

Spanish 2590 – Intermediate A Level

Description Spanish Intermediate A helps students increase their ability to communicate their thoughts and ideas in Spanish. The students also increase their understanding of the cultures of the Spanish-speaking world. Students will discuss what their life is like in high school, including preparing for special events that take place during the year. They will compare their own city to cities in the Spanish-speaking world, exploring the various businesses and activities within the city. In another unit, students will define and discuss acts of heroism, with an emphasis on local heroes. The course ends with a discussion about television and movies in the Spanish-speaking world.

Credits One

Prerequisites Spanish 2580 or approval of instructor

Textbooks/Resources *REALIDADES 2*. Pearson Prentice Hall, 2004. (ISBN 0-13-035960-2)

Required Assessments Intermediate 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 2590 – Intermediate A Level

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| I. Interpersonal Communication - Conversation | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 & Writing | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

	<p>classes.</p> <p>C. Access resources in the language studied on topics discussed/researched in other classes.</p>
VII. Connections – Added Perspective	<p>A. Read, view, listen to, and talk about subjects contained in popular media from other countries to gain a perspective on other cultures.</p> <p>B. Access information in the language studied to gain greater insight about other cultures and/or one's own.</p>
VIII. Comparisons – Language	<p>A. Identify words similar to words in other languages (cognates), word roots, prefixes, suffixes, and sentence structure to derive meaning.</p> <p>B. Identify expressions that cannot be translated word for word in order to derive meaning.</p> <p>C. Identify words and expressions that have no equivalent in another language.</p> <p>D. Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.</p> <p>E. Compare the sound-symbol association of English to that of the language studied.</p>
IX. Comparisons - Culture	<p>A. Discuss the meaning of products and practices found in different cultures.</p> <p>B. Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.</p> <p>C. Understand the concept of culture by comparing other cultures to one's own.</p>
X. Communities – Practical Applications	<p>A. Provide service to the school and community through such activities as tutoring, teaching, translating, interpreting, and/or assisting speakers of other languages.</p> <p>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.</p> <p>C. Exchange information with people locally and around the world through avenues such as penpals, e-mail, videos, speeches, and publications.</p>
XI. Communities – Personal Enrichment	<p>A. Use various media in the language studied for study, work, or pleasure.</p> <p>B. Investigate careers where skills in another language/cross-cultural understanding are needed.</p> <p>C. Deepen the understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art.</p> <p>D. Take advantage of opportunities to learn more about languages and cultures.</p> <p>E. Become aware of opportunities and take advantage of opportunities whenever possible to travel to communities where the language studied is spoken, and/or host someone from a country where the language studied is spoken.</p>

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Describe yourself and your friends, including where you are from and what you like to do.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. describes himself/herself orally and in writing including nationality and personality traits. b. describes a friend orally and in writing including nationality and personality traits. c. talks and writes about things he/she does and things his/her friends do. 	<ul style="list-style-type: none"> • Ask and answer questions about what you and others do • Write descriptions of yourself and your friends including personality traits and nationalities
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Connections, Comparisons, Communities</p>		
<p>2. Read, listen to, present, and discuss information about school activities, school rules, course offerings, getting good grades.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. reads and understands an article about good study habits. b. describes his/her school orally and in writing for incoming students: includes courses offered, extra- and co-curriculars, school rules. c. compares his/her home school to a school in a Spanish-speaking country. 	<ul style="list-style-type: none"> • Listen to students talk about what they do after school • Discuss with a partner what you and your friends do after school • Read a letter about a problem in school. • Write about your school • List similarities and differences between schools in the US and in Spanish-speaking countries
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		

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3. Read, listen to, present, and discuss information about getting ready for a special event including personal routine, and shopping for clothes	Performance will be satisfactory when the student: a. describes his/her daily routine. b. describes a special event in life and how he/she prepared for it. c. describes a favorite outfit. d. compares a family gathering in the US to one in a Spanish-speaking country.	<ul style="list-style-type: none"> • Listen to students discuss what they do during the week and on weekends in terms of daily routine • Discuss with a partner when and where you bought an outfit for a special event • Write about a special event—what you wore, what you did to get ready for the event • Explain the importance of the <i>quinceañera</i> in Spanish-speaking countries
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		
4. Read, listen to, present, and discuss your city, including where you went and what you did at various places in your city.	Performance will be satisfactory when the student: a. asks and answers questions about what he/she did at different places within the city. b. understands where someone went in the city and why. c. can tell someone how to get from one place to another within the city. d. reads and understands advice about good driving habits in the city. e. compares cities and neighborhoods in the US to ones in Spanish-speaking countries.	<ul style="list-style-type: none"> • Discuss with a partner places you went in the city to look for a special gift • Give directions to someone to get from one place to another in your city • Make a list of good driving habits everyone should follow • List businesses/places in a city in a Spanish-speaking country
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		
5. Read, listen to, present, and discuss stories from your childhood	Performance will be satisfactory when the student: a. Discusses things that happened to him/her when younger. b. Describes what life was like as a child. c. Learns traditional songs from Spanish-speaking countries. d. Reads a fable from Mexico. e. Compares holiday celebrations among Spanish-speaking countries.	<ul style="list-style-type: none"> • Discuss what you were like as a child. • Listen to someone talk about memories of a celebration. • Read about a special event. • Write about the last or most memorable family celebration. • List holiday celebrations associated with various Spanish-speaking countries.
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		

Course Objectives	Performance Indicators	Classroom Assessments
6. Describe heroic acts related to emergencies, crises, rescues, and accidents.	Performance will be satisfactory when the student: a. describes heroic acts related to emergencies, crises, and rescues. b. describes weather conditions related to natural disasters. c. describes an accident scene. d. describes injuries and treatments. e. compares health practices in the US to those in Spanish-speaking countries.	<ul style="list-style-type: none"> • Listen and understand as someone talks about personal experiences during an emergency • Write a description of a natural disaster, crisis, or emergency • Compare emergency medical services in different countries
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		
7. Describe a variety of television shows and movies.	Performance will be satisfactory when the student: a. describes his/her favorite TV show. b. describes a movie he/she saw recently. c. gives his/her opinion about a variety of movies. d. compares television and movies in the US to those in Spanish-speaking countries.	<ul style="list-style-type: none"> • Discuss a recent television show you saw with a partner, describing your reactions to the show • Read a movie review and state why you agree or disagree with it • List characteristics of movies from Spanish-speaking countries
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		
8. Read and discuss articles in the news concerning the Spanish-speaking world.	Performance will be satisfactory when the student: a. locates the cities and countries on a map identified in the news articles. b. summarizes the main ideas in the news articles.	<ul style="list-style-type: none"> • Label places in the news on a map • Write short summaries of news articles
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		

Course Objectives	Performance Indicators	Classroom Assessments
9. Expand repertoire of study skills used in learning Spanish.	Performance will be satisfactory when the student: a. organizes a notebook for class work and homework. b. identifies words in Spanish which are similar to words in English but do not have the same meaning (false cognates.) c. adds personal interpretation and examples to notes taken in class as a study strategy. d. proofreads homework for spelling, gender, agreement errors.	<ul style="list-style-type: none"> • Use notebook in class as a reference • List false cognates with the real meaning
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		

Resources that address course objectives:

- ***REALIDADES 2: Para empezar, Temas 1,2,3,4,5,6***
- ***REALIDADES On-line Internet Resources PHSchool.com***
- ***REALIDADES On-line Interactive Textbook***

Resources and learning activities that address 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**
- ***Current events in the Spanish-speaking world***
- ***Songs and music from the Spanish-speaking world***
- ***Places/opportunities to use Spanish outside of school***
- ***Presentational skills: Present a short, memorized dialogue, poem, or skit for the class***
- ***Presentational skills: Write a thank you note, using formal/informal language appropriately***
- ***Presentational skills: Write a one-page story recounting something that happened***
- ***Interpretive skills: Read a short story/legend from a Spanish-speaking country***