



This syllabus is designed to inform Level 1 PSP students and parents of the World Language Standards, course materials, student requirements, benchmarks, instructional pacing, and assessments required for success in the *Spanish 1 PSP* course.

GOALS FOR PPS WORLD LANGUAGE STANDARDS

Overall goals for PPS students of Spanish:

1. **Communicate** at the “Proficient”* level or higher.
2. Relate **cultural** information at the “Proficient” level or higher.
3. Communicate with Spanish-speaking **communities** at the “Proficient” level or higher.

COURSE MATERIALS

Humbach, Nancy, Sylvia M. Velasco, Ana B. Chiquito, Stuart Smith, John McMinn.
¡Exprésate! – Spanish 1A, Orlando: Holt, Rinehart, and Winston, 2006.

COURSE DESCRIPTION

At this level the primary emphasis is on developing listening and speaking skills in Spanish. Students talk about everyday situations using simple questions and short answers at the phrase or sentence level. Cultural awareness of the world where Spanish is spoken is an integral component of the course. This accelerated course provides opportunities for student enrichment. Classes meet five times a week in a sequential Spanish program.

STUDENT REQUIREMENTS

Students taking this course will be expected to:

- attend class in compliance with the school district attendance policy.
- come to class prepared to work with a textbook, notebook, and pencil.
- speak Spanish with the teacher and classmates.
- write in Spanish (journal and letter writing, e-mail).
- pay attention in class.
- ask questions when necessary.
- study, practice, learn new words and phrases, and review daily.
- do homework, complete assignments, and satisfactorily pass quizzes and tests.
- reinforce classroom activities using library and/or technology.
- interact with community members and utilize community resources.

* See page 4 for a description of levels.

CONTENT PERFORMANCE BENCHMARKS

Academic Objectives	Content By the end of Level 1, students will know:	Learning Indicators By the end of Level 1, students will be able to:
Communicate in Spanish. <ul style="list-style-type: none"> ▪ Interpersonal (speaking/writing) ▪ Interpretive (listening/reading) ▪ Presentational (to an audience) 	<ul style="list-style-type: none"> ▪ classroom commands, needs, objects ▪ alphabet ▪ date and time ▪ personal information (age, address, phone number) ▪ feelings ▪ leisure time activities ▪ basic physical traits ▪ numbers to 100 ▪ countries and nationalities 	<ul style="list-style-type: none"> ▪ understand and perform simple commands and requests. ▪ list, recite, and name at the word level. ▪ respond with words, phrases, or sentences. ▪ ask and respond to simple questions. ▪ make simple comparisons, e.g., opposites. ▪ give/follow directions. ▪ perform a song, tongue twister, or rhyme. ▪ give a short presentation.
Relate cultural information of Spanish-speaking countries.	<ul style="list-style-type: none"> ▪ basic appropriate social conventions (greetings) ▪ countries 	<ul style="list-style-type: none"> ▪ demonstrate appropriate cultural practices.
Communicate with individuals from Spanish-speaking communities .	<ul style="list-style-type: none"> ▪ activities ▪ sports ▪ weather 	<ul style="list-style-type: none"> ▪ ask and respond to simple questions. ▪ demonstrate appropriate cultural practices.
Analyze the concepts of culture and nature of language through comparisons of Spanish and English.	<ul style="list-style-type: none"> ▪ cognates ▪ prefixes/suffixes ▪ root words ▪ greetings ▪ forms of address 	<ul style="list-style-type: none"> ▪ identify cognates. ▪ ask and respond to simple questions. ▪ identify parts of speech.
Connect with other disciplines through the use of Spanish.	<ul style="list-style-type: none"> ▪ math problems ▪ currency conversion ▪ weather ▪ map skills ▪ metric system 	<ul style="list-style-type: none"> ▪ convert Celsius to Fahrenheit. ▪ identify Spanish-speaking countries. ▪ convert foreign currency.

CONTENT PACING GUIDE

First Semester	Second Semester
▪ greet and bid farewell	▪ express possession
▪ respond to basic classroom commands	▪ name at least 20 daily and weekend activities
▪ say the Spanish alphabet and spell words with it	▪ discuss academic schedules
▪ state the date	▪ name 10 recreational locations
▪ name at least 10 foods and/or drinks	▪ state basic family information
▪ state basic information about self — name, age, address, phone number,	▪ name the rooms/items/chores of the house
▪ identify at least 10 Spanish-speaking countries on a map	▪ prepositions of place
▪ ask for at least 10 classroom objects	▪ ask for directions and give simple commands
▪ describe the physical appearance of self and others	▪ invite a friend out
▪ say numbers 0 – 100	▪ ask about and tell time
▪ use of interrogatives	▪ ask for things in the classroom
	▪ identify cultural similarities and differences about food
	▪ state how frequently they do things
	▪ perform simple, classroom commands
	▪ express like and dislikes
	▪ express needs and/or wants

CLASSROOM ASSESSMENTS

Students will be assessed in speaking, listening comprehension, reading, writing, and cultural awareness. Students will be evaluated in multiple ways including written tests, oral tests, quizzes, presentations, daily class participation, writing samples, speaking samples, and homework.

Assessment Examples

The following are examples of performance tasks that may be used to assess listening comprehension, speaking, reading, and/or writing:

- prepare a short skit taking place in a school (speaking)
- listen to a description of a classmate's schedule and identify the times and locations of the classes (listening comprehension)
- read a message from an e-pal describing different classes and indicate what he likes and dislikes (reading)
- write a short paragraph about a favorite subject (writing)

Assessment Checklist

Student progress in demonstrating the ability to speak Spanish will be marked on the *PPS Novice/Proficient Level Checklist* that corresponds to the topics listed above. Students, teachers, and parents may use the checklist to see what students have learned in relation to the World Language Speaking (**Communication**) Standard.

DISTRICT-WIDE ASSESSMENTS

PPS Multi-Mode Assessment

Students in Levels 1 and 2 will take the *PPS Online Multi-Mode Assessment* at the beginning and the end of Levels 1 and 2. Students will be assessed on their listening and reading skills. The assessment is based upon textbook content.

PPS ORALS Assessment

Students in Level 1 will prepare for the *PPS Online Ratings Assessment for Language Students (PPS ORALS)*, which they will take at the end of Level 3. They will have numerous opportunities in the classroom for oral practice. It is expected that by Level 3 students will attain a "Proficient" rating. It is recommended that students continue with the study of Spanish beyond Level 3 to obtain a rating of "Proficient Plus" or "Distinguished" by their senior year. For a description of these ratings, please see *PPS ORALS Proficiency Scale* on the following page.

PPS ORALS PROFICIENCY SCALE

Goal Levels	AUDIENCE	RESPONSE TYPES	TOPICS	ACCURACY
Intermediate High <i>Distinguished</i>	Can generally be understood (even by those <i>not accustomed</i> to dealing with language learners)	Responds using some simple paragraph-length discourse*, begins to narrate, describe, summarize, and compare or contrast—but cannot sustain it	Handles complicated communicative tasks with some degree of success; can initiate, sustain, and close a general conversation about many different concrete topics	Converses more than 50% of the time in paragraph-length discourse with connector words such as <i>first, second, therefore, before, afterwards, then, etc.</i> ; narrates and describes in past, present, and future time; uses comparative expressions; speaks with few pauses.
Intermediate Mid <i>Proficient Plus</i>	Can be understood by a <i>native speaker who is accustomed</i> to dealing with language learners	Responds by creating** a variety of more complex sentences and questions, can sustain basic communicative tasks and participate in short conversations	Handles survival topics and a variety of social situations, e.g., courtesy and social requirements such as: accepting / refusing invitations, greetings, introductions, making meeting arrangements, etc.	Creates complex sentences that have dependent clauses with connector words such as <i>which, that, when, because, etc.</i> ; gives and asks for information in the present tense; uses question words, negation, some noun / adjective agreement, and subject / verb agreement
Intermediate Low <i>Proficient</i>	Can be understood by a <i>person who is accustomed</i> to dealing with language learners	Responds by creating a variety of simple sentences and questions; can minimally sustain simple, basic communicative tasks; can give very simple descriptions	Handles a limited number of social situations and basic survival topics, e.g., order a meal, ask for and give directions to a place, get a hotel room, get transportation, get help for health problem, etc.	Creates simple sentences; gives and asks for information in the present tense; creates 3-4 different types of questions, some negation, some noun / adjective agreement, and some subject / verb agreement; gives simple directions
Novice High <i>Partially Proficient</i>	Can be understood (<i>with some difficulty</i>) by person who is accustomed to dealing with language learners	Responds by creating some simple sentences but still relies heavily on learned material, no real autonomy of expression	Talks about self in a limited way including some basic likes and dislikes, identifies basic objects, places, some kinship terms	Creates very simple sentences more than 50% of the time with limited subject / verb agreement
Novice Mid	<i>Is difficult to understand</i> even by listeners who are very sympathetic to language learners	Responds with words and memorized phrases, some recombined sentences, lists, naming (more than 50 words, phrases, memorized sentences)	Produces memorized vocabulary in basic contexts, e.g., numbers, colors, dates, pets, clothes, weather, activities, time, sports, greetings and leave taking, foods, family, workers, home	Enumerates; lists words and phrases, names, recites, says memorized sentences; demonstrates little or no grammatical usage
Novice Low	<i>Is very difficult to understand</i> even by listeners who are very sympathetic to language learners (such as world language teachers)	Responds with isolated words and a few memorized phrases (more than 15 words, phrases, memorized sentences)	Produces limited vocabulary in very limited contexts	Produces vocabulary at the word or phrase level, no evidence of correct grammatical usage
No Rating	Student demonstrates no ability to use the second language (less than 15 words, phrases) or non-ratable sample			

* Paragraph-length discourse = It is likely to be a paragraph if the sentences have to stay in the original sequence to make sense. If the sentences can be rearranged and still make sense, then it is not a paragraph.

** Creating = original sentences that are not memorized, not lists

Please note: Each higher level subsumes all levels below.

There are additional (higher) levels on the ACTFL Scale: Advanced Low, Advanced Mid, Advanced High, and Superior.

For more information about the PPS World Language Program, see
<http://www.pps.k12.pa.us/143110127103037750/site/default.asp?143110127103037750nav=1372&nodeid=1372>