



Department of Teaching & Learning
Parent/Student Course Information

SPANISH I
(FL 5510)

One credit, One year
GRADES 7-8

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students begin the sequential development of all communicative skills in Spanish. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Spanish II

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I or Latin I (Grades 6-12), German I, Japanese I (Grades 7-12) or Russian (Grades 9-12)

REQUIRED STUDENT TEXTBOOK

¡Avancemos!, Level 1 (Houghton Mifflin, 2013)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

SPANISH I

GOALS AND STANDARDS

Interpersonal Communication

- SI.1 The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask and answer questions about familiar topics, such as family members, personal belongings, school, and leisure activities, time, and weather.
- SI.2 The student will sustain brief oral and written exchanges in Spanish, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
 2. Use proper formal and informal forms of address in familiar situations.
 3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

Interpretive Communication: Listening and Reading for Understanding

- SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.
1. Identify key words, cognates and some formulaic expressions when listening and reading.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and formulaic expressions with significant contextual support.
 3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.
- SI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among basic types of statements, questions, and exclamations.
 2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.

Presentational Communication: Speaking and Writing

- SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
 2. Present basic information about topics such as oneself, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.
 3. Demonstrate increasing attention to accurate intonation and pronunciation.
 4. Demonstrate increasing attention to accurate word order, punctuation, accents and other

diacritical marks, and spelling.

5. Write simple sentences on familiar topics in short paragraph style.

SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate coherent ideas using appropriate visual and technological support.

Cultural Perspectives, Practices and Products

SI.7 The student will develop an awareness of common perspectives, practices, and products of Spanish-speaking cultures.

1. Identify main viewpoints of the cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.
2. Identify key customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify important historical and contemporary individuals and groups associated with significant events from Spanish-speaking cultures.
4. Identify some products of Spanish-speaking cultures, for example, natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.

SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures studied are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of Spanish speakers reflect Spanish-speaking cultures, such as the concepts of the extended family, a girl's 15th birthday, and typical foods.
2. Identify major cities, regions, and geographical features in Spanish-speaking countries and the reasons they are significant in the cultures of those countries.

Making Connections through Language

SI.9 The student will connect information about the Spanish language and Spanish-speaking culture(s) with concepts studied in other subject areas.

1. Identify the use of Spanish language and cultures in other subject areas.
2. Relate content from other subject areas to topics discussed in Spanish class, such as current events from Spanish-speaking countries or regions or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Linguistic and Cultural Comparisons

SI.10 The student will compare basic elements of the Spanish language to those of English and other languages.

1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.
2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.

SI.11 The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures and those of the United States.

1. Compare patterns of behavior and interaction found in the United States with those found in Spanish-speaking societies.
2. Recognize differences in social practices and personal interactions among cultures.
3. Recognize unique elements of the student's own culture.

Interacting in School and Global Communities

SI.12

The student will use Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational and occupational purposes.

1. Find the present examples of the Spanish language and Spanish-speaking cultures gathered from interaction with Spanish speakers, authentic media, and technology.
2. Use resources, such as individuals and organizations the community or accessible through technology, to gain information about the Spanish-speaking world.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Kelly.Arble@vbschools.com.

vbschools.com
your virtual link to Hampton Roads' largest school system



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

(Rev. 8/2021)