

<p><b><u>Grade/Course:</u></b></p>	<p><b><u>Spanish 1</u></b>                  Course Description:                  In this course, students will learn high-frequency structures through TPRS (Teaching Proficiency through Reading and Storytelling), and they will be introduced to the culture of Spanish-speaking countries. The students will acquire listening, speaking, reading, and writing skills in context through stories.</p>
<p><b><u>Standards</u></b></p>	<p><b><u>ACTFL:</u></b>                  Communications (interpersonal and presentational)                  Cultures (products, traditions, family structures)                  Connections (English, social studies)                  Communities (their family and friends)                  Comparisons (grammar, expressions, culture)  <b><u>Career education and work:</u></b>                  13.1.8                  A. Relate careers to individual interests, abilities, and aptitudes.                  B. Relate careers to personal interests, abilities, and aptitudes.  <b><u>ACTFL Proficiency Levels</u></b>                  Proficient: By the end of the course, Intermediate-low (Intermediate-Mid would be advanced)                  Basic: Novice-High                  Below basic: Novice-Mid</p>
<p><b><u>Big Idea:</u></b></p>	<p>In order to pass this course, students will be able to have basic conversations, to understand basic information through reading and listening, and to write short paragraphs about very familiar topics in Spanish that make sense. This must be done without notes or any aids.</p>
<p><b><u>Pennsylvania Core Standards:</u></b></p>	<p>ACTFL standards and career and work standards (same as above)</p>
<p><b><u>Essential Questions:</u></b>                  How can I use the top 75 most commonly used words in Spanish to communicate?                  How can I use Spanish to talk about events in the present tense?                  How can I describe myself and others in Spanish?</p>	<p><b><u>Understandings:</u></b>                  Students will identify and use the 75 most commonly used words in Spanish in context (in sentences and short paragraphs).                  Students will listen to and discuss events occurring in the present tense in context.                  Students will describe their personality and their physical appearance. Students will also be able to describe others.                  Students will be able to clearly ask and answer questions in Spanish.</p>

<p>How can I better communicate with a native speaker by responding to personal and simple questions in Spanish?          How can I describe emotions, needs, likes and dislikes in Spanish to communicate effectively with a native speaker?</p>	<p>Students will express their feelings and preferences in Spanish in context.</p>
<p><b>Knowledge:</b>  <b>Vocabulary:</b> <a href="#">most commonly used words</a> (1-75 and other essential verbs and expressions)  <b>Grammar:</b> nouns and gender agreement, most commonly used adjectives and verbs, adjective and verb agreement, present tense, the difference between ser and estar, a couple of most commonly used past verbs (went, said, wanted, had)  <b>Culture</b> (foods, some countries, some popular Hispanic traditions and celebrations)  <b>Career/jobs:</b> popular professions where Spanish is used or could be helpful, relate specific careers to personal interests, abilities, and aptitudes</p>	<p><b>Skills:</b>          Students will be able to:</p> <ul style="list-style-type: none"> <li>● introduce themselves in Spanish and understand when others introduce themselves <u>without any aids nor notes</u>.</li> <li>● write sentences in Spanish in context using the course’s vocabulary and grammar (present)</li> <li>● ask and answer basic personal questions in Spanish <u>without any aids nor notes</u></li> <li>● write an 80+-word composition in Spanish in context about familiar topics (regular goal is to write 100 words in 10 minute timed writings) <b><u>without any aids nor notes</u></b>, and it makes sense.</li> <li>● tell or re-tell a basic story in Spanish <u>without any aids nor notes</u>.</li> <li>● read and comprehend a one paragraph length story, article, or dialogue that contains the most commonly used words and basic grammar in Spanish without any aids nor notes.</li> <li>● understand a listening prompt that includes the most commonly used words and basic grammar in Spanish without any aids nor notes</li> <li>● state what they like and what others like and dislike</li> <li>● identify careers that relate to Spanish and to their personal interests, abilities, and aptitudes</li> <li>● identify and discuss some Hispanic foods, celebrations, and traditions</li> </ul> <p><b>Assessment:</b>          Holistic proficiency-based assessments that assess the four skills (reading, writing, listening, and speaking), not lists of words or basic translation nor conjugation, but rather being able to fully carry on a basic conversation, write paragraphs.          Examples: Flipgrid video recording introducing themselves, telling a story, describing someone else, interview with another person, writing an original story about a picture or a prompt, listening to or reading a story that includes the grammar and most commonly used vocabulary and answering comprehension questions.</p>

**Standards and objectives that must be met in order to pass the course**

- Form correct sentences in Spanish** using this course's vocabulary and grammar (present) correctly without any aids nor notes, that make sense, and that are understandable to a native speaker.
- introduce themselves in Spanish and understand when others introduce themselves without any aids, translators, nor notes.
- ask and answer basic personal questions in Spanish without any aids nor notes
- write an 80+-word composition in Spanish in context about familiar topics (regular goal is to write 100 words in 10 minute timed writings) without any aids, translators, nor notes, and it makes sense.
- tell or re-tell a basic story in Spanish in context (it makes sense) without any aids, translators, nor notes.
- read and comprehend a one-paragraph length story, article, or dialogue that contains the most commonly used words and basic grammar in Spanish without any aids, translators, nor notes.
- understand a listening prompt that includes the most commonly used words and basic grammar in Spanish without any aids, translators, nor notes
- state what they like and what others like and dislike

**\*Online:**

If it were to be held online or asynchronous, some of the resources that would be used are:

**For listening or speaking:**

- FlipGrid
- Schoology assessments with video and audio
- Podcasts
- Video/audio discussions and comments (through Schoology)
- Virtual rooms where they can have conversations and collaborate

For instruction:

- tutorial videos for each grammar topic made by the teacher
- YouTube (made by others)
- TeachVid
- Hyperdocs
- Peardeck
- Nearpod
- Quizzizz lessons (reinforces topics, has a lesson and at different points the students stop and perform a task)
- Virtual field trips

For reading:

- Actively Learn
- Google Doc created by the teacher
- Google Slides created by the teacher
- Newsela
- Storyjumper (read digital books)

For writing:

- Storyjumper (make digital books)
- Google Slides
- Powtoons
- Online cartoons/comics
- Padlet
- Discussions on Schoology
- Virtual Locker project

For listening and interacting with materials:

- EdPuzzle
- Podcasts
- Teachvid (videos with activities)
- Recordings made by the teacher
- YouTube

For practice:

- Quizlet

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|  | <ul style="list-style-type: none"><li>● Schoology assessments</li><li>● Blooket, Gimkit, Kahoot (individual pace or as a whole class)</li><li>● Google Forms for formative assessments and practice activities.</li><li>● Wizer worksheets</li><li>● Quizzizz</li><li>● Padlet</li><li>● Kami</li></ul> |
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Student presentations:

- Screencastify
- Fligrd
- Podcasts
- Prezi
- Powtoons
- Virtual locker project
- Culture project (countries, foods, traditions/celebrations)