

BOGOTA PUBLIC SCHOOLS
Bogota, New Jersey

Spanish 1

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7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

LEVEL: NOVICE-MID

A. Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

B. Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

C. Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Spanish 1:

COURSE OUTLINE:

The following curriculum areas and instructional activities should be utilized during the course of study:

7.1 World Languages	
A. Interpretive Mode- How do I understand what others are trying to communicate?	
Students Will:	Suggested Activities
<ol style="list-style-type: none">1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.2. Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.3. Recognize some common gestures and cultural practices associated with target culture(s).4. Identify people, places, objects, and activities in daily life based on oral or written descriptions.5. Demonstrate comprehension of short conversations and brief written messages on familiar topics.	<ul style="list-style-type: none">• Listen to an authentic video or voice thread in which individuals describe their likes, dislikes, a typical day or their family.• Read social network pages to identify someone who is most like them, most like their best friend, most like their sibling, etc.• Use physical movement to demonstrate understanding while teacher provides a series of commands.• Draw pictures that demonstrate understanding while teacher provides a series of commands.• Identify/describe classroom objects with appropriate vocabulary.• Use gestures, visuals, or body movement to reenact a story as the teacher retells it.• Label and describe classroom objects with the appropriate word.• Express if an object IS in a room; express if it is NOT in a room.• Identify cultural practices related to greeting and leave-taking by categorizing• Ask and answer questions regarding numbers and time.

	<ul style="list-style-type: none">• Listen to authentic clips about people from the target culture and match the description to a picture or put pictures in the order in which they are described.• Listen to authentic clips about people from the target culture and match them to people they know who share similar circumstances.• Read entries from a target language social networking site and put the descriptions in order from most like them to least like them.• Read authentic menus and categorize foods by food group, likes and dislikes, healthy and unhealthy. Match printed word of food items to pictures of same.• Compare and describe their schedules, likes/dislikes with that of a classmates'.• Design a For Sale ad for a something they own that they want to sell.• Complete a cartoon in which students illustrate their daily routine.• Complete a diagram of the human body.
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7.1 World Languages

B. Interpersonal Mode- How do I use the target language to communicate with others?

Students Will:	Suggested Activities
<p>1. Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>2. Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>3. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>4. Ask and respond to questions, make requests, and express preferences in various social situations using memorized words and phrases.</p> <p>5. Converse/exchange information using words, phrases and short sentences on a variety of familiar topics and/or topics studied in other content areas.</p> <p>21st Century Life and Career Skills 9.1.12.A.1; 9.1.12.D.1; 9.1.12.D.2; 9.1.12.D.3</p>	<ul style="list-style-type: none">• Interview classmates within the school and in target country schools using an application (such as www.epals.com, www.skype.com) to: find out about family traditions, compare travel preferences, compare how free time is spent in both cultures, discover the degree to which technological tools are used in school life and personal life.• Complete an information gap activity in which one student is given expressions related to the target theme and the other student provides the gesture associated with the statement. Some examples of gestures associated with Novice-Mid themes might include: greeting, calling someone’s attention, asking someone to follow you, describing physical features related to people/animals, expressing likes and dislikes, providing a warning, expressing hunger, thirst or coldness• Complete an information gap activity in which each student has previously indicated which eco-friendly activities they have always done, sometimes do, and never do. Work in pairs asking memorized questions to find out which practices you have in common. Sample practices that could be adapted to Novice-Mid users of the language in Spanish can be found at: http://www.ecopibes.com/accion/check.htm.

7.1 World Languages

C. Presentational Mode-How do I present information, concepts, and ideas in the target language in a way that is understood?

Students Will:	Suggested Activities
<ol style="list-style-type: none">1. Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.3. Describe in writing people and things from the home and school environment.4. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.5. Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. <p>21st Century Life and Career Skills 9.1.12.A.1; 9.12.A.2; 9.1.12.D.1; 9.1.12.D.2; 9.1.12.D.3</p>	<ul style="list-style-type: none">• Create a digital product for posting in which they compare items found in their backpacks with those belonging to a student from the target culture.• Create a digital product for posting in which they compare homes in the target culture with homes in the home culture.• Perform a target culture song for an audience.• Complete a Google survey requesting personal information (e.g., name, address, classes studied, and preferences)• Create, illustrate and present a children’s book associated with cultural themes.• Create and present a family tree using PowerPoint or another digital tool.• Name and label pastimes that are practiced in the target culture.

Common Core Standards – Language

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. CCCS:ELA-LITERACY.L.8.1.C

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCCS:ELA-LITERACY.L.8.2

Spell correctly. CCCS:ELA-LITERACY.L.8.2.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. CCCS:ELA-LITERACY.L.8.4.D

Common Core Standards – Speaking & Listening

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. CCCS:ELA-LITERACY.SL.8.1.B

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. CCCS:ELA-LITERACY.SL.8.1.C

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. CCCS:ELA-LITERACY.SL.8.1.D

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCCS:ELA-LITERACY.SL.8.5

CORE PACING GUIDE

MONTH	THEME
SEPTEMBER-	<u>Lección Preliminar-NUEVA YORK</u> Tema: "Hola" <u>Unidad 1- Estados Unidos- “Un rato con amigos”</u> Lección 1- ¿Qué te gusta hacer?
OCTOBER	Lección 2- Mis amigos y yo. <u>Unidad 2- México “ ¡Vamos a la escuela!”</u> Lección 1- Somos estudiantes
NOVEMBER	Lección 2- En la escuela <u>Unidad 3- Puerto Rico- “Comer en familia”</u> Lección 1- Mi comida favorita
DECEMBER	Lección 2- En mi familia
JANUARY	<u>Unidad 4- España- “En el centro.”</u> Lección 1- ¡Vamos de compras! Lección 2- ¿Qué hacemos esta noche?
FEBRUARY	<u>Unidad 5-Ecuador- “ ¡Bienvenido a nuestra casa!”</u> Lección 1- Vivimos aquí. Lección 2- Una fiesta en casa.
MARCH	Lección 2- Una fiesta en casa <u>Unidad 6- Republica Dominicana- “Mantener un cuerpo sano.”</u> Lección 1- ¿Cuál es tu deporte favorito?
APRIL	Lección 2- La salud <u>Unidad 7- Argentina- “¡Una semana fenomenal!”</u> Lección 1- En el cibercafé.
MAY	Lección 2- Un día en el parque de diversiones. <u>Unidad 8-Costa Rica- “Una Rutina diferente”</u> Lección 1-Pensando en las vacaciones.
JUNE	Lección 2- ¡Vamos de vacaciones! Final Exam

BENCHMARKS

MONTH	ASSESSMENT
September	Holt/Department created Spanish I Diagnostic Assessment
January	Holt Units 1-3 Midyear assessment
April	Holt Units 4-6 Third term assessment
June	Holt/Department Created Units 1-8 Spanish I End of Year Assessment

INSTRUCTIONAL STRATEGIES

Strategies to Accommodate Gifted and Talented Students

- Pair Gifted & Talented students with other students to spark dialogue and diverse viewpoints
- Request Gifted & Talented students to model and verbalize processes used to perform creative problem-solving.
- Invoke multiple intelligences and Bloom's Revised Taxonomy in higher-ordered thinking skills in all areas of curriculum.
- Vary instructional groupings.
- Invoke real life problems that students can identify with.
- Explore curriculum objectives in greater depth.
- Provide ample examples.
- Invoke technological resources.
- Invoke multi-media resources.

Strategies to Accommodate English Language Learners

- Provide additional instructions.
- Extend time for assignment completion.
- Shorten assignments
- Provide repeated reviews and drills using varied teaching strategies.
- Read directions, text to students as needed.
- Note taking assistance
- Reading strategies (peer, guided, small group)
- Provide outlines
- Increase verbal response time/opportunity to respond orally.
- Encourage student to verbalize steps needed to complete task to check understanding.
- Have the students do hands-on activities.
- Vary instructional grouping (individual, pair and small groups)
- Pair ELL students with bilingual speakers.
- Model and verbalize processes used to solve problems.
- Use visual diagrams such as pictures, guess and check and/or tables.
- Role-play and act out.
- Be aware of differences in algorithms (Mathematics).

Suggested activities to differentiate instruction:

- Incorporate flashcards, note outlines, review guides
- Use different tactile materials for activities
- Use picture/power point presentations to engage learners
- Model appropriate behavior
- Demonstrate what is expected

- Break problems into smaller parts and outline possible solutions
- Tell the students what is expected before the task is given
- Make sure the student is focused on the task at hand
- Give multiple completion options for assignments.
- Give students a choice of projects
- Use partners and small groups

MATERIALS/ENVIRONMENT

- Use assignments, notebooks and prompts.
- Help student keep a journal for reflections, review, questions
- Underline key words/phrases in directions, charts, etc.
- Use hands-on materials for concrete development.

ASSESSMENTS

- Modified tests
- Modified test/alternative assessments Ex. True/False, fill in the blanks, matching, short essay.
- Allow modifications of time, scheduling or administration of testing.
- Read directions, test to students as needed.
- Grade on effort, participation and improvement.

PROGRAM MODIFICATIONS & ADAPATIONS

Modifications/Adaptations for General Education & Special Education Classes

This list represents possible accommodation and modifications for students with special needs. Please refer to individual IEPs for student specific accommodations and modifications.

Environment:

- Preferential Seating Clear Work Area Other (specify) _____

Material/Books/Equipment:

- Alternate Text Consumable Workbooks Modified Worksheets Calculator
 Tape Recorder Supplementary Visuals Large Print Text Manipulatives
 Spell Check Access to computer Assistive Device: (specify) _____
 Other: (specify) _____

Instructional Strategies:

- Check Work in Progress Immediate Feedback Pre-teach Content Extra Drill/Practice
 Review Sessions Have Student Restate Info Review Directions Use Manipulatives
 Modified Content Provide Lecture Notes/Outline Assign Study Partner Monitor Assignments
 Provide Models Computer Assisted Instruction Repeat Instructions Multi-Sensory Approach
 Highlight Key Words Oral Reminders Display Key Vocab Visual Reinforcement
 Pictures/Charts Visual Reminders Mimed Clues/Gestures Concrete Examples
 Use Mnemonics Personalized Examples Number Line Use Vocab Word Bank
 Support Auditory Presentations with Visuals Other: (specify) _____

Organization:

- Provide Study Outlines Desktop List of Tasks List Sequential Steps Post Routines
 Post Assignments Give One Paper at a Time Folders to Hold Work Pencil Box for Tools
 Pocket Folder for Work Assignment Pad Daily Assignment List Daily Homework List
 Worksheet Format Extra Space for Work Assign Partner
 Assistive Device: _____ Other: (specify) _____

Tests/Quizzes/Time:

- Prior Notice of Test Preview Test Procedures Test Study Guides Simplify Test Wording
 Oral Testing Shortened Tasks Limited Multiple Choice Hands-on Projects
 Reduced Reading Alternative Tests Objective Tests Extra Credit Options
 Extra Time-Written Work Extra Time-Tests Extra Time-Projects Extra Response Time
 Modified Tests Test Read Pace Long Term Projects On Computer
 Rephrase Test Questions/Directions Other: _____

Grading:

- No Spelling Penalty No Handwriting Penalty Grade Effort + Work Grade Improvement
 Course Credit Base Grade on IEP Base Grade on Ability Modify Grades
 Pass/Fail Audit Course Other: (specify) _____

Behavior Management/Support:

- Daily Feedback to Student Chart Progress Behavior Contract Positive Reinforcement
 Collect Baseline Data Parent/Guardian Sign Homework Set/Post Class Rules Parent sign Behavior Chart
 Cue Expected Behavior Structure Transitions Break Between Tasks Proximity/Touch Control
 Contingency Plan Time Out from Positive Reinforcement

Spanish I

PROFICIENCY LEVELS

This curriculum is appropriate for all students in Grades 9-12.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal methods of assessment that include, but are not limited to, the following:

- **Formal**
 1. Teacher-created worksheets/tests/quizzes
 2. Worksheets from publishers
 3. Assessment checklists
 4. Work samples
 5. District Created Assessment

- **Informal**
 1. Small group and class discussions
 2. Class participation
 3. Cooperative group work
 4. Projects
 5. Teacher observation
 6. Reading, writing, listening and speaking activities/tasks
 7. Journal
 8. Labs

- **Teacher/Curriculum Assessment**

This is a living document. Teachers are encouraged to make suggestions for improving and changing the curriculum to the Director of Curriculum on an ongoing basis.

RESOURCES

Course: Spanish I

A. Guest Speakers Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

B. Technology

Students shall use computers for independent review, research, and enrichment. Teachers shall also use appropriate technology to enhance their lessons. The following are some suggested websites.

Myhrw.com, www.classzone.com, www.mcdougallittell.com, www.reas.es
support@essaywritingwizard.com, www.spanishdic.com, www.brainpop.com
www.puzzlemaker.com, www.teachertube.com

C. Supplies and Materials

Technology- computer, internet, digital projector

Video equipment

Notebooks

Craft supplies-Markers, colored pencils, crayons, variety of paper, scissors

Journals

D. Textbooks -Holt McDougal Avancemos

E. Supplemental Material –

- Work book-Cuaderno practica por niveles,
- DVDs,
- Resource Activity Book,
- on-line resources,
- I-pads
- You- tube music video and news casts

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the curriculum may be implemented and facilitated:

- Print rich environment
- Whole class instruction
- Small group instruction
- Guided reading in the content area
- Cooperative learning groups
- Individual assignments
- Technology-aided instruction
- Laboratory investigations

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment learning activities through the year. The following are suggestions, not limitations:

- Projects
- Guest Speakers
- Field Trips
- Supplemental laboratory experiments
- Film Viewing and Reflection

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

INTERDISCIPLINARY INSTRUCTION

The above curriculum has numerous possibilities for interdisciplinary connections. These content areas can be connected with Visual and Performing Arts, comprehensive Health and Physical Education, Mathematics, Social Studies and Technology and Career Education.