

The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national World Readiness Standards for Learning Languages.

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through development of interpersonal, presentational and interpretive skills.
- Develop an understanding of the target culture.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

SPANISH I U: COURSE #564

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: None

Proficiency Target for Course: Novice high

Target skills

- Recognize and use vocabulary with ease when using prompts about the practiced unit of study.
- Recognize, speak, and write using a variety of practiced/ memorized words, phrases, and simple sentences.
- Recognize and identify main ideas supported by details.
- Recognize and use context clues and cognates to understand a text.
- Recognize and begin to recombine some memorized language to keep the conversation going.
- Recognize and ask for repetition and/or clarification.
- Recognize and try to create original sentences.

Example thematic units/Vocabulary/Structures to support growth toward target

| <u>Example Themes</u> | <u>Essential Questions</u> | <u>Learning Objectives</u> |
|---|---|--|
| Comparing myself to others How people spend their free time World Cup and other sports School systems Mexican art Food of the Spanish speaking world Quinceanera and other coming-of-age celebrations | How are we all unique? How do sports vary in different countries? How do school schedules and classes vary and reflect cultural values? | I can say how I am feeling. I can ask and tell someone my age. I can summarize the contributions of famous Latinos. I can identify different weather conditions based on locations. |

Vocabulary Addressed

weather, descriptions, age (numbers), days of the week, months of the year, weather conditions, past-time activities, frequency words, foods, sports, classes, feelings, clothing, family members

Structure for communication

present tense (starting with the first person; then comparing the first person to another person)

Assessed Skills for Communication

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.