



HIGH SCHOOL COURSE OUTLINE

Course Code	1831	Course Title	Spanish 1-2		
Department	Foreign Language	Short Title	Span 1-2		
Course Length	1 year	Grade	9-12	Credits/Semester	5
Required for Graduation		Meets H.S. Grad Requirement	Yes	Elective Credit	X
Meets UC "a-g" Requirement	Yes (e)	Meets NCAA Requirement	Yes		
Prerequisites	None				

COURSE DESCRIPTION:

Spanish 1-2 is an intensive introduction to Spanish emphasizing communicative-based listening, speaking, reading, and writing in Spanish and the rudiments of the cultures of the Spanish-speaking world. Students will, at an accelerated pace, learn to use Spanish to deal with discrete linguistic elements of daily life in predictable common settings. The course goals and objectives are based on the Stage I of the Language Learning Continuum (LLC) proficiency guidelines in the *Foreign Language Framework for California Public Schools, 2003*. Any one year of foreign language taken in high school will satisfy the high school graduation visual/performing arts requirement. However, foreign language will not satisfy the college visual/performing arts requirement. A minimum of two years of "a – g" approved foreign language credit in the same language is required for admission to most four-year colleges.

GOALS: Based on the *National Standards for Foreign Language Learning in the 21st Century – "The Five Cs"*

By successful completion of high school Spanish 1 – 2, students will begin to:

- **Communication:** *Communicate in Languages Other Than English*
 - engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - understand and interpret written and spoken language on a variety of topics.
 - present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Culture:** *Gain Knowledge and Understanding of Other Cultures*
 - demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- **Connections:** *Connect with Other Disciplines and Acquire information*
 - reinforce and further their knowledge of other disciplines through the foreign language.
 - acquire information and recognize the distinctive viewpoints that are only available through the **foreign language and its cultures**.
- **Comparisons:** *Through Comparisons Develop Insight into the Nature of Language and Culture*
 - demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Community:** *Participate in Multilingual Communities at Home and Around the World*
 - use the language both within and beyond the school setting.

- show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

CONTENT STANDARDS:

Currently there are no California Foreign Language Standards. However, there are the following language-generic benchmarks that represent the first stage of the Language Learning Continuum proficiency guidelines in the *Foreign Language Framework for California Public Schools, 2003*. These indicate the beginning progress indicators on the linguistic pathway towards proficiency in a foreign language. The stage numbers are independent of the year of study or a particular text level. It usually takes more than one year of study to reach mastery on each indicator on a continuum stage. The following are approximate guidelines:

Stage I	Stage II	Stage III	Stage IV	Stage V
Spanish 1, 2, 1-2 Spanish 3-4	Spanish 3-4 Spanish 5-6	Spanish 5-6 Spanish 7-8	Spanish 7-8 AP Spanish Lang.	AP Spanish Lit.

STAGE I

California Foreign Language Learning Continuum: Levels 1, 2, 1-2, 3, 3-4

FUNCTION *Students will develop the ability to:*

- 1.1 greet and respond to greetings
- 1.2 introduce and respond to introductions
- 1.3 engage in conversations
- 1.4 express likes and dislikes
- 1.5 make requests
- 1.6 obtain information
- 1.7 understand some ideas and familiar details
- 1.8 begin to provide information

CONTEXT *Students will perform these functions when:*

- 1.9 speaking in face-to-face social interaction
- 1.10 listening during social interaction and while using audio or video texts
- 1.11 reading authentic materials, such as menus, photos, posters, schedules, charts, signs and short narratives
- 1.12 writing notes, lists, poems, postcards, and short letters

TEXT TYPE *Students will:*

- 1.13 use short sentences, learned words and phrases, and simple questions and commands when speaking or writing
- 1.14 understand some ideas and familiar details presented in clear, uncomplicated speech
- 1.15 understand short texts enhanced by visual clues when reading

CONTENTS *Students will:*

- 1.16 begin to understand and convey information about the self (family, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals)
- 1.17 begin to understand and convey information on topics beyond self (geography, topography, directions, building and monuments, weather and seasons, symbols, cultural and historical figures, place and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, professions and work)

ACCURACY *Students will:*

- 1.18 communicate effectively with some hesitation and errors which do not hinder comprehension when performing stage I functions
- 1.19 demonstrate culturally acceptable behavior for Stage I functions
- 1.20 understand most important information

Alignment of California Language Learning Continuum, Stage I with *Realidades Book 1*

CA Framework Language Learning Continuum STAGE I Text	Introduced <i>In Book 1</i>	Practiced <i>In Book 1</i>	Mastered <i>In Book 1</i>
FUNCTION Students will:			
1.1 greet and respond to greetings.	pp. 2, 4	p. 5 #5	pp. 23 #1; 141; 191
1.2 introduce and respond to introductions.	p. 2	p. 3 #2, 3	pp. 5 #6; 67; 191
1.3 engage in conversations.	pp. 26-27; 172-173; 347	pp.31 #8; 57 #11; 79 #6; 153 #6; 237 #25	pp. 191; 339; 363 #24; 371 #2
1.4 express likes and dislikes.	pp. 26-27; 172-173	pp. 30 #5-6; 31 #8; 33 #12	pp. 40-41 #3; 43; 47 #2 & #4
1.5 make requests.	pp. 250-251; 300-301; 305	pp. 254 #8 & #9; 305 #12; 306 #13 & #14; 309 #18-19	pp. 261 #21; 319 #2
1.6 obtain information.	pp. 172-173; 198-199; 184	pp. 178 #8; 186 #17 & #18; 202 #5; 203 #8	pp. 191; 207 #15 & #17
1.7 understand some ideas and familiar details.	pp. 74-75 #1 & #2; 124-125 #1; 376-377 #3	pp. 78 #4; 90-91; 128 #5; 137 #20	pp. 97 #1 & #3; 145 #1 & #3; 397 #1 & #3
1.8 begin to provide information.	pp. 28-29; 50-51	pp. 56 #10; 59 #15; 78 #5; 211 #22	pp. 47 #2 & #4; 67; 93; 215; 241; 291; 419
CONTEXT Students will:			
1.9 converse in face-to-face social interaction.	pp. 26-27; 149; 172-173	pp. 57 #11; 153 #6 & #7; 177 #6 & #7; 207 #17; 351 #7	pp. 145 #2; 191; 339; 397 #2
1.10 listen during social interaction and listen to audio or video texts.	Audio: pp. 75 #1 & #2; 125 #1 & #2 Video: pp. 76-86; 428-429	pp. 86 #16; 177 #6; 186 #18; 242-243 (video)	pp. 97 #1; 141; 145; 339
1.11 use authentic materials, such as menus, photos, posters, schedules, charts, signs and short narratives, when reading.	pp. 75; 198	pp. 78 #4; 131 #10; 137 #20; 155; 161 #19; 185 #16	pp. 64; 162-163; 238; 263; 336-337; 464-465
1.12 write notes, lists, poems, postcards, and short letters.	p. 53 #3	pp. 30 #6; 56 #10; 59 #15; 134 #15 & #16; 229 #10, #11	pp. 47 #4; 117; 145 #4; 165; 195 #4; 215; 319 #4; 419
TEXT TYPE Students will:			
1.13 use short sentences, learned words and phrases, and simple questions and commands when speaking or writing.	pp. 5 #5; 26-27; 50-51; 74-75; 346-347	pp. 80 #9; 88 #20; 131 #11; 186 #17; 261 #20 & #21	pp. 93; 97 #2 & #4; 141; 241; 393
1.14 understand some ideas and familiar details presented in clear, uncomplicated speech when listening.	pp. 75 #1 & #2; 195 #1; 149 #1 & #2; 223 #1 & #2	pp. 108 #11; 235 #24; 278 #10; 455 #5; 245; 445 #5	pp. 71 #1; 121 #1; 195 #1; 254 #1
1.15 understand short texts enhanced by visual clues when reading.	pp. 28-29; 50-51; 102-103; 274-275	pp. 35 #14; 185 #16; 307 #15; 381 #9	pp. 90-91; 162-163; 288-289; 312
CONTENT Students will:			
1.16 understand and convey information about self (family, home, rooms, health, school, schedules, leisure, activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals) .	pp. 26-27; 50-51; 74-75; 101-102; 148-149; 222-223; 272-274; 278; 298-299; 322-323; 372; 376-377	pp. 30 #5; 55 #7; 79 #6 & #7; 106 #8; 153 #6 & #7; 226 #6 & #5; 277 # 6 & #7; 303 #6 & #7; 326 #4; 327 #6; 328 #10; 334 #20	pp. 43; 47 #1-#4; 57 #12; 93; 121 #1-#4; 165; 241; 269 #2; 295 #1-4; 315; 339; 343 #1-4; 397 #4
1.17 understand and convey information beyond self (geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, professions and work)	pp. 7; 18; 28-29; 172-173; 273-275; 323; 375	pp. 7; 19 #1-#3; 20 #4; 44-45; 58; 177 #7; 187 #19; 211; #21; 230 #14; 231 # 6; 259 #17; 282 # 18; 283 # 21; 327 #7; 358-359; 379 # 7; 381 #9; 382 #11; 388 #21; 407 #8	pp. 23 #3; 90-91; 238-239; 262-263; 283 #19 & #20; 336-337; 390-391; 397 #3

ACCURACY Students will:	
1.18 communicate effectively with some hesitation and errors, which do not hinder comprehension.	<i>Throughout the course</i> Examples include: pp. 43; 59 #15; 80 #9; 117; 165; 237 #25 & #26; 241; 265; 367; 447 #2 & #4;
1.19 demonstrate culturally acceptable behavior for Stage I functions	<i>Throughout the course</i> Examples include: pp. 5 #6; 23 #1; 67; 141; 163 #5; 219 #4; 328 #9; 367
1.20 understand most important information	<i>Throughout the course</i> Examples include: pp. 90-91; 114-115; 121 #1-#3; 162-163; 195 #1 & #3; 226-227; 288-289; 290-291

LANGUAGE-SPECIFIC OBJECTIVES for Spanish 1- 2 or Spanish 1 and Spanish 2 *revised 08/06*

Using the Language Learning Continuum Stage I language-generic indicators, District teachers have identified the following language-specific skills and level of competency by successful completion of Spanish 1-2 or Spanish 1 and Spanish 2:

Language-Specific Skill based on LLC Stage I	*Text Reference	Introduce	Practice	Master
Greetings	PE**			X
Numbers 1-100	PE			X
Alphabet	PE			X
Months/days of week	PE			X
Date including year	PE		X	
Formal/informal speech concept	PE		X	
Weather	PE		X	
Body parts (pursuant to Realidades)	PE			X
Adjectives	PE/1A/1B/2A/3B			X
School/classes (prepositions)	PE/1A/2A/2B			X
Telling time	PE/4B			X
Follow common commands	PE/6B		X	
Make/understand negative statements	1A			X
Me encanta, me gusta, te encanta, te gusta	1A/1B/3A			X
Gender/#agreement	1A/2B		X	
Sports/past times/activities	1A/4A/4B			X
Personality/physical traits	1A/4B			X
Definite/indefinite articles	1B			X
Subject pronouns	2A			X
Infinitive	2A			X
Describe origin	2A			X
Ser v. estar	2A/2B/3B		X	
Irregular verbs – ir/ser/estar (conjugate)	2A/2B/3B			X
Present-tense, regular verbs (conjugation of)	2A/3A			X
Possessive adjectives / Position with “de”	2B/5A		X	
Expressions of frequency	3A			X
Food/beverages/restaurant	3A			X
Stem-changing verbs 1 – 2	3B/7A		X	
Interrogatives	4A		X	
“go” verbs	4A			X
Ir & a & infinitive /place	4B			X
Tocar v. jugar	4B		X	
Tener	5A			X
Family/celebrations	5A	X		
Colors	6A			X
Comparisons (mas/menos/tan/como)	6A		X	
Present progressive	6B		X	
Tener/hay & que & infinitive	6B/8B			X
Clothing	7	X		
Direct object pronouns	7B	X		
Preterite of –ar verbs	7B	X		
“Personal” a	8A	X		
Conocer v. saber	9B	X		
Idiomatic expressions	throughout			
Vosotros	from teacher	X		

* Text Reference indicates the core text for this course, *Realidades 1*, Prentice Hall Publishers

** PE = “Para Empezar” which is the first section of the text

PERFORMANCE STANDARDS:

The objective of Long Beach Unified School District is to have all students who successfully complete Spanish 1 – 2:

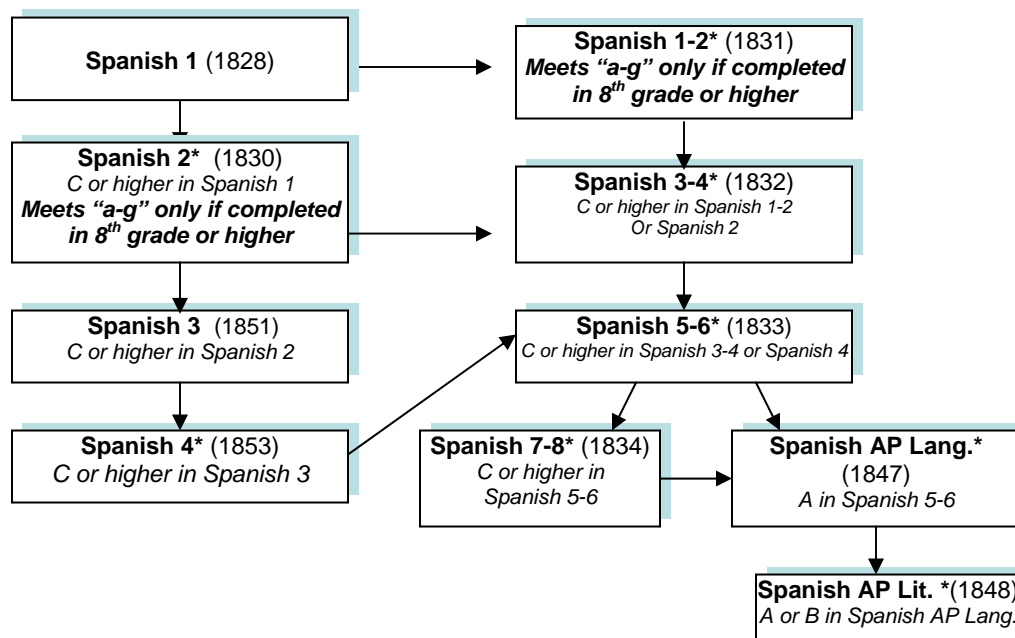
- ✓ achieve at or above the Proficient Level of Spanish 1-2 common assessments and assignments
- ✓ receive a C or better in the courses based on the evaluation criteria, grading policy, and grading scale at the end of this document

Assessments based on designated competencies from the CA Foreign Language Framework LLC, Stage 1:	Not Proficient 1	Partially Proficient 2	Proficient 3	Advanced Proficient* 4
Graded Classwork/Quizzes	Below 60%	60% - 69%	70% - 89%	90% - 100%
Notes/Projects	Below 60%	60% - 69%	70% - 89%	90% - 100%
Oral Participation/Homework (10%)	Below 60%	60% - 69%	70% - 89%	90% - 100%
Chapter Tests	Below 60%	60% - 69%	70% - 89%	90% - 100%
Cumulative Test/End-of-Course Exam	Below 60%	60% - 69%	70% - 89%	90% - 100%

**Advanced Proficient on designated competencies for this course taken from the CA Foreign Language LLC, Stage 1.*

TYPICAL OPTIONS FOR COLLEGE PREP STUDENTS Studying Spanish * indicates meets a-g college requirement

Grade	Strongest		Very Strong	Strong	Average	Minimal	
6 th	Span. FLEX	-	-	-	-	-	-
7 th	Span. 1	-	-	-	-	-	-
8 th	Span. 2*	Span. 1-2*	-	Span. 1-2*	-	-	-
9 th	Span. 3-4*	Span. 3-4*	Span. 1-2*	Span. 3-4*	-	Span. 1	-
10 th	Span. 5-6*	Span. 5-6*	Span. 3-4*	Span. 5-6*	Span. 1-2*	Span. 2*	-
11 th	AP Lang.*	AP Lang.*	Span. 5-6*	Span. 7-8*	Span. 3-4*	Span. 3	Span. 1-2*
12 th	AP Lit.*	AP Lit.*	AP Lang.*	AP Lang.*	Span. 5-6*	Span. 4*	Span. 3-4*



OUTLINE OF CONTENT AND TIME ALLOTMENT:

PACING OVERVIEW: SPANISH 1-2

September 6 – 23 (3 weeks)	September 26 – October 18	October 19 – October 31	November 1 – November 21
<p align="center">REALIDADES 1 Para empezar, p. 2 – 23</p> <p><i>All of the following are to be introduced only at this time, not mastered:</i></p> <p>Key Vocabulary Topics Spanish alphabet; greetings; classroom objects & commands, numbers; time; date; weather; seasons; body parts</p> <p>Key Grammar Components Lexical use of <i>estar, ser, hacer</i>, & plural commands; nouns; singular definite articles; use of <i>hay</i> and <i>¿cuántos, -as?</i></p> <p>Key Cultural Concepts Behavior for greeting people; the Aztecs; the Mayan glyphs; holidays; reversed seasons in the Northern and Southern Hemispheres</p> <p>Key On-going Assessments (may be given as quizzes, extended practice, pre-tests, graded classwork, group work, etc.): Prueba PE-1; Prueba PE-2; Prueba PE-3</p> <p>★ Common Assessment Examen del capítulo: PE</p> <p>Key Language Learning Continuum 1.1, 1.2, 1.9, 1.13, 1.16</p>	<p align="center">REALIDADES 1 Capítulo 1A, p. 24a – 47</p> <p>Key Vocabulary Topics Likes/dislikes (w/activities)</p> <p>Key Grammar Components Gustar, Infinitives, negatives To express agreement/disagreement</p> <p>Key Cultural Concepts Picasso/_____ Plaza de Madrid, Music, dances Jaime Antonio Gonzalez</p> <p>Key On-going Assessments (May be given as quizzes, extended, practice, pre-test, grade classwork, group work) Prueba 1A-1. Prueba 1A-2 Infinitive 1A-3. Prueba 1A-4</p> <p>★ Common Assessment Examen del capítulo P.E</p> <p>Key Language Learning Continuum 1.1, 1.2, 1.9</p>	<p align="center">REALIDADES 1 Capítulo 1B, p. 48a – 71</p> <p>Key Vocabulary Topics Adjectives, ask/answer, What someone is like</p> <p>Key Grammar Components Adjectives Definitive/Indefinitive Articles</p> <p>Key Cultural Concepts Kaholo Bolivar Huipil Good friend/friendship Facts about Caribbean</p> <p>Key On-going Assessments Prueba 1B-1 1B-2 1B-3 1B-4 1B-5</p> <p>★ Common Assessment Examen del capítulo 1A</p> <p>Key Language Learning Continuum</p>	<p align="center">REALIDADES 1 Capítulo 2A, p. 72a – 97</p> <p>Key Vocabulary Topics Class subjects Ordinal Numbers School Activities Adjectives to describe classes Things you need for school.</p> <p>Key Grammar Components Subject pronouns. Present tense “ar”</p> <p>Key Cultural Concepts Fdo. Botero Romans in Spain Latin influence on Spanish El recreo The Maya Courses Students take in Spanish speaking countries 24-hour clock Costa Rica Soccer</p> <p>Key On-going Assessments Prueba 2A-1 2A-2 2A-3 2A-4</p> <p>★ Common Assessment Examen del capítulo 2A</p> <p>Key Language Learning Continuum</p>

PACING OVERVIEW: SPANISH 1-2

November 22 – December 9	December 12 – December 23	January 9 – January 20	January 23 – February 16
<p>REALIDADES 1 Capítulo 2B, p. 98a – 121</p> <p><i>Begin showing the video</i></p> <p>Key Vocabulary Topics Class items, furniture & parts Prepositions</p> <p>Key Grammar Components Verb Estar Plural Nouns/articles</p> <p>Key Cultural Concepts So Juana Ines School Uniforms Currency Exchange rates PE class in another countries Cultural perspectives on school Central America</p> <p>Key On-going Assessments Prueba 2B-1 2B-2 2B-3 2B-4</p> <p>★ Common Assessment Examen del capitulo 2B</p> <p>Key Language Learning Continuum</p>	<p>REALIDADES 1 Capítulo 3A, p. 122a – 145</p> <p>Key Vocabulary Topics Food beverages Breakfast and lunch Verbs to talk about eating and drinking Adverbs</p> <p>Key Grammar Components Present tense er Me gusta (n), me encanta (n) Present tense ir</p> <p>Key Cultural Concepts Murillo Breakfast in other countries Fruits/vegetables from America Fruits from Chile Popular snack in other countries</p> <p>Key On-going Assessments Prueba 3A-1 3A-2 3A-3 3A-4</p> <p>★ Common Assessment Examen del capitulo 3A</p> <p>Key Language Learning Continuum</p>	<p>REALIDADES 1 Capítulo 3B, p. 146a – 169</p> <p>Key Vocabulary Topics Food, Beverages. Health, exercise vocabulary Hunger, thirst, preference Agreement, disagreement</p> <p>Key Grammar Components Plural adjectives Verb ser</p> <p>Key Cultural Concepts El tianguis El mate (?) La Tomatina (?) Los Mercados Soccer & World Cup Herbal Remedies</p> <p>Key On-going Assessments Prueba 3B-1, 3B, 2 3B, 3 3B, 4</p> <p>★ Common Assessment Examen del capitulo 3B</p> <p>Key Language Learning Continuum</p>	<p>REALIDADES 1 Capítulo 4A, p. 170a – 195</p> <p>Key Vocabulary Topics Leisure activities Places Where you go, & with whom Things are done Where someone is from</p> <p>Key Grammar Components Verb ir Interrogative words</p> <p>Key Cultural Concepts _____ de Goya la plaza sport club and gyms tradition of going to the movies. Andean music Chants and songs Games from other countries</p> <p>Key On-going Assessments Prueba 4A-1, 4A-2 4A-3 4A-4</p> <p>★ Common Assessment Examen del capitulo 4a</p> <p>Key Language Learning Continuum</p>

PACING OVERVIEW: SPANISH 1-2

February 17 - March 8	March 9 – March 24	March 27 – April 14	April 24 – May 16
<p>REALIDADES 1 Capítulo 4B, p. 196a – 219</p> <p>Key Vocabulary Topics Leisure activities Adjectives how someone feels Expressions to extend, accept or decline invitations Expressions for what time something happens</p> <p>Key Grammar Components Ir + a + infinitive The verb jugar</p> <p>Key Cultural Concepts Paralympics Fiestas Rebecca Lubo Leisure activities</p> <p>Key On-going Assessments Prueba 4B-1 4B-2 4B-3</p> <p>★ Common Assessment Examen del capitulo 4B</p> <p>Key Language Learning Continuum</p>	<p>REALIDADES 1 Capítulo 5A, p. 220a – 245</p> <p>Key Vocabulary Topics Family members Parties</p> <p>Key Grammar Components Verb tener Possessive adjectives</p> <p>Key Cultural Concepts Family celebrations Carmen Losa Garcia Paper picado Spanish royal family Fco-Goya. Diego Rivera Spanish birth day card. Quinceañera Last names in other countries Papel picado</p> <p>Key On-going Assessments Prueba 5A-1, 5A-2 5A-3, 5A-4</p> <p>★ Common Assessment Examen del capitulo 5A</p> <p>Key Language Learning Continuum</p>	<p>REALIDADES 1 Capítulo 5B, p. 246a – 269</p> <p>Key Vocabulary Topics People Adjectives for people-things Expressions for feelings and needs Restaurants Table settings</p> <p>Key Grammar Components Verb venir, ser, estar</p> <p>Key Cultural Concepts Extended families Getting a servers attention Arroz con leche Menu del dia Fandango Santa Fe Cultural perspectives on meal times.</p> <p>Key On-going Assessments Prueba 5B-1, 5B-2, 5B-3 5B-4</p> <p>★ Common Assessment Examen del capitulo 5B</p> <p>Key Language Learning Continuum</p>	<p>REALIDADES 1 Capítulo 6A, p. 270a – 295</p> <p>NOTE: Delete many of the Cultural Concepts and extra activities in Capítulo 6 to leave time to INTRODUCE the PRETERITE tense of –ar verbs found in Capítulo 7B</p> <p>Key Vocabulary Topics Bedroom items Electronic equipment Colors Adjectives to describe things</p> <p>Key Grammar Components Comparatives/superlatives Stem-Changing verbs poder & dormir</p> <p>Key Cultural Concepts Salvador Dali Latin Grammy Awards Flags of the Spanish speaking world Mexican flag La siesta Luminaries</p> <p>Key On-going Assessments Prueba 6A-1, 6A-2, 6A-3, 6A-4</p> <p>★ Common Assessment Examen del capitulo 6A</p> <p>Key Language Learning Continuum</p>

PACING OVERVIEW: SPANISH 1-2

May 17 - June 1	June 2 -	Other TEACHER RECOMMENDATIONS
<p align="center">REALIDADES 1 Capítulo 6B, p. 296a – 319</p> <p align="center">NOTE: Delete many of the Cultural Concepts and extra activities in Capítulo 6 to leave time to INTRODUCE the PRETERITE tense of –ar verbs found in Capítulo 7B</p> <p>Key Vocabulary Topics Rooms in a house</p> <p>Key Grammar Components Affirmative tu commands The present possessive tense</p> <p>Key Cultural Concepts Arpilleras El patio Percentage of people living in houses and apartments in Caracas Venezuela Cinderella Cultural perspectives on architectural features</p> <p>Key On-going Assessments Prueba 6B-1, 6B-2, 6B-3, 6B-4</p> <p>★ Common Assessment Examen del Capitulo 6B</p> <p>Key Language Learning Continuum</p>	<p align="center">REALIDADES 1</p> <p align="center">INTRODUCE the PRETERITE tense of –ar verbs found in Capítulo 7B</p>	<p>Due to the volume of material in <i>Realidades 1</i>, most teachers will only be able to cover through Capítulo 6B. The Spanish 3-4 book, <i>Realidades 2</i>, begins with a bridge unit that reviews the first year material and makes a smooth transition into second year.</p> <p>However, the author HIGHLY RECOMMENDS that students be introduced to the preterite of –ar verbs in Capítulo 7B at the end of Spanish 1-2 or Spanish 2, even if it means deleting many of the cultural activities in Capítulo 6.</p> <p>For increased time, LBUSD teachers also recommend minimizing or deleting many of the activities in the <i>¡Adelante!</i> Section at the end of each capítulo.</p> <p><i>Videomisterio</i>: teachers recommend: Begin showing segments even before the text indicates. View segments after taking tests or on minimum days. Use segments as motivational tools. Students should be held accountable for at least one of the points in the segment.</p>

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles to reinforce reading, writing, listening and speaking skills such as:

- Communicative-based language acquisition strategies
- TPR (Total Physical Response)
- Cooperative Learning Groups
- Games, Songs, Dances
- Role-Playing
- Comprehensible Input (i+1) to involve students in active communication.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Model of Lesson Design Using Task Analysis	
<p>Essential Elements of Effective Instruction</p>	<ul style="list-style-type: none"> ➤ Anticipatory Set ➤ Objective ➤ Standard Reference ➤ Purpose ➤ Input ➤ Modeling ➤ Check for Understanding ➤ Guided Practice ➤ Closure ➤ Independent Practice





















Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.
















Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT		
	Oral	Written	Gestures
• Recall	• Pair/Share	• Restate in Journals/Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Manipulatives
• Observe	• Choral Response	• Graphic Organizers	• Stand up/Sit down
• Consider	• Give one, Get One	• Folded Paper	• Point to Examples
	• "Foggiest" point	• Ticket Out of Class	• Games (i.e., Slap, etc.)
	• Socratic Seminar		
	• Cooperative Discussion Groups		

Literacy and Differentiation Strategies:

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

Reading Strategies in Foreign Language	Writing Strategies in Foreign Language	Differentiation for Advanced Learners
<ul style="list-style-type: none">  Learning Logs  Pre-teaching  Vocabulary  Pre-reading  Text Structures  Trail Markers  Reciprocal Teaching  Functional Text  Anticipation Guide 	<ul style="list-style-type: none">  Graphic Organizers  Cloze Exercises  Brainstorming  Idea Wave  Sentence Starters  Directed Paraphrasing  Freewriting  Drafts, Revisions, Final Versions  Peer/Group Editing  Write Arouds  Gallery Walks 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Compacting <input checked="" type="checkbox"/> Tiered Assignments <input checked="" type="checkbox"/> Flexible Grouping <input checked="" type="checkbox"/> Acceleration <input checked="" type="checkbox"/> Depth and Complexity <input checked="" type="checkbox"/> Independent Study

Specific Strategies for Reteaching & Differentiation for Struggling Readers
<ul style="list-style-type: none">  Read test items out loud (when the discrete testing point is a vocabulary word or grammatical structure)  List multiple choice distractors vertically  Retake test with questions scrambled from <i>Test Bank CD-ROM</i>  Access the online text for additional, unique practice  Model and begin homework assignments in class  Implement Reader's Theater  Role-play communicative scenarios  Choose a key project (found in each chapter) to reinforce material  Extended practice with audio CDs with students having the scripts in front of them (scripts found in <i>Teacher's Resource Book</i>)  Write all assignments on board  Provide extra "think time" before you have students respond  Allow for oral examinations  Use closed-captioned version of the Video Program  Try an alternative testing format for test practice (see alternative versions on the <i>Assessment Program</i> and <i>Test Bank CD-ROM</i>)  Utilize the Review and Remediation sections in the <i>Assessment Program</i>

SPECIFIC DIFFERENTIATION for REALIDADES 1 or REALIDADES A or B

In addition to the suggestions in the page wrap-arounds in the Teacher Edition of the Realidades 1 or Realidades A & B Books, teachers have identified the following differentiation activities for students who progress at a faster pace:

- Page # xvi Travel pamphlet for a Latin country: each student researches and creates pamphlet to share with class
- Page # xvii Focusing on 5 aspects (any): food, culture, religion, education, government
- Page #56 Identify a famous Latino/a and research to present to the class (give a list, cut up names, pick out of bowl)
- Page #76 Letter to a friend or a postcard
- Page #80 Class list of cognates and word wall
- Page #240 Papel picado with write-up: along with their design is a ½ page description
- Page #242 Mini-dramas: actuaciones, role playing
- Page #246 Our Recipe Book: composing a book full of recipes in Spanish
- Page #252 Sentence strips: sequencing-creating scripts to be matched to each picture
- Page #259 With Arroz Con Leche: extension lessons on multiple uses of both “rice” and “milk”- keep a running list
- Page #264 Mix “n” Match: different food for different Spanish-speaking countries and when they are eaten. (Who eats more rice? Breakfast? Lunch? Dinner? All?)
- Page #270 My Ideal House Project: students are assigned different rooms of the house to describe-put all together to compose 1 house (like a puzzle)
- Page #277 Riddle Me This and Riddle Me That: each student composes a riddle and reads aloud
- Page #279 Music Appreciation: Play a CD and have a vocabulary drill with lyrics
- Page #287 Compare and Contrast Architectural Designs: magazine cut-outs and ID what country they are from etc.
- Page #289 How do we communicate: T-chart oral presentation re: technological advancements in different countries and then compose venn- diagram
- Page #292 Current Events: encourage students to document a story by extracting the cognates from the document or the news

MATERIALS USED TO TEACH THE COURSE:

Basic Text: *Realidades, 1*, Prentice-Hall; 2004

The Basic adoption includes the following *Realidades 1* materials:

- California Teacher's Edition
- Student workbooks (one for every student per the life of the adoption)
- Writing, audio & video workbook (on Teacher Express CD-ROM)
- Grammar Study Guide
- Teacher Resource Book
- TPR Storytelling
- Assessment Program
- Computer Test Bank with CD-ROM
- Vocabulary & Transparencies Book
- Answers Transparencies
- Fine Art Transparencies
- Video Program (VHS or DVD)
- Audio Program (22 CDs)
- Companion Web Site
- Mind Point Quiz site
- Interactive Text on CD-Rom

Supplemental Materials:

The adopted program includes extensive teaching, practice, review, remediation, games and project opportunities. Teachers will need to choose amongst these activities carefully to maintain the pace of the program. Therefore, the use of supplemental material beyond the *Realidades, 1* should be minimal and may involve use of:

- Foreign Language career development information
- Current events in a Spanish periodical
- Realia (e.g., cereal boxes, magazine advertisements, brochures) from the Spanish-speaking community
- Manipulatives for role playing
- Music

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to unit tests, cumulative tests (end-of-course exam), quizzes, homework, classwork.

Materials	Diagnosis	Monitor	Evaluate
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Materials	Diagnosis	Monitor	Evaluate
Realidades Book 1 (with ancillaries)	✓ Placement Test	<ul style="list-style-type: none"> ✓ On-going text-embedded tasks ✓ Chapter Quizzes ✓ End-of-chapter Chapter Checklist ✓ Self-Assessment Worksheet ✓ Portfolios ✓ Review and Remediation Support 	<ul style="list-style-type: none"> ✓ Chapter Tests ✓ Cumulative Tests ✓ Mid-Year & End-of-Course Exams <i>(to be created in Summer/Fall 2006)</i>

Overview of Classroom-Embedded and End-of-Course Assessment Tools

Assessment	Description	Purpose
Placement Test	This is a two-page placement test which covers the main content of the course and has sections for listening, reading, writing, and speaking. There are assessment rubrics for the writing and speaking performance tasks.	Performance tool to assess discrete linguistic skills and oral application of integrated skills in an open-ended manner to assure that the students' linguistic proficiency in the target language is aligned with the level of the course.
On-going text-embedded tasks	Listening, speaking, reading, and writing activities (including oral presentations, role-playing, practice sheets, projects, cultural aspects) occur at any point in the instructional sequence in relation to the Language Learning Continuum stage. These can be found in the Student book, Practice Workbook, the Writing, Audio and Video Workbook, MindPoint Quiz Show, and on-line Interactive Textbook practice activities	Achievement and Performance tool to systematically check for comprehension of discrete linguistic skills or of application of many integrated skills in an open-ended manner.
Rubrics	Assessment rubrics based on the Language Learning Continuum are included for the writing and speaking performance tasks for: Activities & projects in each chapter; each Chapter Test; each Cumulative Test; and the Placement Test	A tool to inform students of the criteria and descriptors that will be used to evaluate their Performance-based activities and tests in a systematic way.
Chapter Quizzes (Pruebas)	Each chapter contains two quizzes for vocabulary (the first assesses at the recognition level and the second at the production level) and one grammar quiz per concept.	Achievement tool to systematically check for comprehension of discrete linguistic skills and cultural aspects as a formative assessment. It also provides additional practice for multiple-choice items and writing a response to a prompt in a testing situation.
End-of-chapter Chapter Checklist	At the end of each chapter, there is a two-page summary of the key vocabulary, grammar, listening and speaking, including practice tasks similar to those found on the exam and reference pages if review is necessary.	Performance tool to check for students to check for comprehension of key skills and cultural concepts for the proficiency section of the Chapter Exam.
Self-Assessment Worksheet	Each chapter has a two-page Self-Assessment worksheet for the students to complete. Components include: self-evaluation of mastery of content, personal participation, connections to other classes, learning strategies used, reflections of most and least favorite parts, and observations about new information on cultural aspects of the cultures studied.	The Self-Assessment tool allows students to become independent evaluators of their own progress and to take more responsibility for their learning.
Chapter Tests	Each chapter has a Chapter Test which includes sections on listening, speaking, reading, writing and cultural understanding.	Achievement and Performance tool to evaluate discrete linguistic skills and the application of many integrated skills in an open-ended manner as a summative assessment. It also provides additional practice for multiple-

Assessment	Description	Purpose
		choice items and writing a response to a prompt in a testing situation.
Cumulative Tests	There are two cumulative exams, one at the end of Theme 4 and the other at the end of Theme 9. Each includes sections on listening, speaking, reading, writing and cultural understanding.	Achievement and Performance tool to evaluate discrete linguistic skills and the application of many integrated skills in an open-ended manner as a comprehensive summative assessment. It also provides additional practice for multiple-choice items and writing a response to a prompt in a testing situation.

Grading Policy

A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade

Department Chairs' 2005 – 2006 recommendations:

Chapter Tests	35% - 40%
Quizzes	15% - 20%
Cumulative Tests such as Final Exams and common assessments	5% - 10%
Oral Participation	15% - 20%
Classwork (other than Oral Participation)	5% - 10%
Homework (10% maximum)	5% - 10%
Notes/Projects/Portfolio	5% - 10%

NOTE: Foreign Language Department Chairs of 2005-2006 were in consensus that misconduct will be reflected in other portions of the report card, not as part of the academic grade

Standard Grading Scale

- A =** 90% - 100%
- B =** 80% - 89%
- C =** 70% - 79%
- D =** 60% - 69%
- F =** Below 60%

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