

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

HONORS SPANISH 1

Date: March 2016

Proposed Grade Level(s): 9-12

Grading: A-F and 1-7 (MYP)

CTE Sector / Pathway: N/A

Course Length: 1 year

Subject Area: Language Acquisition (World Languages)

Credits: 5/semester

Articulation Units: N/A

Specialized Program: IB/MYP

Prerequisite(s): English/Language Arts Grade of B or better, or completion of the Introduction to Spanish in Junior/Middle School with a grade of B or better. Concurrent enrollment in Honors English and/or teacher recommendation

Intent to Pursue 'A-G' College Prep Status: Yes

COURSE DESCRIPTION:

Honors Spanish I is an accelerated introductory course to the Spanish language and cultures of today. This course is conducted in the target language using the immersion method and is designed for students who are interested in pursuing the IB Diploma Program sequence in which Spanish I is the first of four progressive levels. Emphasis is on development of the four major language skills: listening, speaking, reading, and writing. In addition to developing these aptitudes, students will explore the many facets of Hispanic cultures and heritage through the use of a text, video, audio, and workbook program. The characteristics of this honors program involve application of inquiry, synthesis, and evaluation skills as well as active daily student participation; flexible and fluent thinking. Practices in proficiency consist of but are not limited to, live and recorded oral presentations in the target language; written compositions and self-directed research projects in Spanish. The course is defined by the content standards of the California World Language Standards, and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments that are evaluated with the IB Middle Years Programme rubrics.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The Honors Spanish 1 class will primarily focus on building fluency in the four language skills: speaking, listening, reading and writing. The course will cover the same units as Spanish 1, as well as two additional units, and will go more in depth in grammar and structure to enable students to continue to Honors Spanish 2, to better prepare them for the IB Diploma Programme course in their junior year.

The selected resources support IB student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success.
- Providing a framework for students to see writing as a process with the end goal of articulating their ideas into words.
- Developing literacy strategies that can be applied to Spanish and English literature and expository works.
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating strategies that help students "learn how to learn".

According to the writing strand in the Common Core Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects, students should demonstrate increasing sophistication in all aspects of Language use, from vocabulary to syntax to the development and organization of ideas.

Upon successful completion of this course, the student will be able to discuss and describe:

- 1. How do relationships direct social interactions?*
- 2. To what extent do cultural factors affect a student's education and school experience?*
- 3. How do key activities in a society reflect its values?*
- 4. How do cultural values shape relationships in Hispanic countries?*
- 5. What does a house and its contents tell us about the people who live there?*
- 6. What significance does clothing hold for different cultures?*
- 7. How is a culture reflected in its food?*
- 8. How do major cities tell their stories?*
- 9. To what extent does travel broaden our understanding of our own community, country, or culture?*

COMMON CORE STATE STANDARD READING COMPONENT:

Reading is an active skill. Students must take an active role in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Students read simplified texts written by native speakers. As students' progress, readings come from original texts, such as realia, ads, poetry, and narratives that are introduced with reading strategies and are combined with achievable comprehension tasks. The textbook program includes a variety of reading activities that provide multiple opportunities for students to conduct a comparative analysis of texts and to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

CCSS ELA standards supported by this course include:

Reading Comprehension:

Students will:

- Create pertinent questions related to level-appropriate text;
- Demonstrate an ability to comprehend and interpret text, and written instructions;

COMMON CORE STATE STANDARD WRITING COMPONENT:

The aim of writing assignments is to facilitate use of vocabulary and grammatical structures in a personalized context. Writing assessments in the Honors course are designed to build up the students writing skills in a variety of text types, in preparation for the writing tasks in the Diploma Programme course in the 11th and 12th grade. The primary text and the ¡Que Chevere! program contain a writing program that engages students with written and oral activities. Also, the transfer of writing skills learned in their Spanish class prepares students to meet, if not exceed, the writing performance expectations outlined in the writing strand of the CCSS (as follows).

Students will:

- Create documents that provide clear information, use appropriate vocabulary, and follow conventional style.
- Write documents that report information logically and accurately.
- Demonstrate a command of standard Spanish.
- Demonstrate knowledge of organizational, research, and drafting strategies.

CCSS Written Conventions:

Students will:

- Correctly identify and use clauses, phrases, and the mechanics of punctuation;
- Show knowledge of proper Spanish usage, including grammar, paragraph, and sentence structure, and diction;

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Oral proficiency activities combine all of the main elements in the units of study; functions, topics, vocabulary, and structures; in the context of role-playing, discussion, debate, partner work and group activities. These activities give students a chance to integrate what they have learned into real communication with others, and to improve their abilities to clearly communicate their thoughts and opinions.

CCSS Listening and Speaking Strategies

Students will:

- Be able to recognize and utilize elements of a variety speeches, reports, and other audio sources.
- Use clear and appropriate evidence in proof of thesis for oral presentations.
- Use props, visual aids, and electronic media to enhance presentation appeal.
- Analyze arguments and be able to identify specific strategies within them.

Speaking Applications

Students will:

- Deliver narrative, expository, and/or descriptive presentations.
- Prepare relevant questions and make notes of responses.
- Respond correctly and effectively to questions

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS: (if applicable)

Not Applicable

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP).

IB Learners strive to be:

- | | |
|-----------------|---------------|
| • Inquirers | • Open-minded |
| • Knowledgeable | • Caring |
| • Thinkers | • Risk-takers |
| • Communicators | • Balanced |
| • Principled | • Reflective |

Unit Title	Global Context	Inquiry Questions	Contents
Introduction to Language Acquisition (Lang Acq1 U1): How do	Identities and Relationships	What expressions do we use to introduce ourselves, greet and inquire about each other?	Vocabulary: <ul style="list-style-type: none">• Basic letter, number, greeting vocabulary and expressions necessary for making introductions: first and last name, telling their age, birth date,

we communicate?		How do social relationships influence communication or interaction in different situations? Why would you communicate differently with your parents/friends and teachers in Spanish than you do in English?	and place of origin. Communicative skills: <ul style="list-style-type: none"> Identify cognates in written form and develop auditory recognition of them. Pronunciation skills by learning vowel sounds in order to be able to read and speak clearly.
All about School (Lang Acq1 U2)	Identities and Relationships	What language patterns do we use to describe school and what we need for school? How does education shape individuals and societies? To what extent do cultural factors affect a student's education and school experience?	Vocabulary: <ul style="list-style-type: none"> school supplies, things in a classroom, people at school, school subjects, places in a school. Communicative skills: <ul style="list-style-type: none"> Telling time and ordinal numbers to describe their school day and when each period starts and stops. Discussing preference related to school schedule Grammar: <ul style="list-style-type: none"> The verb "to have" used to describe school supplies that they have, classes that they have and which teachers they have. The verb "to like" and the negation "to dislike" is reviewed and practiced so students can state preferences about subjects.
Hobbies and Pastimes (Lang Acq 1 U3)	Identities and Relationships	What language structures are needed to describe hobbies and pastimes? What do activities and pastimes reveal about a culture? Is a culture or national identity defined by its national sports and/or pastimes?	Vocabulary: <ul style="list-style-type: none"> various sports, hobbies and pastimes. Communicative skills: <ul style="list-style-type: none"> Expressing personal likes and dislikes Talking about what others like, and also which activities other people do. Grammar: <ul style="list-style-type: none"> The verb "gustar" Negation basic verb conjugation of regular verbs

			Cultural readings include: which sports and hobbies are popular and common in the culture they are studying, in order to compare and contrast their interests with those of teens in the target culture.
Family and Celebrations (Lang Acq1 U4)	Identities and Relationships	<p>What language forms do we use to describe the physical traits and personalities of our family members?</p> <p>How do I identify someone as family?</p> <p>What is the difference between a traditional and non-traditional (modern) family? Under which category is your family?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> family members, family relation. professions, numbers, age, personality, physical appearance <p>Communicative skills:</p> <ul style="list-style-type: none"> Describing relationships between people Discussing cultural celebrations specific to the Spanish-speaking world and families <p>Grammar:</p> <ul style="list-style-type: none"> possessive adjectives. Use of ser/estar/tener Adjective agreement Verb conjugation: Regular and Irregular verbs
My Home (Lang Acq1 U5)	Identities and Relationships	<p>What makes a house a home?</p> <p>What are the parts of a house and what needs to be done to maintain its upkeep?</p> <p>How do people around the world view their house as home?</p> <p>How does "Mi Casa es su Casa" describe how people in Latin America view their house as a home?</p> <p>How is this different or similar to how you feel about your own home?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> Parts of a home, basic chores, vocabulary. <p>Communicative skills:</p> <ul style="list-style-type: none"> Expressing what their and others' responsibilities are in maintaining a home. <p>Grammar:</p> <ul style="list-style-type: none"> Use of deber + infinitive Review of stem changing verbs Informal Imperative forms Prepositions/Prepositional phrases Demonstrative Adjectives
Clothing and Shopping (Lang Acq 1 U6)	Identities and Relationships Personal and cultural	<p>How is shopping different in other countries?</p> <p>How are clothing items similar and/or</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> Counting, numbers, describe clothing by color, size, and fit <p>Communicative skills:</p>

	expression	<p>different in other countries? What can we learn about a culture from its attire?</p> <p>What significance does clothing hold for different cultures?</p> <p>What meanings do individuals around the world link to dress? Why are there differences in dress in different countries?</p>	<ul style="list-style-type: none"> • Using verbs appropriately to discuss clothing • Discussing accessories, price • Discussing payment • Speaking in shopping situations <p>Grammar:</p> <ul style="list-style-type: none"> • Affirmative and negative expressions • The future: ir + a + Infinitive • The verb ir and ir + a place • The verb poder <p>Culture: Traditional garments of Spain and the Americas</p>
Food and Restaurant U7	<p>Identities and Relationships</p> <p>Personal and cultural expression</p>	<p>How do local products affect the cultural heritage of a region?</p> <p>How does geography affect the availability of food and variety of diet?</p> <p>How are food and beverages different in other countries?</p> <p>How is a culture reflected in its food?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Food • Ingredients • Beverages • Restaurant vocabulary <p>Communicative skills:</p> <ul style="list-style-type: none"> • Ordering and taking orders in a restaurant <p>Grammar:</p> <ul style="list-style-type: none"> • Verb tener • Adjectives for describing food, and adjective agreement
Places in town Unit 8	<p>Identities and Relationships</p> <p>Personal and Cultural Expression</p> <p>Orientation in Space and Time</p>	<p>How do major cities tell their stories?</p> <p>How are the modes of transportation different in Spanish speaking countries from those in your city?</p> <p>What are the differences between metric system used in Spanish speaking countries and the one you use?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Places in the city • Modes of transportation and proximity <p>Communicative skills:</p> <ul style="list-style-type: none"> • Making suggestions and invitations • Asking for and giving directions • Asking where places are located • Talking about what people do in different places • Expressing courtesy • Expressing a problem • <p>Grammar:</p>

		How do places/landmarks in Spanish speaking countries differ to the ones you know?	<ul style="list-style-type: none"> • using the verb <i>ir</i> and <i>ir+a</i> to ask and say where someone is going • the future tense using <i>ir+a</i> <p>Culture: Frida Khalo</p>
Travel and Vacation U10	<p>Cultural Expression Orientation in Time and Space</p> <p>Orientation in Space and Time</p>	<p>How do ancient civilizations live on in the present?</p> <p>How does travel guide/change our perspective of the world we live in?</p> <p>How does travel broaden our understanding of our own community, country, or culture?</p> <p>How does the weather and geography affect travel and leisure activities?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Review of modes of transportation and leisure activities/pastimes <p>Communicative skills:</p> <ul style="list-style-type: none"> • travel to a Spanish Speaking country • landmarks and cultural events • ancient cultures and their presence in modern day countries • similarities and differences between ancient and modern day cities <p>Grammar:</p> <ul style="list-style-type: none"> • Use of <i>gustar</i> and similar verbs • Introduction of the preterite tense of regular verbs

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Bonilla, Alejandro. *¡Qué Chevere!*. Saint Paul: EMC Publishing, LLC, 2015.Print.

Resources

Teacher selected texts, poems, artworks, realia etc. for any unit (may vary by teacher, year, class based on student and teacher interest and focus).

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The *World Language Content Standards* encompass the knowledge, skills, and abilities that all learners should acquire in a world language in the California public school system, within the Language Learning Continuum.

The *Language Learning Continuum*, a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency in the four stages of language learning.

- Stage I (Formulaic): Learners understand and produce signs, words, and phrases.
- Stage II (Created): Learners understand and produce sentences and strings of sentences.
- Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.

- Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

Within each stage, the standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings.

Content: Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Communication: Real-world communication takes place in a variety of ways. It may be interpersonal.

Cultures: Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures: The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in American Sign Language; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Settings: Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

MYP Language Acquisition:

Within this IB MYP Language Acquisition course, students will be assessed on the 4 MYP Criterion as follows:

- Criteria A: Comprehending spoken and visual text
- Criteria B: Comprehending written and visual text
- Criteria C: Communicating in response to spoken written visual text
- Criteria D: Using language in spoken and written form

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who take responsibility for their learning as they master the target language.
- **Effective Communicators:** who speak, write, and read and listen in the target language.
- **Constructive Thinkers:** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers:** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers:** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens:** who attend class regularly in order to contribute to not only their own, but also their peers' learning of the target language.

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