Spanish 2580 – Beginning Level

Description
Spanish I is an introduction to the Spanish language and the Spanish-speaking world. During the year you will learn to carry on a conversation with your friends about school, your home and family, what you like to do after school and on weekends, and clothes you like to wear to different events. You'll also compare mealtime in the US to mealtime in Spanish-speaking countries, and you will get to sample some typical foods from the Spanish-speaking world. Finally, you will learn about opportunities to use your Spanish beyond the classroom in volunteer programs in your community.

Credits
One

Prerequisites
none

Textbooks/Resources

Required Assessments
Beginning Level Standards-Based Assessments of Interpersonal, Interpretive, and Presentational Modes of Communication

Board Approved
May, 2004

Revised

AASD World Languages Goals for K-12 Students

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.
- Understand and interpret a language other than their own in its own in its written and spoken form on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.
- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- Reinforce and further their knowledge of other disciplines through a language other than English.
- Acquire information and recognize the distinctive viewpoints that are available only through a language and its culture.
- Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Use the language both within and beyond the school setting.
- Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
AASD World Languages Standards for Students in Spanish 2580 – Beginning Level

I. Interpersonal Communication - Conversation
   A. Sustain a conversation including descriptions on selected topics about oneself, their state or country.
   B. Ask and answer a variety of questions, giving reasons for the answers.
   C. State personal preferences and feelings with some explanation.
   D. Give possible solutions to a problem related to a personal need.
   E. Ask for simplification to ensure understanding.

II. Interpretive Communication – Listening & Reading
   A. Understand selected authentic written materials such as magazines, newspapers, poetry, and/or short stories on a variety of topics.
   B. Derive meaning from more complex materials by using a dictionary, prediction, prefixes, suffixes, root words, cognates, contextual clues, and word order.
   C. Understand spoken language on familiar topics.
   D. Comprehend the main idea of oral presentations and/or selected authentic materials such as videos, radio and television broadcasts.

III. Presentational – Speaking and Writing
   A. Present student-created and/or authentic, short plays, stories, skits, poems, songs.
   B. Write and deliver a short presentation about the school or community.
   C. Give a series of directions to someone in order to complete a multi-step task.
   D. Tell a story incorporating some descriptions and detail.
   E. Write short letters and compositions.

IV. Culture - Practices
   A. Interact with respect, using culturally appropriate patterns of behavior in informal, everyday situations.
   B. Compare and contrast elements of teenage life such as school, weekend entertainment, and pastimes found in other cultures to one’s own.
   C. Discuss and compare how the beliefs, perspectives, and attitudes of the target cultures and the students’ own culture affect behaviors in daily life.

V. Culture - Products
   A. Compare objects and symbols, such as flags or currency, from other cultures to those found in one’s own culture.
   B. Identify major contributions and historical figures from the cultures studied that are significant in the target cultures.
   C. Identify some historical and contemporary influences from other cultures that have widespread impact in today’s world, such as the democratic form of government and environmental concerns.
   D. Explain the influence of the target countries’ geography on daily life, including housing, agriculture, clothing, food, etc.
| VI. Connections – Across Disciplines | A. Use topics and skills from other school subjects to discuss/write in the language studied.  
B. Read material, listen to and/or watch programs in the language studied on topics from other classes.  
C. Access resources in the language studied on topics discussed/researched in other classes.  |
| VII. Connections – Added Perspective | A. Read, view, listen to, and talk about subjects contained in popular media from other countries to gain a perspective on other cultures.  
B. Access information in the language studied to gain greater insight about other cultures and/or one's own.  |
| VIII. Comparisons – Language | A. Identify words similar to words in other languages (cognates), word roots, prefixes, suffixes, and sentence structure to derive meaning.  
B. Identify expressions that cannot be translated word for word in order to derive meaning.  
C. Identify words and expressions that have no equivalent in another language.  
D. Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.  
E. Compare the sound-symbol association of English to that of the language studied.  |
| IX. Comparisons – Culture | A. Discuss the meaning of products and practices found in different cultures.  
B. Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.  
C. Understand the concept of culture by comparing other cultures to one's own.  |
| X. Communities – Practical Applications | A. Provide service to the school and community through such activities as tutoring, teaching, translating, interpreting, and/or assisting speakers of other languages.  
B. Participate in activities where the ability to communicate in a second language may be beneficial, e.g. business internships, exchange programs, and sister city projects.  
C. Exchange information with people locally and around the world through avenues such as penpals, e-mail, videos, speeches, and publications.  |
| XI. Communities – Personal Enrichment | A. Use various media in the language studied for study, work, or pleasure.  
B. Investigate careers where skills in another language/cross-cultural understanding are needed.  
C. Deepen the understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art.  
D. Take advantage of opportunities to learn more about languages and cultures.  
E. Become aware of opportunities and take advantage of opportunities whenever possible to travel to communities where the language studies is spoken, and/or host someone from a country where the language studied is spoken.  |
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<th>Course Objectives</th>
<th>Performance Indicators</th>
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| 1. Introduce yourself and others, responding to simple biographical questions. | Performance will be satisfactory when the student:  
   a. greets people at different times of the day using formal and informal forms of address.  
   b. introduces himself/herself to others.  
   c. says how old he/she is.  
   d. says his/her phone number | • Carry on a simple conversation in pairs greeting each other, introducing a third person, exchanging phone numbers.  
   • Ask/respond to:  
     -What is your name?  
     -How are you?  
     -How old are you?  
     -What is your phone number? |

Above objective aligned with AASD World Languages Standards:  
Communication, Culture, Connections, Comparisons, Communities

| 2. Identify countries where Spanish is spoken in the world, and describe the weather in those countries. | Performance will be satisfactory when the student:  
   a. identifies countries and their capitals on a world map where Spanish is spoken.  
   b. names the colors in the flags representing Spanish-speaking countries.  
   c. describes the weather in various Spanish-speaking countries.  
   d. describes the major geographic features of Mexico and Central America. | • Label a world map with countries/capitals that are Spanish-speaking  
   • State what the weather is like in various Spanish-speaking countries  
   • Ask/respond to:  
     -What color is the flag of….?  
     -What is the weather like in….?  
   • Label maps of Mexico and Central America with the major geographic features |

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<td>3. Read, listen to, present, and discuss information about your friends and family.</td>
<td>Performance will be satisfactory when the student: a. names members of his/her immediate family by relationship. b. gives a personality trait for self, family members, friends. c. states what he/she likes/doesn’t like to do with friends, family after school, on weekends. d. issues/accepts/refuses simple invitations to an activity. e. lists sports he/she likes/doesn’t like to watch/participate in. f. compares US pastimes to those of young people in Spanish-speaking countries.</td>
<td>• Listen and understand a description of what someone likes to do • Discuss with a partner what you like to do and what you don’t like to do • Write a description of yourself (an autobiographical sketch) • Listen and understand a description of a friend • Read and understand a description of someone • Compare similarities and differences in activities young people do in the US and in Spanish-speaking countries • Ask/respond to: -Do you have any brothers/sisters? -How many brothers/sisters do you have? -What do you like to do? -Do you like to….?</td>
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Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities

| 4. Read, listen to, present, and discuss information about your school. | Performance will be satisfactory when the student: a. responds appropriately to classroom commands (open your book, sit down, stand up, etc.). b. makes simple classroom requests (may I go to the bathroom, may I sharpen my pencil, etc.). c. gives day, date, weather as part of the classroom routine. d. identifies classroom objects and their location e. indicates ownership of objects (my book, your notebook, etc). f. lists his/her daily schedule of classes, giving times, teachers, and location for each class. g. identifies some school activities on a calendar, giving day, date, time. h. compares US schools and class schedules to those in Spanish-speaking countries. | • Use TPR to follow classroom commands. • Identify items in the classroom and their location. • Listen and understand someone talking about their schedule and classes • Write schedule including hour, class, teacher’s name • Read and understand a letter that contains questions and concerns about your school. • Prepare a brochure or letter telling someone about your school. Include a map of the school. • Ask/respond to: -What day is it? -What is the date? -What is the weather like? -Whose (book) is this? -Where is (classroom object)? -What time do you have (math)? -Who is your (Spanish) teacher? -Where is your (history) class? -When is the (football game)? |

Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities
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<td><strong>5. Read, listen to, present, and discuss what you do and what you eat to stay healthy.</strong></td>
<td><strong>Performance will be satisfactory when the student:</strong>&lt;br&gt;a. lists what you eat for breakfast, lunch, supper, snacks.&lt;br&gt;b. names foods you like/dislike.&lt;br&gt;c. states what you do to stay healthy: foods you eat, exercise, sports.&lt;br&gt;d. names parts of the body.&lt;br&gt;e. compares meals in the US to those in Spanish-speaking countries.&lt;br&gt;f. compares healthy lifestyles in the US to those in Spanish-speaking countries.&lt;br&gt;g. prepares culturally authentic and healthy foods for friends and/or family.</td>
<td>• Listen to and understand people who describe what they eat and drink for lunch&lt;br&gt;• Discuss with a partner what you typically eat for various meals&lt;br&gt;• Read and understand a menu&lt;br&gt;• Listen to and understand people who describe a healthy or unhealthy lifestyle&lt;br&gt;• Discuss with a partner what you like/don’t like to eat&lt;br&gt;• Read about people’s daily schedule and determine if they have a healthy lifestyle&lt;br&gt;• Make a list of what you should do and what you should eat to maintain a healthy lifestyle&lt;br&gt;• Ask/respond to:&lt;br&gt;-What do you eat for (breakfast)?&lt;br&gt;-What (fruits) do you like?&lt;br&gt;-What do you eat to stay healthy?&lt;br&gt;-Do you (play tennis)?</td>
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<td><strong>Above objective aligned with AASD World Languages Standards:</strong>&lt;br&gt;Communication, Culture, Comparisons, Connections, Communities</td>
<td><strong>6. Discuss what you do after school, on weekends with your friends, family.</strong></td>
<td><strong>Performance will be satisfactory when the student:</strong>&lt;br&gt;a. states what he/she does after school, on weekends.&lt;br&gt;b. states where he/she goes after school, on weekends.&lt;br&gt;c. lists activities that happen after school and on weekends.&lt;br&gt;d. compares his/her weekend activities to those of students in Spanish-speaking countries.</td>
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| **7. Read, listen to, present and discuss characteristics of your family: personalities and how your family celebrates various events.** | **Performance will be satisfactory when the student:**  
- a. names members of his/her immediate and extended family by relationships.  
- b. describes his/her family members: what they like to do, eat, their personality.  
- c. gives a physical description of his/her family members.  
- d. compares family roles in the US to family roles in Spanish-speaking countries.  
- e. describes birthday celebrations in the US and in Spanish-speaking countries.  
- f. role-plays ordering a meal in a restaurant in a Spanish-speaking country.  
| **Listen to and understand someone describe various family members.**  
**Describe your family members**  
**Write a description of an event and the people who will attend, and what they will bring**  
**Compare restaurants in the US to restaurants in Spanish-speaking countries.** |

Above objective aligned with **AASD World Languages Standards:**  
Communication, Culture, Comparisons, Connections, Communities

| **8. Read, listen to, present, and discuss what your home is like.** | **Performance will be satisfactory when the student:**  
- a. describes his/her bedroom.  
- b. describes the furniture in his/her bedroom giving size and color.  
- c. describes his/her house: rooms, the neighborhood.  
- d. lists the chores that he/she does at home.  
- e. compares houses in the US to those in Spanish-speaking countries.  
| **Listen to and understand descriptions of bedrooms**  
**Write a short paragraph comparing your bedroom to a friend's bedroom; include a floor plan of your bedroom**  
**Read and understand ads for apartments in a Spanish-language newspaper**  
**Write a list of household chores that you are willing to do and ones that you don't want to do**  
**Compare houses in the US to those in Spanish-speaking countries** |

Above objective aligned with **AASD World Languages Standards:**  
Communication, Culture, Comparisons, Connections, Communities
### Course Objectives

#### 9. Read, listen to, present, and discuss clothing styles.

**Performance will be satisfactory when the student:**

- a. describes the clothes he/she wears to various activities (school, movies, etc).
- b. gives prices for various items of clothing.
- c. names places where he/she shops for clothing (department store, shoe store, jewelry store, online, discount store, shopping mall).
- d. describes a gift he/she bought for a friend or family member.
- e. describes a trip to a shopping mall: what he/she bought, how much it cost, etc.
- f. compares shopping, clothing styles in the US to those in Spanish-speaking countries: converting sizes, converting dollars to the currency of the country, comparing prices and quality of goods.

**Classroom Assessments**

- Listen to why people return clothing items to a store
- Discuss with a partner what to buy with a gift certificate to a favorite store
- Fill in an order form for an item you want to purchase
- Read and understand an advertisement for an online store
- Describe clothing styles in the US and in Spanish-speaking countries

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**Above objective aligned with AASD World Languages Standards:**

Communication, Culture, Connections, Comparisons, Communities

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#### 10. Discuss volunteer work and ways to help your community.

**Performance will be satisfactory when the student:**

- a. discusses volunteer work and ways to help his/her community.
- b. lists places where he/she can use Spanish to help others in the community.
- c. describes how he/she can use language skills in the future on the job, in the community, for personal enjoyment.
- d. compares volunteer opportunities in his/her community to opportunities in Spanish-speaking countries.
- e. participates in a global awareness activity or event to learn how local action can make a difference in the world.

**Classroom Assessments**

- Listen to and understand someone who describes what he did to help his community
- Read and understand what people gave as donated services to various people or groups
- Write a list of things teenagers can do to help in your community
- Describe an activity that takes places locally and has a positive impact on the world

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**Above objective aligned with AASD World Languages Standards:**

Communication, Culture, Connections, Comparisons, Communities

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Resources that address course objectives:
- REALIDADES 1 Para empezar, Temas 1,2,3,4,5,6,7,8B
- REALIDADES On-line Internet Resources PHSchool.com
- REALIDADES On-line Interactive Textbook

Topics that are integrated into the course objectives:
- How to be a successful language learner and culture explorer
- How to use dictionaries, Internet resource sites appropriately
- How to organize class notebook
- Spanish influence on American language and culture
- Holidays and celebrations in the Spanish-speaking world
- Important historic dates in the Spanish-speaking world
- Current events in the Spanish-speaking world
- Songs and music from the Spanish-speaking world
- Places/opportunities to use Spanish outside of school