

Glendale Unified School District

Middle School

October 11, 2022

Department: World Languages and Cultures

Course Title: Exploring Spanish

Course Code: 8217G2

Grade Level(s): 6-8

School(s)

Course Offered: Roosevelt Middle School, Rosemont Middle School, Toll Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: Asi Se Dice! Level 1

Course Overview: Exploring Spanish is an introductory course for students new to the language. The three modes of communication standards, interpersonal, interpretive, and presentational, outlined by the California World Languages Standards, will be addressed to build skills at the novice proficiency level. Thematic units will highlight the cultures, food, holidays, and traditions of Spanish speaking countries around the world, as well as various aspects of daily life. Students will also develop an understanding of culturally appropriate greetings and will be encouraged to communicate with commonly used phrases, expressions, and exchanges, building a foundation for continued studies in Spanish.

California Common Core State Standards:

A. Reading Standards for Informational Text (RI) Grades 6-8 Students

1. RI 7: Integrate information presented in different media or formats (i.e. visually or quantitatively) as well as in words to develop a coherent understanding of a topic or an issue

B. Writing Standards (W) Grades 6-8 Students

1. W 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

C. Speaking and Listening Standards (SL) Grades 6-8 Students

1. SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6, 7, or 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
2. SL 2: Interpret information presented in diverse media and formats (i.e. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. SL 5: Include multimedia components (i.e. graphics, images, music, sound) and visual displays in presentations to clarify information, emphasize salient points, strengthen claims and evidence, and add interest.

World Languages Standards Language Standards (K-12)

A. Communication

1. WL.CM1.N: Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics.
2. WL.CM2.N: Participate in real-world spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.
3. WL.CM3.N: Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.
4. WL.CM4.N: Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable

common daily settings within target language communities in the United States and around the world.

5. WL.CM5.N: Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence level elements (i.e. morphology and/or syntax).
6. WL.CM6.N: Communicate about familiar common daily topics using words, phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology, ASL parameters, and very basic sentence level elements (i.e. morphology and/or syntax).
7. WL.CM7.N: Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence level elements (morphology and/or syntax) of the languages known.

B. Cultures

- a. WL.CL1.N: Use age-appropriate gestures and expressions in very familiar common daily settings.
- b. WL.CL2.N: Experience, recognize, and explore the relationship among typical, age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.
- c. WL.CL3.N: Identify some similarities and differences among very familiar common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.
- d. WL.CL4.N: Identify cultural borrowings.

II. Assessments

Various formative and summative assessments will be conducted throughout the course. Some of the assessment tools will be:

1. Quizzes and unit tests measuring expressions, vocabulary, and reading comprehension
2. Homework assignments that reinforce skills taught in class
3. Presentations that measure understanding of units of study and speaking skills at the novice level
4. Listening comprehension quizzes
5. Projects that are accompanied by a clear set of objectives on rubrics

Unit 1: Spanish for Daily Life

(4 weeks)

Essential Question: How do I introduce myself? What are familiar phrases and words I need to express myself and interact with others?

Students will learn about the basic ways to greet each other and make introductions. They will understand how to use expressions of courtesy in conversation. In this unit, they will also be introduced to the alphabet, numbers in order to count to 100, weather-related words, and dates and the calendar. They will also know how to talk about their emotions and feelings, using the verbs *ser* and *tener*.

Unit 2: School and Learning

(3 weeks)

Essential Question: What is my school community like? How do I engage with others at school?

Within the unit, students will be able to talk about their classes and their schedules. They will understand how to ask questions, follow directions, and learn the language they would use in a school setting.

Unit 3: Family and Friends

(3 weeks)

Essential Question: Who are my family and friends? How would I describe them?

Students will learn the names of family members such as grandparents, uncles and aunts, and siblings, as well as learn adjectives to describe them. Students will understand what family life is like in Spanish speaking cultures and what celebrations they share together. Friend relationships and marriage traditions will also be introduced.

Unit 3: Food and Dining

(3 weeks)

Essential Question: What are foods we eat throughout the day and on special occasions?

Students will be introduced to vocabulary associated with different meals in the day and also learn what foods accompany special days and occasions in the year.

Unit 4: Spanish Around the World

(3 weeks)

Essential Question: Where is Spanish spoken? What are those countries' cultures, customs, and traditions?

Students will explore the countries all over the world that speak Spanish. They will learn about the geography, history, and famous citizens of each country, and also be introduced to their culture, customs, traditions through media, music, art, and games.