The initial components of this unit are:

- a. Introduction to the verb “ser” in the present tense
- b. Reading, listening to, and seeing samples from various sources (novellas, TPRS story-books, authentic resources such as songs, online video clips, etc.) to develop recognition skills of how to use the verb “ser” in the context of the vocabulary listed
- c. Practice writing simple sentences to describe themselves, family members, and friends targeting the verb “ser” and listed vocabulary
- d. Play games to reinforce comprehension of targeted vocabulary and the verb “ser”

Assessment:

After ample time of exposure and practice with these themes, students will apply and demonstrate their knowledge of it by creating their own family tree. They may use various formats to accomplish this, using their own creativity to do so such as on paper, digital, etc. Students will include in their project their nuclear family and have the option to include extended members. Students will prepare a script to assist them with the presentation of their family tree to a partner/small group. In the script, students will include the name of each family member, adjectives to describe each person, and also will include a hobby/activity that each individual likes to do. All students will be graded on their written responses using the rubric provided.