

Course of Study: Spanish 1

The course provides a basic introduction to Spanish language and culture, and serves as an introduction to the language.

Listening, speaking, and vocabulary development are stressed during the first year.

Reading and writing skills are initiated to aid in transition to second year studies.

An awareness of Spanish culture is fostered.

The purchase of a workbook may be required.

Communication

Standard and Benchmark	Grade 9 Indicators	Clear Learning Targets	Strategies/Resources
Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.	Interpersonal 1. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).	I can write essays and letters utilizing vocabulary items such as greetings, goodbyes, numbers, days of the week, likes, pronouns, countries, classroom, vocabulary, physical descriptions, personality descriptions, clothes, colors, family, possessive adjectives, months, school subjects, computer vocabulary, time, question, words, places in a school, recreation activities, emotions, telephone vocabulary, sports, comparisons, weather, seasons, geographic descriptions, and snacks.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.	Interpersonal 2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.	I can talk and write about simple things that I like and dislike, that I just did, that I have to do, and that I'm going to do [gustar, acabar de, tener que, ir a].	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark C: Use a wide range of strategies to negotiate meaning.	Interpersonal 3. Clarify meaning (e.g., paraphrasing, questioning).	I can use question words such as qué, quién, dónde, a dónde, de dónde, cómo, cuánto. I can also turn verbs into interrogatives.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia

Benchmark D: Give and follow a series of complex directions.	Interpersonal 4. Give and follow directions, instructions, and requests (e.g., installing software, dance steps).	I can ask for things necessary in a classroom. I can understand the teacher when they instruct the class to perform daily tasks and learning activities.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.	Interpersonal 5. Demonstrate the ability to acquire goods, services, or information (e.g., using public transportation, making a hotel reservation, buying food).	I can ask about time, how a person feels, where simple events are held, or about the weather.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark F: Follow complex oral, signed or written directions and requests.	Interpretive 6. Follow directions, instructions, and requests (e.g. recipes, travel directions, prompts on ATMs).	I can understand the teacher when they instruct the class to perform daily tasks and learning activities.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.	Interpretive 7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose).	I can read the dialogues and textbook skits as well as work book activities to improve my learning of Spanish vocabulary.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark H: Analyze information from a variety of oral, written, and visual sources by summarizing, critiquing, and explaining texts.	Presentational 8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet videos, currency) and give personal reactions. Presentational 9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).	I can watch a foreign language film with subtitles and describe the characters and their clothing in Spanish. I can also describe why I liked or disliked the movie. I can read a family tree in Spanish to understand and describe familial relationships. I can read a Lakewood High School schedule in Spanish to discover similarities and differences with others' schedules.	DVD, <i>Al otro lado</i> , <i>La misma luna</i> , realia textbook, workbook, CD's, videos/DVD's, flashcards, various games, classroom activities, puzzles, teacher, and realia

Benchmark I: Create presentations on a range of original or authentic expressive products.	Presentational 10. Create and present a narrative (e.g., current events, personal experiences, school happenings).	I can write, memorize, and perform presentations with a partner or by myself pertaining to: greetings, goodbyes, numbers, days of the week, likes, pronouns, countries, classroom, vocabulary, physical descriptions, personality descriptions, clothes, colors, family, possessive adjectives, months, school subjects, computer vocabulary, time, question, words, places in a school, recreation activities, emotions, telephone vocabulary, sports, comparisons, weather, seasons, geographic descriptions, and snacks.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark J: Present information and ideas on a range of topics.	Presentational 11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture. Presentational 12. Prepare and deliver a summary of characters and plot in selected pieces of literature.	I can describe the differences between a Spanish and American school schedule. I can talk about the importance of soccer and baseball in Spanish speaking countries. I can describe Spanish-speaking icons from their portrayal in cinema in simple expository writing in Spanish.	videos/DVDs, internet, teacher, and realia DVDs, internet, teacher, books, the Maribel sisters, Oscar Romero, and Eva Peron
Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.	Presentational 13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	I can use class notes, class vocabulary lists, and peer/teacher editing conferences to write in Spanish.	textbook, workbook, internet, flashcards, classroom activities, teacher, and realia

Cultures

Standard and Benchmark	Grade 9 Indicators	Clear Learning Targets	Strategies/Resources
Benchmark A: Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture.	<p>Practices</p> <p>1. Investigate and report on cultural events (e.g., rites of passage).</p>	I can describe the differences in salutations, concepts of time, family, romantic relationships, and economic realities between Hispanic and Anglophone communities.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark B: Participate in and discuss a wide variety of cultural practices.	<p>Practices</p> <p>2. Participate in age-appropriate cultural practices (e.g., music, dance, drama).</p> <p>Practices</p> <p>3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).</p>	<p>I can engage in simple Spanish dances such as merengue and salsa.</p> <p>I can cordially greet others using Hispanic norms and practices.</p>	<p>video, internet, teacher</p> <p>video, internet, teacher</p>
Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	<p>Products</p> <p>4. Identify and explain cultural and literary elements of a variety of texts.</p> <p>Products</p> <p>5. Explain objects images, and symbols of the target language (e.g., maneki neko-Japanese cat of happiness and good fortune; Chinese dragon; guyabera-Mexican short sleeved man's shirt; hijab-Arab female head covering; kafeeyah-Arab male head covering).</p>	<p>I can explain the nature of dictatorships, violence, and some historical events of Spanish-speaking countries.</p> <p>I can explain the symbolism of Mexico's flag.</p>	<p>video, internet, teacher, <i>The Time of the Butterflies</i>, <i>Romero</i>, and <i>Missing</i></p> <p>video, internet, teacher</p>

<p>Benchmark D: Analyze, discuss and report on significant contributions from the target culture.</p>	<p>Products 6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.</p> <p>Products 7. Discuss the contributions of famous people from the target culture.</p>	<p>I can describe the importance of vegetables and produce harvested by migrant workers in the U.S. market. I can describe the importance of labor intensive products produced by Latinos and sold in the U.S. market.</p> <p>I can explain some historically significant people from Spanish speaking countries.</p>	<p>textbook, handouts, DVD, internet, <i>Real women have curves</i>, and teacher</p> <p>DVD, internet, the Miribal sisters, Oscar Romero, and Eva Peron</p>
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Connections

Standard and Benchmark	Grade 9 Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Investigate, analyze, and present concepts from across disciplines.</p>	<p>Integrated Studies 1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather, and other scientific phenomena).</p> <p>Integrated Studies 2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, and geographical terms).</p>	<p>I can identify Spanish speaking countries on a map. I can talk about the differences between Celsius and Fahrenheit. I can discuss the similarities and differences in weather between famous Spanish-speaking cities and Lakewood, Ohio.</p> <p>I can discuss some issues that immigrants from Latin America face in the United States.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p> <p>DVD, teacher</p>
<p>Benchmark B: Investigate, analyze, and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</p>	<p>New Viewpoints 3. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g. foreign workers' experience in U.S., access to technologies).</p> <p>New Viewpoints 4. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.</p>	<p>I can listen to a guest speaker and develop a greater awareness for hemispheric concerns.</p> <p>I can explain the differences between typical Latin American and U.S. families.</p>	<p>guest speaker</p> <p>internet</p>

Comparisons

Standard and Benchmark	Grade 9 Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.</p>	<p>Linguistic Comparisons 1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).</p>	<p>I can use subject pronouns, ser, indirect object pronouns, gustar, definite articles, indefinite articles, tener, general possessive adjectives, specific possessive adjectives, direct object pronouns, tener que, hay que, estar, ir, ar verbs, er verbs, ir verbs, time, ir+a+infinitive, conocer, hacer, ver, oír, poder, querer, venir, acabar+de+infinitive, comparisons, e-ie stem changing verbs, jugar, the present progressive, weather expressions, and tener expressions in Spanish.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>
<p>Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.</p>	<p>Linguistic Comparisons 2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).</p>	<p>I can explain the different uses between tú and usted, masculine/ feminine/ singular/ plural words, ser and estar, and saber and conocer.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>
<p>Benchmark C: Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ.</p>	<p>Cultural Comparisons 3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).</p> <p>Cultural Comparisons 4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).</p> <p>Cultural Comparisons 5. Analyze how the same current issue is covered in the media of the target culture and students' own culture.</p>	<p>I can explain the difference in typical school schedules in Latin America and the United States. I can discuss basic differences in family structures.</p> <p>I can discuss the role poverty plays in Latin America.</p> <p>I can discuss how soccer is covered in Spanish-speaking and the U.S. media.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p> <p>DVD, internet, teacher</p> <p>internet, teacher</p>

	<p>Cultural Comparisons</p> <p>6. Compare contrast age-appropriate literary works (e.g., popular literature) from the target culture and students' own culture.</p>	<p>I can memorize and discuss poetic expressions in Spanish-speaking songs and compare them to popular songs in the U.S.</p>	<p>CD, DVD, internet, teacher</p>
<p>Benchmark D: Discuss the concept of culture through analysis of products, practices, and perspectives of the target culture and students' own culture.</p>	<p>Cultural Comparisons</p> <p>7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).</p>	<p>I can explain some basic differences between Spanish-speaking and U.S. holidays and customs.</p>	<p>book, CD, DVD, internet, Halloween, Day of the Dead, Christmas, Easter, birthdays, Saint's days, quinceañeras, and teacher</p>

Communities

Standard and Benchmark	Grade 9 Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Provide information or services to individuals, the school, or the community using knowledge of the target language and culture.</p>	<p>Outreach 1. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts).</p> <p>Outreach 2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).</p>	<p>I can participate in a foreign language picnic and choose my favorite Spanish songs/dances/ food/ or artistic expressions to share with other foreign language students.</p> <p>I can prepare for the foreign language picnic by collaborating on projects with other Spanish classes.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p> <p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>
<p>Benchmark B: Perform original or authentic works for a school or community event.</p>	<p>Outreach 3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p>I can participate in a foreign language picnic and choose my favorite Spanish songs/dances/ or artistic expressions to share with other foreign language students.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>
<p>Benchmark C: Sustain communication with people locally and around the world.</p>	<p>Outreach 4. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.</p>	<p>I can read and submit blog entries on websites devoted to Spanish-speaking icons and celebrities.</p>	<p>DVD, CD, internet</p>
<p>Benchmark D: Report information about and personal reactions to various products, media, and services of the target culture.</p>	<p>Enrichment and Enjoyment 5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate).</p> <p>Enrichment and Enjoyment 6. Use media in the target language for</p>	<p>I can discuss the many places to visit in Spain or Latin-America by preparing a country presentation.</p> <p>I can use various texts to discuss the themes of immigration in a reflective essay.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, power-point, teacher, and realia</p> <p>DVD, internet, teacher</p>

	<p>personal enjoyment (e.g., print, media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).</p> <p>Enrichment and Enjoyment 7. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest thorough a variety of means (e.g., letters, Web inquiry) and report findings to others.</p>	<p>I can read and submit blog entries on websites devoted to Spanish-speaking icons and celebrities.</p>	<p>DVD, CD, internet</p>
<p>Benchmark E: Attend, participate in , or view target culture events and describe to others.</p>	<p>Enrichment and Enjoyment 8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.</p>	<p>I can gain an appreciation for cultural events in many Latin American countries.</p>	<p>DVD, internet, Day of the Dead, Las Posadas, Easter Parades, and teacher</p>
<p>Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.</p>	<p>Career Exploration and Skills 9. Explore and obtain information about careers that require linguistic and cultural proficiency.</p> <p>Career Exploration and Skills 10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.</p>	<p>I can read brief job descriptions and gain a greater awareness for the utility and usefulness of Spanish as a skill.</p> <p>I can read brief job descriptions and gain a greater awareness for the utility and usefulness of Spanish as a skill.</p>	<p>internet, newspaper, teacher</p> <p>internet, newspaper, teacher</p>
<p>Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.</p>	<p>Career Exploration and Skills 11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).</p>	<p>I can discuss the issues relating to immigration.</p>	<p>internet, DVD, teacher</p>

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