

**SPANISH I
GRADES 7-8**

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students begin the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Spanish II

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I or Latin I (Grades 6-12), German I, Japanese I (Grades 7-12) or Russian (Grades 9-12)

REQUIRED STUDENT TEXTBOOK

Realidades, Level 1 (Prentice Hall, 2004)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

SPANISH I

GOAL 1 – COMMUNICATION

Communicate in Spanish *

Standards

Interpersonal Mode (IP)

1.1 Students provide and obtain information, express feelings and emotions, and exchange opinions, both orally and in writing.

Interpretative Mode (IR)

1.2 Students understand and interpret written and spoken language on a variety of topics.

Presentational Mode (P)

1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

SI.1.IP: Communication: Interpersonal

- Exchange greetings, leave takings, and common classroom expressions in Spanish.
- Express and react to opinions in Spanish.
- Follow and/or give simple instructions in Spanish at times using authentic and other materials.
- Ask and answer questions in Spanish pertaining to familiar topics.
- Exchange in Spanish level-appropriate information using available technology.

SI.1.IR: Communication: Interpretive

- Recognize in Spanish sequence of events using authentic materials and other resources.
- Identify in Spanish main ideas using authentic and other materials.
- Interpret gestures, intonation, and other visual/auditory cues from Spanish-speaking cultures.
- Derive in Spanish meaning from familiar information in new contexts using authentic and other materials.

SI.1.P: Communication: Presentational

- Retell in Spanish familiar information in new contexts
- Present in Spanish unrehearsed information that pertains to familiar topics
- Present in Spanish level-appropriate information using available technology

GOAL 2 – CULTURES

Gain Knowledge and Understanding of the Cultures of the Spanish-Speaking World *

Standards

- 2.1 Students demonstrate an understanding of the relationship among products, practices, and perspectives of the cultures studied.
- 2.2 Students demonstrate an awareness, acceptance, and appreciation of diverse cultures.

SI.2.IP: Cultures: Interpersonal

- Use culturally appropriate verbal and nonverbal behaviors when exchanging information in Spanish.
- Ask and answer questions in Spanish about products and practices of Spanish-speaking cultures.

SI.2.IR: Cultures: Interpretive

- Identify in Spanish products and practices in Spanish-speaking cultures that relate to familiar topics.
- Identify in Spanish perspectives of Spanish-speaking cultures that have emerged from products and practices that relate to familiar topics.
- Identify in Spanish common cultural themes in written selections.

SI.2.P: Cultures: Presentational

- Present unrehearsed, familiar information in Spanish that uses idiomatic expressions, proverbs, and/or short literary quotes.
- Compare in Spanish practices and perspectives of Spanish-speaking cultures to their own practices and perspectives.

GOAL 3 – CONNECTIONS

Use Spanish to Connect with Other Disciplines and Expand Knowledge *

Standards

- 3.1 Students reinforce and expand their knowledge of other disciplines through the study of Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the study of Spanish and its cultures.

SI.3.IP: Connections: Interpersonal

- Exchange information in Spanish about knowledge gained from other subject areas.
- Ask and answer questions in Spanish to identify topics common to Spanish and other disciplines.
- Exchange information in Spanish about their own opinions of other subject areas.

SI.3.IR: Connections: Interpretive

- Identify information in Spanish that would be useful in other subject areas
- Identify in Spanish topics common to Spanish and other subject areas

SI.3.P: Connections: Presentational

- Paraphrase information in Spanish about topics common to Spanish and other subject areas
- Apply skills learned in other subject areas to complete oral and written tasks in Spanish

GOAL 4 – COMPARISONS

Develop Insight through Spanish into the Nature of Language and Culture *

Standards

- 4.1 Students demonstrate understanding of the nature of language through comparisons of Spanish and their own language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the Spanish-speaking cultures studied and their own culture.

SI.4.IP: Comparisons: Interpersonal

- Exchange in Spanish familiar and new information to address others formally and informally according to Spanish-speaking cultures.
- Ask and answer questions in Spanish that include cognates, gestures, and level-appropriate idiomatic expressions.

SI.4.IR: Comparisons: Interpretive

- Identify in Spanish false cognates, cognates, gestures, and level-appropriate idiomatic expressions that are used in Spanish-speaking.
- Recognize in Spanish differences and similarities between the sound and writing systems of Spanish and English.
- Recognize critical sound distinctions necessary in communicating meaning in Spanish.

SI.4.P: Comparisons: Presentational

- Compare in Spanish cognates, gestures, and idiomatic expressions of Spanish-speaking cultures and their own culture.

GOAL 5 – COMMUNITIES

Use Spanish to Participate in Multilingual Communities at Home and Around the World *

Standards

- 5.1 Students use Spanish for meaningful purposes both within and beyond the school setting.
- 5.2 Students explore opportunities to use Spanish for personal growth and career goals at home and abroad.

SI.5.IP: Communities: Interpersonal

- Exchange information in Spanish about the presence of Spanish-speaking people within and beyond the school setting.

SI.5.IR: Communities: Interpretive

- Identify career opportunities that require the use of Spanish.

SI.5.P: Communities: Presentational

- Relate the advantages of being able to communicate in Spanish.

* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



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Dr. James G. Merrill, Superintendent

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