

West Windsor-Plainsboro High School World Language Program

World Languages Education in the 21st Century

New Jersey Core Curriculum Content Standards (2009)

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Spanish One

Spanish One is a communicative course for students beginning their World Language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Spanish-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Ven conmigo Level 1*: Humbach & Ozete; Holt, Reinhart and Winston, 2003.
- *¿Qué tal?* magazines
- *Realidades 1*: Boyles, Met, Sayers & Wargin; Prentice Hall.

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Manage successfully a number of uncomplicated communicative tasks in straightforward social situations
- Give basic personal information
- Identify people, places, objects and activities in daily life
- Talk about preferences
- Respond to simple, direct questions or requests for information
- Sometimes respond in intelligible sentences, but not be able to sustain sentence level discourse
- Express personal meaning by relying on learned phrases or re-combinations of these
- Generally be understood by sympathetic interlocutors used to non-natives
- Comprehend short conversations and brief written messages on familiar topics
- Describe in writing people and things from their home/school lives

- Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing

Students will be able to perform tasks such as:

- Talking about themselves by giving basic personal information and descriptions
- Describing their family and friends
- Identifying parts of their home and the things inside it
- Expressing preferences, needs and wants
- Describing their daily routine, including their school schedule, chores and free-time activities
- Describing the weather
- Telling time
- Ordering food in a restaurant

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, role-play situations, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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Spanish Two

Spanish Two is a communicative course for students continuing their World Language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Spanish-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Ven conmigo Level 2*: Humbach & Ozete; Holt, Reinhart and Winston, 2003.
- *Realidades Levels 1 & 2*: Boyles, Met, Sayers, Wargin; Pearson/Prentice Hall, 2004.
- Spanish magazines and newspaper articles, short stories.

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Communicate effectively, but may have some patterns of error in the present tense
- Use and understand learned expressions, sentences, and some strings of sentences when speaking and listening in face-to-face conversations
- Ask questions to obtain simple information to satisfy basic needs
- Create with the language to express meaning relying on learned phrases or a recombination of learned phrases
- Have conversations concerning concrete exchanges and predictable topics necessary for survival
- Understand and retain most key ideas and some supporting detail when reading and listening
- Create simple paragraphs when writing with some patterns of error

Students will be able to perform tasks such as:

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Describe feelings, emotions, physical needs
- Maintain a face-to-face conversation
- Comparing the cultures of Spanish-speaking countries with American culture on various topics
- Talk about past activities in a general context
- Express opinions and preferences

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, role-play situations, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
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Spanish Three Honors

Spanish Three Honors is a communicative course for students continuing their world language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Spanish-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Ven conmigo Level 3*: Humbach & Ozete; Holt, Reinhart and Winston, 2003.
- *Realidades Level 3*: Boyles, Met, Sayers, Wargin; Pearson/Prentice Hall, 2004.
- *Spanish Three Years*: Second edition. Nassi & Levy; Amsco School Publications, 2007
- Spanish magazines and newspaper articles, short stories.

Language Expectations/Proficiency Targets

This is an honors class. Therefore, the students are expected to perform these tasks in depth and with greater accuracy.

Throughout the course of the year, students will be expected to:

- Communicate effectively, with accuracy in the present tense and emerging control of other time frames
- Use learned expressions, strings of sentences, and some paragraph length speech when speaking
- Understand and retain most key ideas and supporting details when reading and listening
- Demonstrate control of an expanding number of familiar words and phrases when writing
- Understand listening tasks pertaining to face-to-face conversations, some telephone conversations, and simple media announcements
- Ask a variety of questions to obtain simple information to satisfy basic needs

- Create with the language in straightforward social situations and participate in simple conversations on topics beyond the most immediate needs
- Have conversations concerning concrete exchanges and predictable topics necessary for survival
- Create simple paragraphs when writing
- Generally use culturally appropriate behavior in social situations

Students will be able to perform tasks such as:

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Describing stereotypes and why they exist
- Giving advice concerning high school life and discussing strategies on how to reduce stress
- Identifying and exploring different volunteer opportunities abroad and practicing key survival skills
- Sharing opinions concerning how technology influences their daily lives in the present and the future
- Discussing and expressing opinions and feelings concerning themes in art and literature as related to their lives as teenagers

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, role-play situations, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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Spanish Three

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Resources:

- *Ven conmigo Level 3*: Humbach & Ozete; Holt, Reinhart and Winston, 2003.
- *Realidades Level 3*: Boyles, Met, Sayers, Wargin; Pearson/Prentice Hall, 2004.
- *Spanish Three Years*: Second edition. Nassi & Levy; Amsco School Publications, 2007
- Spanish magazines and newspaper articles, short stories.

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Communicate effectively, but may have some patterns of error in the present tense
- Use and understand learned expressions, sentences, and strings of sentences when speaking and listening in face-to-face conversations
- Ask a variety of questions to obtain simple information to satisfy basic needs
- Create with the language in straightforward social situations
- Have conversations concerning concrete exchanges and predictable topics necessary for survival
- Understand and retain most key ideas and some supporting detail when reading and listening
- Create simple paragraphs when writing

- Generally use culturally appropriate behavior in social situations

Students will be able to perform tasks such as:

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Giving advice concerning high school life and discussing strategies on how to reduce stress
- Identifying and exploring different volunteer opportunities abroad and practicing key survival skills
- Sharing opinions concerning how technology influences their daily lives in the present and in the future

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, role-play situations, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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Spanish Four Honors

Spanish Four Honors is a communicative course continuing their world language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Spanish-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Pacesetter Spanish: ¿Nos Conocemos?:* The College Board, 1988.
- *En Marcha:* Díaz & Nadel; Prentice Hall, 2001

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- handle a variety of communicative tasks with few pauses
- participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance
- demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but may have some difficulty maintaining these time frames
- handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar
- use communicative strategies such as rephrasing and circumlocution
- contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion
- be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement.

Students will be able to perform tasks such as:

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Discussing current affairs such as immigration and its effect on our society, state opinions, and suggesting solutions
- Describing and reflecting upon the diversity of the Hispanic world through art and literature
- Discussing cause and effect of the impact of the encounter between Spain and the New World
- Sharing opinions and defending points of view concerning how heroes embody our values and ideals

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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Spanish Four

Spanish Four is a communicative course continuing their world language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Spanish-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Pacesetter Spanish: ¿Nos Conocemos?:* The College Board, 1988.
- *Spanish Three Years:* Second edition. Nassi & Levy; Amsco School Publications, 2007

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Communicate effectively, but may have some patterns of error in the present tense with emerging control of other time frames
- Use and understand learned expressions, sentences, and strings of sentences when speaking and listening
- Listening tasks pertain to face-to-face conversations, and also some telephone conversations, and simple media announcements
- Ask a variety of questions to obtain simple information to satisfy basic needs
- Create with the language in straightforward social situations and participate in simple conversations on topics beyond the most immediate needs
- Have conversations concerning concrete exchanges and predictable topics necessary for survival
- Understand and retain most key ideas and some supporting detail when reading and listening
- Create simple paragraphs when writing
- Generally use culturally appropriate behavior in social situations

Students will be able to perform tasks such as:

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Discussing current affairs such as immigration and its effect on our society and state opinions
- Describing and reflecting upon the diversity of the Hispanic world through art and literature
- Identifying and describing the impact of the encounter between Spain and the New World

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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Spanish Five

Spanish Five is a communicative course continuing their World Language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Spanish-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Pacesetter Spanish: ¿Nos Conocemos?:* The College Board, 1988.
- *Spanish Three Years:* Second edition. Nassi & Levy; Amsco School Publications, 2007.

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Communicate effectively with some patterns of error in the present tense with emerging control of other time frames
- Use learned expressions, strings of sentences, and some paragraph length speech when speaking
- Comprehend face-to-face interactions and simple media announcements
- Ask a variety of questions to obtain simple information to satisfy basic needs
- Create with the language in straightforward social situations and participate in simple conversations on topics beyond the most immediate needs
- Understand and retain most key ideas and supporting details when reading and listening
- Demonstrate control of an expanding number of familiar words and phrases when writing

- Compare and contrast the United States to Spanish-speaking countries

Students will be able to perform tasks such as:

- Talk about themselves, family, likes/dislikes, daily life and leisure activities
- Discuss current affairs such as the environment and offer solutions on how to protect the environment and endangered species
- Describe and reflect upon the diversity of the Hispanic world
- Identify and describe their roles and responsibilities in society
- Explore different generational perspectives on youth-related topics
- Discuss the job seeking process and the types of occupations they would like to go into in the future

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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The Vision

The goal of our World Language Program is that our students:

- Become contributing members and life-long learners in a global society
- Develop an appreciation and understanding of various cultures
- Communicate as effectively as possible in a world language both within our society and the world at large

The vision of the New Jersey Core Curriculum Content Standards (2004):

- “In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we live. Only by preparing students with an education comparable to the best that schools around the world offer—one that includes the study of world languages—can the goal of leaving no child left behind be achieved.”

Honors Spanish Cultural Studies

Honors Spanish Cultural Studies is a communicative course in which students are offered the opportunity to investigate and learn about significant aspects of the Spanish speaking world. The Spanish language will be used as a tool to explore and acquire a cultural, social, political and historical perspective of Spain and Latin America through music, art, literature, and film. Conversation will be an integral part of the course, as well as reading and writing. Students will be expected to actively participate in discussions concerning the varied topics. The three modes of communication (Interpretive, Interpersonal, Presentational) are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Imagina español sin barreras*: Vista Higher Learning, 2007
- *Imagina español sin barreras – student activities manual*: Vista Higher Learning, 2007
- www.imagina.vhlcentral.com

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- handle a variety of communicative tasks with few pauses
- participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance
- demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but may have some difficulty maintaining these time frames
- handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar
- use communicative strategies such as rephrasing and circumlocution
- contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion
- to be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement.

Students will be able to perform tasks such as:

- Talk about themselves, family, home, likes/dislikes, daily life and relationships
- Discuss current affairs such as immigration and its effect on our society, state opinions, and establish connections between themselves and the many aspects of the Spanish speaking world around them
- Discuss the presence of technology and science in their daily lives
- Appreciate the historical richness of Hispanic cities
- Describe and reflect upon the diversity of the Hispanic world through art and literature
- Express opinions and feelings about mass media
- Compare and contrast differences between generations
- Discuss the impact of our actions on nature

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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AP Spanish Language

AP Spanish Language is a communicative course comparable in content and in difficulty to a course in Advanced Spanish Composition and Conversation at the third year college level. It consists of an intensive review of all structures, considerable vocabulary building, and speaking exercises to improve pronunciation and language facility. In addition to the texts, materials may be chosen from literature, magazines, newspapers, and a variety of authentic audio visual selections. There is frequent composition work and students are expected to participate actively in listening comprehension exercises and oral presentations. Concentrated practice to develop the abilities required for the Advanced Placement Exam will be an integral part of the course. Students are strongly encouraged to take the Advanced Placement Examination. The three modes of communication (Interpretive, Interpersonal, Presentational) are also integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- Nuevas Vistas: textbook and student activities workbook: Holt, Rinehart, 2003.
- Imaginación y fantasía: Harcourt Brace, 1989.
- Abriendo Paso: Lectura: Heinle & Heinle, 1995.
- Triángulo: Wayside Publishing, 2006.
- AP Spanish: Preparing for the Language Examination: Longman, 1996.
- Encuentros maravillosos: Pearson, Prentice Hall, 2005.
- Momentos cumbres de las literaturas hispánicas (AP Central)

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- handle a variety of communicative tasks with ease and confidence.
- participate actively in most informal and some formal conversations on a variety of concrete topics relating to school, home, and leisure activities as well as to events of current, public, and personal interest or individual relevance.
- demonstrate the ability to narrate and describe in all major time frames (past, present and future) by providing a full account as they adapt to the demands of the conversation. Narration and description tend to be combined in connected, paragraph-length discourse.
- handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.
- use communicative strategies such as rephrasing and circumlocution.
- contribute to the conversation with much accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- be readily understood by native speakers unaccustomed to dealing with non-natives.

Students will be able to perform tasks such as:

- Talking about themselves, family ties, friendships, patriotism.
- Expressing their feelings about relationships.
- Discussing current affairs such as the impact of technology on the environment, ecological issues and problems, and their global responsibilities.
- Comparing and contrasting the treatment of animals in different cultures.
- Recognizing the importance of myths, legends, fables, folktales and fairytales.
- Describing and reflecting upon the diversity of the Hispanic world through literary readings.

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, class discussions and integrated performance assessments.

Student Responsibility:

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AP Spanish Literature

AP Spanish Literature is a communicative course comparable in content and in difficulty to a survey of literature course at the third year college level. It consists of the study of literary genres starting from the Middle Ages in Spain to the current works from Latin American and Spanish authors. Reading, analysis and writing form a significant part of the course work. Since the course is conducted at a college level, much of the reading will be done independently leaving class time for discussion and analysis. Concentrated practice to develop the abilities required for the Advanced Placement Exam will be an integral part of the course. Students are strongly encouraged to take the Advanced Placement Examination. The three modes of communication (Interpretive, Interpersonal, Presentational) are also integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

Abriendo puertas: Tomos I y II, McDougal Littell, Inc. 2003

Azulejo, Wayside publishing, 2002

Momentos cumbres de las literaturas hispánicas, Pearson Prentice Hall, 2004

<http://apcentral.collegeboard.com/>

<http://it.stlaw.edu/gol/AP-Spanish/>

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- handle a variety of communicative tasks with ease and confidence.
- participate actively in most informal and some formal conversations on a variety of literary themes such as love in literature, reality versus fantasy, and challenge and confrontations.
- demonstrate the ability to narrate and describe in all major time frames (past, present and future.) Narration and description tend to be combined in connected, paragraph-length discourse.

- handle successfully and with relative ease the linguistic challenges presented by a literary work, a complication, an unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.
- use communicative strategies such as rephrasing and circumlocution.
- contribute to the conversation or express themselves in writing with much accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- be readily understood by native speakers unaccustomed to dealing with non-natives.

Students will be able to perform tasks such as:

- Describing background information about authors, including: nationality and literary movement
- Critically analyzing the form and content of the literary works, using the terms and tools needed to engage in literary analysis
- Recognizing the relevance of the human experience – universal themes as reflected in literature (focusing on love, passion, reality, fantasy, challenges and confrontations)
- Expanding their knowledge of the cultural values, traditions, achievements, and history of the Spanish speaking people and point out the sociocultural intersections between the works

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, class discussions, role play situations and integrated performance assessments.

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

September 2012

West Windsor-Plainsboro High School World Language Program

World Languages Education in the 21st Century

New Jersey Core Curriculum Content Standards (2009)

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Conversations in Spanish

Conversations in Spanish is a communicative course in which students are offered the opportunity to investigate and learn about significant aspects of the Spanish speaking world. The Spanish language will be used as a tool to explore and acquire a cultural, social, political and historical perspective of Spain and Latin America through literature and film. Conversation will be an integral part of the course, as well as reading and writing. Students will be expected to actively participate in discussions concerning the varied topics. The three modes of communication (Interpretive, Interpersonal, Presentational) are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Revista: Conversación sin barreras*: Vista Higher Learning, 2010
- www.revista3e.vhlcentral.com

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- handle a variety of communicative tasks with few pauses
- participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance
- demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but with some difficulty maintaining these time frames

- handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar
- use communicative strategies such as rephrasing and circumlocution
- contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion
- be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement.

Students will be able to perform tasks such as:

- Talk about themselves, family, home, likes/dislikes, daily life and relationships
- Discuss current affairs and its effect on our society, state opinions, and establish connections between themselves and the many aspects of the Spanish speaking world around them
- Describe and reflect upon the diversity of the Hispanic world through film and literature
- Express opinions and feelings about various interdisciplinary topics

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, class discussions and integrated performance assessments.

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

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- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Introduction to Spanish Communication & Culture

This is an introductory course with a focus on oral proficiency and cultural study. Students will acquire a basic knowledge of the Spanish language, as well as varied aspects of the culture..

Resources:

- *Realidades Level 1A*: Boyles, Met, Sayers, Wargin; Pearson/Prentice Hall, 2004.
- *Buen Viaje*, Prentice Hall, 1994.
- Spanish magazines and newspaper articles.

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Communicate using memorized phrases and isolated words
- Use and understand learned expressions when speaking and listening in face-to-face conversations
- Ask questions to obtain simple information to satisfy basic needs
- Understand and retain most key ideas and some supporting detail when reading and listening

Students will be able to perform tasks such as:

- Describing themselves, family, home, likes/dislikes, daily life and leisure activities
- Talking about food and diet
- Talking about school life
- Talking about social functions

Expectations for Students:

The student will participate in varied activities in order to attain proficiency as measured by cumulative assessments, which will include the three modes of communication (Interpretive, Interpersonal and Presentational).

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, and role-play situations.

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

September 2012

West Windsor-Plainsboro High School World Language Program

World Languages Education in the 21st Century

New Jersey Core Curriculum Content Standards (2009)

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Spanish Language and Cultural Study

The focus of this course is on oral proficiency and cultural study. Students have some previous knowledge of Spanish and will continue to improve their communication skills..

Resources:

- *Realidades Level 1B*: Boyles, Met, Sayers, Wargin; Pearson/Prentice Hall, 2004.
- *Buen Viaje*, Prentice Hall, 1994.
- Spanish magazines and newspaper articles.

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Communicate using memorized phrases and isolated words
- Use and understand learned expressions when speaking and listening in face-to-face conversations
- Ask questions to obtain simple information to satisfy basic needs
- Understand and retain most key ideas and some supporting detail when reading and listening

Students will be able to perform tasks such as:

- Describing themselves, family, home, likes/dislikes, daily life and leisure activities
- Talking about food and diet
- Talking about gift-giving
- Describing experiences while on vacation
- Talking about helping out in the community
- Talking about media and technology

- Talking about social functions

Expectations for Students:

The student will participate in varied activities in order to attain proficiency as measured by cumulative assessments, which will include the three modes of communication (Interpretive, Interpersonal and Presentational).

Methods of Evaluation:

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, and role-play situations.

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

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