

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

Spanish 1 (Somos)

Course Description

Fundamentals of Spanish is an introductory course in Spanish language and culture for students who experienced difficulty in grades 7 and 8, students who are repeating Spanish 1 or those who have had no previous experience in the language. Its purpose is to present the basic structures and vocabulary of the language with particular emphasis on writing, speaking and listening comprehension to prepare students to continue in Spanish 2. With successful completion of the course, students will be at the Novice High level of the ACTFL Performance Standards and prepared to advance to Spanish 2.

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

At the Novice level, **listeners** can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

At the Novice level, **readers** can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice-level **speakers** can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Student Skills

- Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- Students can identify products and practices in my own and other cultures to understand perspectives.
- Students can interact at a survival level in some familiar everyday contexts.



Concepts	Essential Questions	Key Activities May Include:
Learning About People	<p>What information do I want to know about someone else when I first meet them?</p> <p>What do I want others to know about me?</p> <p>What does it mean to be polite?</p> <p>How do we show welcome others?</p>	<p>Learn a Spanish children’s song, “Los pollitos dicen”</p> <p>Learn and practice basic, culturally appropriate greetings and introductions</p> <p>Read or listen to descriptions of people</p> <p>Practice introducing fellow students and teachers</p> <p>As a group, retell a story from a video they have seen in class</p> <p>Read multiple stories about identity</p>
Exercise and Adventure	<p>Why might I choose to participate in a dangerous activity?</p> <p>Do I enjoy participating in events or observing events?</p> <p>What do we value as cultural events?</p>	<p>Learn a popular Spanish-language song and learn about the musicians and the style of the music</p> <p>Special person interviews</p> <p>Read and write about the Encierro de Toros in Pamplona (running of the bulls)</p>
Personal Values and Character	<p>Who are authority figures in my life?</p> <p>How do I typically respond to requests from authority figures?</p> <p>How would I describe my character?</p> <p>How would others describe my character?</p>	<p>Read a biography of a well-known Hispanic figure</p> <p>Create a storyboard based on a class TPRS story</p> <p>Talk about beliefs and values</p>
Using My Talents	<p>What might I want to be after I graduate?</p> <p>How do I need to prepare myself for my future?</p> <p>What are my unique talents, abilities, and interests?</p>	<p>Analyze an infographic about hidden talents</p> <p>Learn a traditional Spanish song</p> <p>Card talk (discussion prompts)</p>
Cultural Traditions and Their Evolution	<p>What cultural traditions do I practice?</p> <p>What is or is not permissible in the pursuit of artistic expression?</p> <p>How do I value animals?</p>	<p>Parallel story writing</p> <p>Watch short videos of bullfighting and compare opinions before and after watching.</p> <p>Evaluate arguments pro and con bullfighting in Spain</p>



Concepts	Essential Questions	Resources May Include:
Taking and Giving Orders and Instructions	<p>How do I respond to authority?</p> <p>What kinds of instructions do I follow and what kinds do I ignore?</p>	<p>Learn an authentic song identifying body parts.</p> <p>Give and follow commands</p>
Life within a Community	<p>How do I help others in my family, my school, my community, and my world?</p> <p>How can I make a difference in my family, my school, my community, and my world?</p> <p>What risks do I take in my day to day life?</p>	<p>Watch authentic videos and read about La Enxaneta in Tarragona</p> <p>Learn the lyrics to the song “No te puedo olvidar”</p>
Spanish and Latin American Cuisine and its Influence in the United States	<p>How has Latin cuisine influenced food and food culture where I live?</p> <p>What foods and flavors do I associate with my culture(s)?</p>	<p>Watch videos about authentic Latin American street food</p> <p>Learn to sing “Cielito Lindo” along with the history of the song and its meaning in the culture</p> <p>Cooking or eating project</p>
Scary Stories and their Significance	<p>What do you fear?</p> <p>How do your fears influence your actions?</p>	<p>Play 2 truths and a lie about fears</p> <p>Listen to stories about the Cucuy (boogeyman) and compare versions</p>
How does Food Connect Us?	<p>How do my emotions affect my eating habits?</p> <p>In what ways are food and dining connected to my sense of family and community?</p>	<p>Listen to “Ría y llora” by Celia Cruz, watch the video and learn lyrics</p> <p>Read excerpts of “Like Water For chocolate”</p>

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

