

PSD World Language Spanish 1 Curriculum Map

(revised Sept 2014)

CDE Standards and indicators

Novice Mid Range Level Expectation:

Communication: Communication in Languages Other Than English

- 1.1 **Interpersonal mode:** Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases
 1.2 **Interpretive mode:** Comprehend short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics
 1.3 **Presentational mode:** Present using learned and simple phrases or expressions (written or oral) on very familiar topics

Cultures: Knowledge and Understanding of Other Cultures

- 2.1 **Cultural practices and perspectives:** Reproduce common practices of the cultures studied
 2.2 **Cultural products and perspectives:** Describe familiar products of the cultures studied

Connections: Connections with Other Disciplines and Information Acquisition

- 3.1 **Connections to other disciplines:** Summarize information gathered from target language resources connected to other content areas
 3.2 **Acquire information:** Organize information acquired from authentic resources

Comparisons: Comparisons to Develop Insight into the Nature of Language and Culture

- 4.1 **Language comparisons:** Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and language studied
 4.2 **Cultural comparisons:** Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Communication and Connections	Culture and Comparisons	Contextualized Vocabulary	Structure	Culture
<p>1. Communication</p> <p>(interpersonal mode) 1.1 a. Copy and exchange simple messages 1.1 b. Imitate modeled words and phrases using intonation and pronunciation 1.1 c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases 1.1 d. Use words and phrases without awareness of grammatical structures 1e. Answer simple questions about very familiar topics</p> <p>(interpretive mode) 1.2 a. Understand short, simple conversations and narratives when using objects, visuals, and gestures 1.2 b. Respond to questions seeking clarification (for example, do you understand? What is this?) 1.2 c. Follow simple commands 1.2 d. Recognize the symbols</p>	<p>2. Cultures</p> <p>(Practices and perspectives) 2.1 a. Acknowledge and imitate basic greetings and gestures 2.1 b. Identify some common social practices at home and school 2.1 c. Identify a few major traditions and celebrations</p> <p>(Products and perspectives) 2.2 a. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation) 2.2 b. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.)</p>	<p><u>FULL CONTROL: (use with accuracy)</u> <u>Age appropriate</u></p> <ul style="list-style-type: none"> Identifying self use greetings and leave-takings School, classroom objects, days of week, describe family members, age describe what someone is like both in character and in physical descriptions (<i>ser</i> vs. <i>estar</i>) refer to limited places in the community describe leisure time activities and sports describe vacations and activities describe months, seasons & weather patterns (“<i>hace...</i>”) 	<p><u>FULL CONTROL: (use with accuracy)</u></p> <ul style="list-style-type: none"> Personal identification Numbers 1-30 Telling time Getting attention; excusing oneself Nouns & articles, gender, singular & plural Numbers 31 + (1-100 formal numbers- teens and twenties as one word) Subject pronouns Present tense: -ar verbs (how to conjugate) Present tense: -er, -ir, tener, (not venir) Present tense: ir, Ordinal numbers (1st, 2nd, 3rd) adjectives of emotion <p><u>PARTIAL CONTROL: (use with some errors)</u></p> <ul style="list-style-type: none"> introduce others Present tense: ser (forms not uses) Present tense: estar (forms not uses) prepositions of location gustar (present tenses of encantar) Forming questions (question words as vocab) Family extended Describing people & their ages (add colors) 	<p><u>manners / greetings</u></p> <ul style="list-style-type: none"> formal & informal ways of speaking (young people v. adults, strangers) to show respect greetings – kisses, handshakes (which to use), greeting each person not just the group (importance of the individual) personal space (closer distance than U.S.) gestures/body language (nonverbal communication) - counting on hands (start with thumb) <p><u>school</u></p> <ul style="list-style-type: none"> schedule (morning session, afternoon session, lunch at home) classroom environment - appropriate classroom conduct, environment is more formal greater number of classes per day compared to U.S. athletics- regional clubs (not school organized) grading scales differ country to country uniforms, grooming rotating (teachers change rooms/students don't) high schools and courses designed based on career pathways

of the target language writing system

(presentational mode)

- 1.3 a. Reproduce high-frequency words and phrases
- 1.3 b. Use words derived from cognates, prefixes, and thematic vocabulary
- 1.3 c. Recite single-word or high-frequency responses to visual cues

3. Connections

- 3.1 a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)
- b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas
- 3.2 a. Extract main ideas and key words from authentic resources
- b. Use knowledge obtained from authentic resources to apply to new topics

4. Comparisons

- 4.1 a. Recognize basic vocabulary in both the native language and their own language to make comparisons
- 4.1 b. Recognize some simple structures in the target language that differ from their own language
- 4.1 c. Recognize different pronunciation and intonation of individual words and basic phrases
- 4.1 d. Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure
- 4.2.a. Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own
- 4.1 b. Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own
- 4.1 c. Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own
- 4.1 d. Recognize the contributions of the target cultures to the student's culture and vice versa

- tener expressions: sed, hambre, calor, frío, razón, ganas
- Tener que
- Adjectives: descriptive (agreement and placement)
- Adjectives: possessive
- formula ir a + infinitive to express future actions
- stem-changing (e:ie, o:ue, e:i), (querer, pensar, preferir, dormir, poder, jugar)
- verbs: ver oír
- irregular yo forms (go verbs, hago, pongo, salgo, traigo, vengo)

ONLY CONCEPTUAL CONTROL: (recognize)

- Numbers as adjectives
- forms of vosotros and its use in comparison with the Uds.
- Ser and estar (uses of ser vs estar)
- Present progressive
- Direct object nouns & pronouns (only lo, la, los, las)
- personal "a"

time

- military/international time (24 hour clock)
- business hours / shop hours (closed afternoon break)
- start time (which events are punctual or which encourage being late)

family

- structure – family implies extended family, not just nuclear family as in U.S., importance is placed on extended family (cousins, grandparents, etc. often live in close proximity to one another)
- large family gatherings
- hierarchy (authority of elders)
- live at home (typically until marriage)
- complications in dating -living at home, chaperoning
- traditional religions (Catholic heritage)

sports/leisure activities

- soccer & importance of local/national teams
- WORLD CUP (bigger than Olympics or Super Bowl)

traditions/celebrations

- Day of the Dead is **not** Halloween but memorial day, concept of death
- Mexican Independence Day is **NOT** *Cinco de Mayo*
- Birthday celebrations – friends and family are present, gifts not expected
- Quinceañera – coming of age/rite of passage, sweet 16
- local celebrations for individual towns (Patron Saints, historical events)

geographical regions where language is spoken

- Europe
- South America
- Central America
- Caribbean
- North America