

# Spanish I

## Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish I  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure: Secondary Spanish  
 Grades: 9-12

## Spanish I

Spanish I provides basic instruction in pronunciation, aural comprehension, vocabulary, and grammar necessary to master limited speaking and reading skills. Hispanic culture, traditions, and current events are introduced on the appropriate level through selected readings, audio/video recordings, and other *authentic* materials. Listening, speaking, writing, role-playing, and group activities are designed to instruct, reinforce, and connect language skills. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Spanish I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall process oral, written, and/or visual messages in Spanish (interpretive).
	2. Students shall interact verbally and/or in writing in Spanish (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Spanish (presentational).
Culture	
	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world ( <i>practices</i> ).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world ( <i>products</i> ).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world ( <i>perspectives</i> ).
Connections	
	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i> ).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	
	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in Spanish (interpretive).

CMC.1.SI.1	Interpret the principal message of <i>environmental print</i> , gestures, and <i>intonation</i> (e.g., signs, advertisements, <i>contextualized</i> passages, body language)
CMC.1.SI.2	Use reading and listening strategies to enhance comprehension
CMC.1.SI.3	Obtain main ideas and specific information from a variety of simple texts, familiar topics, and visual clues
CMC.1.SI.4	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues (e.g., CDs, radio, television, <i>podcasts</i> )
CMC.1.SI.5	Identify basic <i>idiomatic expressions</i> (e.g., <u>tener que</u> + infinitive, <u>tener</u> expressions, <u>hay que</u> + infinitive, <u>hacer</u> with weather)
CMC.1.SI.6	Draw inferences based on oral, written, and/or visual messages
CMC.1.SI.7	Recognize <i>pitch</i> , rhythms, sounds, emotions, and patterns
CMC.1.SI.8	Follow simple directions (e.g., classroom commands, “how-to” projects)
CMC.1.SI.9	Recognize <i>cognates</i> , place names, and <i>borrowings</i>
CMC.1.SI.10	Recognize formal and informal <i>register</i> (e.g., <u>usted</u> versus <u>tú</u> )

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in Spanish (interpersonal).

CMC.2.SI.1	Engage in simple conversations <ul style="list-style-type: none"><li>• greetings and farewells</li><li>• courtesy phrases</li><li>• introductions</li><li>• basic questions (e.g., who, what, when, where, why, how, how much, how many)</li></ul>
CMC.2.SI.2	Communicate using the present <i>tenses</i> in context <ul style="list-style-type: none"><li>• present indicative</li><li>• immediate future</li><li>• present progressive</li></ul>
CMC.2.SI.3	Exchange information about familiar topics <ul style="list-style-type: none"><li>• daily life (e.g., home, school, work)</li><li>• family and friends</li><li>• pastimes (e.g., hobbies, sports)</li><li>• personal information</li><li>• likes and dislikes</li><li>• needs and wants</li><li>• feelings and emotions</li><li>• clothing</li><li>• parts of the body</li><li>• weather</li><li>• food</li></ul>
CMC.2.SI.4	Apply learned phrases in order to meet basic needs (e.g., finding necessary places, making purchases)
CMC.2.SI.5	Apply numeric concepts in context <ul style="list-style-type: none"><li>• cardinal numbers 0-100</li><li>• time</li><li>• age</li><li>• dates</li></ul>

Strand: Communication

Standard 3:

Students shall present to an audience of listeners and/or readers in Spanish (presentational).

CMC.3.SI.1	Describe people, places, and possessions
CMC.3.SI.2	Write on a variety of topics <ul style="list-style-type: none"><li>• lists</li><li>• notes</li><li>• correspondence</li><li>• short paragraphs</li></ul>
CMC.3.SI.3	Use graphic organizers
CMC.3.SI.4	Give brief, rehearsed presentations using learned vocabulary and grammar (e.g., skit, speech, interview)
CMC.3.SI.5	Produce level-appropriate visual or multimedia demonstrations (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i> )
CMC.3.SI.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SI.1	Identify culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.SI.2	Identify various aspects of <i>universal cultural practices</i> (e.g., customs, holidays, traditions)
CLT.4.SI.3	Identify differences in <i>practices</i> among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SI.1	Identify <i>tangible products</i> (e.g., art, food, clothing, buildings, books, crafts)
CLT.5.SI.2	Identify <i>intangible products</i> (e.g., entertainment, educational systems, philosophies)
CLT.5.SI.3	Compare <i>products</i> from the different cultures of the Spanish-speaking world
CLT.5.SI.4	Recognize the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography influences automobile design; climate influences clothing; natural resources influence food and medicine)
CLT.5.SI.5	Examine written, visual, and performing arts of Spanish-speaking cultures (e.g., music, plays, movies)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SI.1	Identify unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., <u>piñata</u> , <u>ojo de Dios</u> , <u>pan de muerto</u> )
CLT.6.SI.2	Identify unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., to break <u>piñata</u> during <u>las Posadas</u> , <u>Semana Santa</u> , <u>lotería</u> , <u>quinceañera</u> )
CLT.6.SI.3	Compare and contrast <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>practices</i> (e.g., celebrations, music, literature)
CLT.6.SI.4	Identify historical and current events and historical and current figures that shape cultural <i>perspectives</i> (e.g., <u>Cinco de Mayo</u> , <u>Copa América de Fútbol</u> , Shakira, Juanes)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SI.1	Relate content learned from other disciplines to the Spanish-speaking world (e.g., rainforest, Galapagos tortoises, weather trends, geography, measurement, currency conversion, food, musical instruments)
CNN.7.SI.2	Recognize basic terms on familiar topics from other disciplines (e.g., mesa, sierra, Euro, mural, monuments)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SI.1	Recognize the existence of other worldviews (e.g., religion, politics, social customs, stereotyping, the arts)
CNN.8.SI.2	Recognize the influence of <i>products</i> on other cultures (e.g., <u>piñata</u> , music, chocolate, coffee, sugar cane)
CNN.8.SI.3	Discuss <i>authentic</i> or <i>adapted</i> materials of the Spanish language (e.g., songs, folk tales, short stories)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SI.1	Recognize the differences in simple language structure (e.g., sounds, accent marks, punctuation, <i>syntax</i> )
CMP.9.SI.2	Recognize shared and <i>false cognates</i>
CMP.9.SI.3	Recognize forms of address in a variety of familiar situations (e.g., <u>nene</u> , <u>mami</u> , <u>Señora</u> , <u>Don</u> )
CMP.9.SI.4	Compare the Spanish writing system to their own (e.g., orthographic symbols, numbers)
CMP.9.SI.5	Compare Spanish linguistic sounds to their own (e.g., sound-letter correspondence)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SI.1	Identify daily living patterns (e.g., food, mealtimes, transportation, shopping, body language, greetings, time)
CMP.10.SI.2	Describe holidays and celebrations (e.g., <u>Día de la Raza</u> / Columbus Day)
CMP.10.SI.3	Identify the influence of historical and current ethnicities found in Spanish-speaking cultures (e.g., <i>indigenous</i> groups)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SI.1	Recognize the use of the Spanish language in the global community (e.g., signs, businesses, social events, Internet)
CMN.11.SI.2	Participate in activities representative of Spanish-speaking communities (e.g., travel, media, music, sports, games, celebrations)
CMN.11.SI.3	Identify ways to use Spanish language skills in the community

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SI.1	Identify contemporary, influential individuals from the Spanish-speaking world (e.g., authors, artists, entertainers, political leaders, sports figures)
CMN.12.SI.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)
CMN.12.SI.3	Identify occupations that encourage Spanish language skills

## Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a “Web log”
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”)
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language’s speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author’s distinctive way of writing; an author’s use of language, its effects, and its appropriateness to the author’s intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete ( <i>tangible</i> ) or abstract ( <i>intangible</i> ) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing