

SPANISH I SECTION

PURPOSE:

Studying another language and culture provides the powerful keys for successful communication: "knowing how, when, and why, to say what to whom" (National Standards, 1996). The organizing principle for language study is communication, which highlights the social, linguistic and cultural aspects of language. The approach to second language instruction found in today's schools is designed to facilitate meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom.

BENCHMARKS AND INDICATORS:

Conversational/Interpersonal Communication - The students engage in conversations. Provide and obtain information, expresses feelings and emotions. And exchange opinions.

- Express basic courtesies.
 - Use appropriate greetings and gestures in dialogues with classmates or teacher.(1.1.1)
- Relate basic needs.
 - Use cue/object from a sack to communicate a related need (plastic fruit – hungry). (1.1.2)
- Express state of being.
 - Conduct survey to find out how others are feeling. (1.1.3)
- State likes and dislikes.
 - Create a “top 10” list. (1.1.4)
- Comprehend and responds to simple personal written communications such as notes, invitations, and letters.
 - Reply to a dinner invitation (1.1.5)
- Identify main ideas and key words in oral and written material.
 - Read a movie ad to identify information, such as title, time, location, and actors (1.1.6)

Productive/ Presentation Communication - The students convey information, concepts and ideas to listeners and readers for a variety of purposes

- Give directions, commands and instructions.
 - Write directions that other students follow to arrive at a predetermined location. (1.3.1)
- Give an oral or written description.
 - Describe the perfect friend. (1.3.2)
- Write personal communication such as a note, letter or invitation.
 - Write a thank-you note for a gift. (1.3.3)
- Summarize the main idea of selected authentic, contextualized material.
 - Give a weather report based on a weather map. (1.3.4)
- Present prepared material to an audience.
 - Participate in a skit. (1.3.5)

The students demonstrate an understanding of the relationship between the practices and perspectives of the target language cultures

- Identify culturally appropriate customs.
 - Identify the table setting according to the practices of the target language culture. (2.1.1)
- Identify language and behaviors appropriate to the target language culture.
 - Demonstrate appropriate use of gestures and forms of address. (2.1.2)
- Identify commonly held stereotypes of the target language culture.
 - List stereotypes associated with the target language culture. (2.1.3)
- Identify social and geographic factors that affect cultural practices.
 - Describe holiday celebrations; locates target language countries on a map. (2.1.4)
- Identify common words, phrases, and idioms that reflect the target language culture.
 - Identify surnames in target language phone book. (2.1.5)

The students demonstrate an understanding of the relationship between the perspectives of the target language cultures

- Identify products of target language countries.
 - List important products according to geographical location. (2.2.1)
- Identify how the values of the target language cultures affect their products.
 - Classify food products according to cultural importance (e.g., water, iced drinks, tea, wine, beer). (2.2.2)

- Identify the expressive forms of the target language culture.
 - Participate in an authentic dance or a song (not translated from English). (2.2.3)
- Identify objects, images, and symbols of the target language culture.
 - Illustrate a flag from a target country. (2.2.4)
- Identify the contributions, both tangible and intangible, of the target language culture to one's own culture.
 - Create a collage or outline of things that show the influence of the target language culture. (2.2.5)

The students reinforce and further knowledge of other disciplines through foreign language.

- Identify and applies familiar information and skills from mathematics.
 - Convert height from the English to the metric system. (3.1.1)
 - Convert temperature from Celsius to Fahrenheit. (3.1.2)
- Identify and applies familiar information and skills from reading.
 - Identify the main idea of a simple text such as a foreign passport. (3.1.3)
- Identify and applies familiar information and skills from social studies.
 - Use names of countries in the target language. (3.1.4)
- Identify and applies familiar information and skills from music.
 - Sing an authentic birthday song. (3.1.5)
- Identify and applies familiar information and skills from science.
 - Describe weather and seasons. (3.1.6)
- Identify and applies familiar information and skills from consumer science. (3.1.7)
- Identify and applies familiar information and skills from physical education. (3.1.8)

The students use authentic materials in the foreign language.

- Extract information from sources intended for native speakers of the language.
 - Find information from menus, schedules, posters, ads, catalogs. (3.2.1)
- Use authentic sources to identify the perspectives of the target culture.
 - Identify elements of status, fashion, and success after viewing magazines from the target culture. (3.2.2)

The students understand the nature of language by making comparisons between the target and native languages.

- Identify the sound and intonation patterns of the target language.
 - Listen to list of cognates and determine whether the words were pronounced in English or Spanish. (4.1.1)
- Identify structural (grammatical) patterns in the target language.
 - Provide examples of grammatical similarities and differences using a chart or a web. (4.1.2)

The students examine cultural differences and similarities in the target and native cultures.

- Identify cultural differences and similarities.
 - Compare holidays between native and target cultures. (4.2.1)
 - Prepare and / or samples native cuisine. (4.2.2)

The students apply language skills and cultural knowledge both within and beyond the school setting.

- Identify examples of the target language in the student's daily life.
 - Keep a language journal of words or phrases heard in the target language while watching television. (5.1.1)
- Share knowledge of target language with others.
 - Teach a phrase to someone who is not studying the target language. (5.1.2)
- Locate connections with the target culture through the use of technology, media, and authentic sources.
 - Search and retrieve information of personal interest in the target culture from the Internet. (5.1.3)
- Locate resources in the community to research the target culture.
 - Create a list of community individuals with expertise in the target culture. (5.1.4)

The students show evidence of becoming a life-long learner for personal enjoyment and enrichment.

- Identify sources of entertainment or enjoyment within the target language.
 - Prepare and samples food of the target culture. (5.2.1)
 - Identify influences of target language within the community. (5.2.2)
- Establish communication with someone from the target culture.
 - Host someone from the target culture. (5.2.3)
 - Communicate with someone from the target culture. (5.2.4)