

# WORLD LANGUAGE

06/09/11

## SPANISH I NOVICE

<b>Communication:</b> <i>Interpersonal, Interpretative, Presentational</i>			
<b>Definition:</b> To obtain, understand, exchange, and present information in the target language.			
<b>Questions:</b> How do we trade thoughts? What if we couldn't?			
<b>Proficiency of Language Literacy Skills</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>	<b>Listening</b>
<p>R.1 Infer meaning from various authentic texts.</p> <p>R.2 Sequence events.</p> <p>R.3 Contextualize words and phrases.</p> <p>R.4 Understand, identify, and summarize main ideas and details from selected target language printed sources.</p> <p>R.5 Apply information acquired from target language printed sources to oral and written activities.</p> <p>R.6 Make predictions about the reading based on the title, picture, captions, format (i.e., letter, newspaper, story, etc), &amp; background knowledge.</p> <p>R.7 Recognize cognates, variations of words I already know, new &amp; old vocabulary, and grammatical concepts.</p> <p>R.8 Identify, explain, and provide evidence for main themes &amp; ideas.</p> <p>R.9 Describe characters of the text.</p> <p>R.10 Interpret general comprehension questions.</p> <p>R.11 Determine why author has utilized specific grammar topics.</p>	<p>W.1 Compose original writings (i.e., poems, role-plays, conversations, etc).</p> <p>W.2 Create and exchange written communications and messages such as letters, notes and e-mails.</p> <p>W.3 Express needs, wants and opinions.</p> <p>W.4 Formulate and pose simple questions.</p> <p>W.5 Write paragraphs and essays on various familiar topics.</p> <p>W.6 Create narratives based on illustrations.</p> <p>W.7 Use appropriate register and level of formality.</p> <p>W.8 Apply circumlocution strategies.</p> <p>W.9 Compare and contrast likes, dislikes, cultural information, etc.</p>	<p>S.1 Ask appropriate questions to gather information.</p> <p>S.2 Express and justify simple needs, wants and opinions.</p> <p>S.3 Express appropriate emotions and feelings in response to what others say.</p> <p>S.4 Give basic personal information about self and others.</p> <p>S.5 Provide simple yet detailed descriptions.</p> <p>S.6 Respond to questions on familiar topics.</p> <p>S.7 Use appropriate register and level of formality.</p> <p>S.8 Develop acceptable pronunciation.</p> <p>S.9 Apply circumlocution strategies</p> <p>S.10 Give a simple presentation articulating familiar topics (i.e., weather, date, family tree, etc.).</p> <p>S.11 Participate in an interactive situation (i.e., phone conversations, interviews, dialogues, etc).</p> <p>S.12 Compare and contrast likes, dislikes, cultural information, etc.</p>	<p>L.1 Follow simple commands or directions.</p> <p>L.2 Infer meaning from various target language sources.</p> <p>L.3 Understand and identify main ideas and details of selected target language narratives and conversations from textbooks and other media sources on familiar topics.</p> <p>L.4 Understand simple questions about personal information and other familiar topics.</p> <p>L.5 Use information acquired from target language sources to make everyday decisions (i.e., using a weather forecast to make plans).</p> <p>L.6 Associate sound and symbols in various combinations.</p> <p>L.7 Develop acceptable intonation and pronunciation.</p> <p>L.8 Identify alphabet and sound symbol relationships.</p>

**Content supporting literacy skills**

Verb Tenses & Special Verbs	Sentence & Word Building	Idioms, Expressions, Proverbs	Thematic Vocabulary
<p><b>GUSTAR:</b> G.1 The verb gustar and verbs like gustar (e.g., aburrir, encantar, faltar, interesar, parecer) including: indirect pronouns, a mí, a ti, etc., and gustar + infinitives.</p> <p><b>PRESENT INDICATIVE:</b> G.2 Regular and irregular present tense (-ar, -er, -ir) G.3 *Yo-go’s (e.g., poner, salir, oír, traer, venir, tener, decir, &amp; hacer) G.4 Yo-zco’s (e.g., conocer, merecer, etc.) G.5 Irregular yo’s (e.g., estar, ser, ir, saber, ver, caber, &amp; dar) G.6 Yo-g’s (e.g., seguir) G.7 Yo-j’s (e.g., escoger, dirigir, recoger, etc.) G.8 Stem changing verbs (boot verbs- e-ie, e-i, o /u-ue, -iar - í, ú continuar, uir- y incluir, reír, freír, oler, etc.). G.9 Yo-z’s (vencer, convencer, etc.) G.10 Hay (non-auxiliary form of haber)</p> <p><b>PRESENT PROGRESSIVE</b> G.11 Estar + gerunds (yendo, iendo, ando)</p> <p><b>IMMEDIATE FUTURE:</b> G.12 Periphrastic future (simple future- Ir + a + infinitives)</p> <p><b>PRETERITE</b> G.13 Preterite of -ar, -er, &amp; -ir regular verbs</p>	<p><b>PRONOUNS:</b> G.14 Subject Pronouns G.15 Pronouns after prepositions G.16 Prepositional pronouns (conmigo, contigo, consigo, a/de ti, a/de mí) G.17 Indirect object pronouns G.18 Direct object pronouns</p> <p><b>NOUNS:</b> G.19 Nouns with Definite &amp; Indefinite article agreement G.20 Pluralization of nouns</p> <p><b>ARTICLES:</b> G.21 When to use: noun introduction, w/ gustar, days of week as “on,” telling time, feminine nouns beginning with a stressed a (i.e., agua, hacha) nouns and professions, etc.</p> <p><b>ADJECTIVES:</b> G.22 Possessive adjectives G.23 Gender &amp; adjective agreement G.24 Pluralization of adjectives G.25 Adjective placement G.26 Demonstrative Adjectives G.27 Demonstrative Pronouns</p> <p><b>PREPOSITIONS:</b> G.28 Simple prepositions de, para, a, en, con, sin G.29 Infinitives after prepositions G.30 Possession w/ de G.31 Contractions: A+ el = al, De + el = del</p> <p><b>SPELLING:</b> G.32 Punctuation marks and accents G.33 Exclamation and question marks G.34 Capitalization (days of week, nouns, etc.) G.35 Spanish quotes in written texts (dashes in dialogue)</p> <p><b>QUESTIONS:</b> G.36 All interrogative words G.37 Question formation G.38 Question vs. statement</p> <p><b>SIMPLE/COMPLEX SENTENCE STRUCTURE:</b> G.39 Simple sentence structure (subject + verb +</p>	<p>G.47 Ser vs. Estar + adjectives G.48 Present tense of querer + infinitives G.49 Conocer + “personal a” G.50 Weather expressions G.51 Tener idioms: (e.g., hungry, thirsty, tired, scared, embarrassed, in a hurry, hot, cold, lucky, right/correct, &amp; careful, age) G.52 Venir + a + time G.53 At + it is (e.g., A las ocho...) G.54 Present tense trigger words (hoy, ahora, hoy en día, etc.) G.55 Immediate future trigger words (mañana, esta noche, pronto, etc.) G.56 Preterite trigger words (e.g., ayer, anteaayer, el/la _____ pasado/a, etc.) G.57 Cognates and false cognates G.58 Por qué and porque G.59 Conocer vs. Saber G.60 Mucho, poco G.61 Por ejemplo</p>	<p>V.1 Greetings and Goodbyes V.2 Numbers 0- 100, counting &amp; finding out the price of items V.3 Calendar: Telling time, days, months, weather &amp; seasons, &amp; telling the date V.4 Spanish alphabet V.5 Describing people: physical &amp; personality characteristics, how one feels (ser vs. estar), professions, nationalities &amp; languages V.6 Likes and Dislikes V.7 Sports and hobbies (soccer, football, volleyball, baseball, basketball, hockey, swimming, track, skating, cheerleading, speech, band, tennis &amp; uniforms) V.8 School: supplies, classes, events, clothes, after school activities &amp; places V.9 Buildings and places in the city (church, house, stadium, theatre, cinema, mall, apartment, park, pool, library, &amp; beach) V.10 Rooms, furniture, and chores V.11 Clothing &amp; shopping (e.g., pagar, costar, el precio, regatear, rebajar, dinero, el dólar, la moneda, el cambio, ahorrar, gastar, el descuento, etc.) V.12 Food &amp; drink, restaurant, café, &amp; table settings V.13 Immediate, extended family, and pets (e.g., fish, cat, dog, bird, rabbit, &amp; mice) V.14 Grammar “parts of speech vocabulary” (e.g., adjetivo, infinitivo, sustantivo, verbo, adverbio, etc.) V.15 Celebration vocabulary: (e.g., weddings, baptisms, birthdays, &amp; funerals)</p>

	<p>additional information)</p> <p>G.40 Conjugated verb + infinitive</p> <p>G.41 Conjunctions: y, o, pero, porque, si, durante, &amp; entonces</p> <p>G.42 Negation w/ no, nunca</p> <p>G.43 Algo, nada, alguien, nadie, siempre, nunca, alguno, ninguno</p> <p><b>ADVERBS:</b></p> <p>G.44 Adverbs (placement) siempre, nunca, a veces, etc.</p> <p><b>WORD BUILDING:</b></p> <p>G.45 Noun ending correlations to gender (i.e. -l, -o, -n, -r, -s, &amp; -ma (español, chico, alemán, profesor, problema) = masculine. -dad, -ión, z, a (ciudad, educación) = feminine).</p> <p><b>REGISTER:</b></p> <p>G.46 Distinguish between informal and formal in reading, writing, speaking, and listening.</p>		
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**Context of Teaching: National Standards acquired through communication**

<b>Communities</b>	<b>Comparisons</b>	<b>Connections</b>	<b>Cultures</b>
<b>Definition:</b> Use the target language and participate in cultural activities.	<b>Definition:</b> Compare/contrast one’s own language with the target language.	<b>Definition:</b> Connect target language and culture to other disciplines.	<b>Definition:</b> Understand and engage in what people do when, where, how.
<b>Questions:</b> When will I ever use this language? Reaching others, Personal enrichment.	<b>Questions:</b> Why do people say and do things differently? Linguistic, Cultural.	<b>Questions:</b> Why are we studying (math, science, art, etc.)? Isn’t this a foreign language class? To connect with: other content area unique and new perspectives.	<b>Questions:</b> Why do people do what they do? Products, Perspectives, Practices.
<p>Context.1 Develop ability to understand and use the target language and pursue individual interests through the target language (i.e., music, literature, sports, films, TV, &amp; internet).</p> <p>Context.2 Participate in activities which benefit school and community by sharing examples of the target culture (i.e., songs, artwork, poems, multimedia, &amp; presentations).</p> <p>Context.3 In addition, students may exchange information through letters or emails to teachers, parents, &amp; or classmates.</p>	<p>Context.4 Compare common beliefs and attitudes within the target culture (i.e., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student’s own culture.</p> <p>Context.5 Compare major contributions &amp; products from the target culture (i.e., food, fashion) with those from the student’s own culture.</p> <p>Context.6 Compare selected practices and social conventions of the target language culture (i.e., greetings, table manners, gestures, personal distance, and holiday celebrations) with those from the student’s own culture.</p> <p>Context.7 Compare typical daily activities and routines of members of the target language community (i.e., school, home, leisure) with those from the student’s own culture.</p> <p>Context.8 Compare and contrast how words are interrelated across languages.</p> <p>Context.9 Compare and contrast word order and grammatical structures in English and the target language (i.e., verb endings, word order, and adjective/noun agreement).</p> <p>Context.10 Compare sound and writing systems of the target language with the student’s own. (i.e., alphabet).</p> <p>Context.11 Compare ways people in the home and target cultures express universal themes i.e., happiness, sorrow, humor, birth, death: Día de los Muertos).</p>	<p>Context.12 Explore a variety of topics in other disciplines (i.e., math, history, English, geography, art, physical education, etc.)</p>	<p>Context.13 Analyze social and geographic factors which affect cultural practices (i.e., weather vs. clothing).</p> <p>Context.14 Compare and contrast regionalisms in the target language and culture (i.e., “ceta” in Spain, vosotros, papa vs. patata, etc.).</p> <p>Context.15 Discuss general impressions gathered from film and video (i.e., how people treat each other, how they view family roles).</p> <p>Context.16 Identify and participate appropriately in selected practices of the target language culture (i.e., greetings, meals, table manners, gestures, personal distance, sports, and holiday celebrations- Cinco de Mayo, Quinceañera- Día de los Muertos ).</p> <p>Context.17 Identify common beliefs and attitudes within the target culture (i.e., social etiquette, the various roles of individual family members).</p> <p>Context.18 Identify major contributions from the target culture (i.e., in the arts, science, medicine, food, fashion).</p> <p>Context.19 Identify well-known, contemporary people from the target culture (i.e., athletes, artists).</p> <p>Context.20 Investigate and report on contributions, selected practices and products representative of the cultures being studied (i.e., science, medicine, health and nutrition, foods).</p>

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