

**Van Buren Community Schools
FOREIGN LANGUAGE**

**Summer of 2007
By: Kathleen Humble**

**Curriculum Director: Vicki Shepard
Curriculum Secretary: Pam Bainbridge**

Foreign Language

Table of Contents

Acknowledgement	1
Forward	2
Educational Philosophy	3
Educational Equity Policy.....	4
Chapter 12 General Accreditation Standards.....	6
Division V Education Program.....	7
Philosophy of Spanish.....	8
Foreign Language Standards and Benchmarks.....	9
Scope and Sequence.....	10
Course Description.....	14
Spanish I.....	16-22
Spanish II	23-31
Spanish III/IV Year A	32-41
Spanish III/IV Year B	42-52

ACKNOWLEDGEMENT

This curriculum guide should assist teachers in determining the expected concept and performance level at the various grades of 9th through 12th grade students. It is not designed to limit the creativity or imagination of the teacher. This guide serves as a springboard for the development of additional concepts and master of skills, depending on the ability and interests of each student.

This project was successfully completed in the summer of 2007, because of the dedication and consistent effort of Van Buren's Foreign Language instructor, Kathleen Humble.

FORWARD

The purpose of this guide is to assist teachers in the organization and instruction of Foreign Language classes in the Van Buren Community School District.

This guide provides direction for teachers of grades nine through twelve and is adaptable for individual and class needs. It is, however, important that teachers follow the suggested sequence and scope of lesson content to ensure systematic and comprehensive instruction concepts and skills.

Committee members established basic agreement on the philosophy and goals of Foreign Language in our school system.

This guide, prepared by Kathleen Humble, provides a scope and sequence for instruction, which reflects a sense of wonder and appreciation for the gifts within and around us.

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

<i>Student Handbooks</i>	<i>School Newsletters</i>	<i>Teacher Handbooks</i>
<i>Local Newspapers</i>	<i>Employee (Staff) Handbooks</i>	<i>Employment</i>
<i>Application Forms</i>	<i>Registration Handbook</i>	<i>Program Brochures & Publications</i>
<i>Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.</i>		

Legal Reference:

- 20 U.S.C. 1221 et seq. (1994)*
- 20 U.S.C. 1681 et seq. (1994)*
- 20 U.S.C. 1701 et seq. (1994)*
- 29 U.S.C. 794 (1994)*
- 42 U.S.C. 12101 et seq. (1994)*
- 34 C.F.R. Pt. 100 (1999)*
- 34 C.F.R. Pt. 104 (1999)*
- Iowa Code 216.9; 256.11, .11A; 280.3 (2001)*
- 281 I.A.C. 12*

Cross Reference:

- 100.2 District Educational Equity Policy*
- 402 Staff Educational Equity Policy*
- 516 Student Educational Equity Policy*

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

Chapter 12 GENERAL ACCREDITATION STANDARDS

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION I GENERAL STANDARDS

281-12.1(256) General Standards.

12.1(1) *Schools and school districts governed by general accreditation standards.* These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualification are related to a bona fide religious purpose.

**DIVISION V
EDUCATION PROGRAM**

12.5(5) *High school program, grades 9-12.* In grades 9 through 12 a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(18) The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5) "c"; science, five units; health one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified 12.5(5) "i."

In implementing the high school program standards, the following curriculum standards shall be used.

h. Foreign language (four units). The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.

All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a licensed/certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.

Philosophy of Spanish

“As nations become increasingly interdependent, the need for effective communication and sensitivity to other cultures becomes more important. Today’s youth must be culturally and linguistically prepared to participate in a “global society” both in the U.S., and abroad.

“Proficiency in more than one language is essential to meeting this need.” More specifically, the foreign language (Spanish) program at Van Buren Community High School seeks to provide a basis for future student successes in the following areas:

1. **Careers:** The U.S. is now the 3rd largest Spanish-speaking country in the world. Over 10 percent of its population is composed of native Spanish speakers. Hispanics will be the largest minority by 2010, and in 20 years, 1 of every 6 people living in the U.S. will be Hispanic (source: Amerispan). Consequently, knowledge of Spanish is becoming increasingly important in a wide variety of careers. Top executives rank Spanish as the most important second language for their businesses in the next 20 years (source: Accountemps).
2. **Trade:** Increasing trade with the many Spanish-speaking countries in our hemisphere necessitates more business people who can speak Spanish. While English is the language of trade in Europe, Spanish is the language for doing business in the Western Hemisphere, where nearly 20 countries claim Spanish as their primary language.
3. **Culture:** With increasing trade and communication with Spanish-speaking countries, and with the Hispanic minority’s fast growth in the U.S., it is important to have a basic understanding of the attitudes and customs of Hispanic people. This further enhances political and business contacts between people of the different cultural background. President Bush recognized the importance of communication with Hispanics when he became the first U.S. President to make a radio address in Spanish. Furthermore, businesses want a portion of the \$220.2 billion purchasing power of Hispanics in the U.S. today!
4. **Connections:** The skills developed by foreign language study enhance students’ performance in other curriculum areas by sharpening their skills in memorization, analysis, creative thinking, reading comprehension, and writing ability in English! Data from the Admission Testing Program of the College Board show a positive correlation between SAT and ACT score and foreign language study.

“If education is a means by which to prepare students for the complicated world they inhabit, “ then foreign language study is an integral component of the preparation. “The value of such an education not only lies in job-related advantages, but also in the added dimension of an understanding of other people and cultures” and enhancement of one’s own life.

Foreign Language Standards and Benchmarks

Standard 1: Communicate in languages other than English

Benchmarks:

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students understand interpret written and spoken language on a variety of topics.
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2: Gain knowledge and understanding of other cultures

Benchmarks:

1. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3: Connect with other disciplines and acquire information

Benchmarks:

1. Students reinforce and further their knowledge of other disciplines through the foreign language.
2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Standard 4: Develop insight into the nature of language and culture

Benchmarks:

1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
2. Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.

Standard 5: Participate in multilingual communities at home and around the world

Benchmarks:

1. Students use the language both within and beyond the school setting.
2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Scope and Sequence
Spanish I
Paso A Paso 1

	Primer Paso	Chapter 1	Chapter 2	Chapter 3
Communicative Objectives	To discuss the influence of Spanish language and culture. To greet people and say good-by. To tell how you feel. To ask someone's name and tell your name. To acknowledge introductions. To ask for and give information. To say when something takes place. To count or give dates. To talk about the classroom.	To talk about the concept of friendship in Spanish-speaking countries. To talk about activities. To say what you like and do not like. To ask someone what he/she likes. To say what you or someone else is like. To ask someone what he or she is like. To describe yourself to others.	To compare school systems in Spanish-speaking countries. To talk about school subjects and supplies. To express quantity. To ask and tell when something takes place/ To ask and tell the time.	To compare leisure-time activities in Spanish speaking countries with those in the U.S. To tell how someone feels or where someone is. To tell where someone is going. To talk about activities. To say when and with whom you do an activity. To extend, accept, or decline invitations.
Cultural Objectives	Names and locations of Spanish-speaking countries. Spanish names	Concept of friendship	Mexican vs. U.S. school systems Levels of speech: tu/Ud./Uds.	
Grammar		Los adjetivos	Los pronombres personales Verbos que terminan en -ar Los sustantivos	El verbo ir Ir+a+infinitivo El verbo estar
	Chapter 4			
Communicative Objectives	To talk about eating customs in Spanish-speaking countries. To describe meals and talk about foods and drinks. To express likes or preferences. To indicate frequency. To indicate hunger or thirst. To refer to something you cannot name. To express an opinion.			
Cultural Objectives	Meals and mealtimes			
Grammar	El plural de los sustantivos El plural de los adjetivos Verbos que terminan en -er			

**Scope and Sequence
Spanish II**

	Chapter 5	Chapter 6	Chapter 7	Chapter 8
Communicative Objectives	To explain how names are formed in Spanish-speaking countries. To talk about family members. To tell someone's name. To indicate possession. To indicate number. To talk about people. To describe people, animals, and things. To name animals.	To compare where people shop for clothes in Spanish-speaking countries and in the U. S. To talk about articles of clothing, colors, and prices. To describe clothes. To indicate a specific item or items. To assist customers in a store. To talk about shopping and places to shop for clothing. To talk about when something happened.	To talk about how teens in Chile spend their vacations. To talk about vacation and planning a vacation. To talk about places to visit and things to do on vacation. To say that you want or would like something. To name items to take on vacation. To ask about or describe weather.	To talk about homes in Spanish-speaking countries. To talk about where someone lives. To talk about houses or apartments. To indicate possession. To name household chores. To name and describe household items.
Cultural Objectives	The family Spanish last names	Shopping for clothes Types of clothing stores	Leisure and vacation time	Architecture and the home
Grammar	El verbo tener El verbo ser Los adjetivos posesivos	Los adjetivos demostrativos El complemento directo: Los Pronombres	El verbo poder Los verbos querer y pensar	Los verbos poner y hacer El verbo vivir Los adjetivos posesivos: su y nuestro
	Chapter 9	Chapter 10	Chapter 11	
Communicative Objectives	To talk about health and health practices in the Spanish-speaking world. To name parts of the body. To ask or describe how someone is feeling. To indicate how long something has been going on. To name places to go or things to do when you are sick	To talk about Hispanic communities in the U.S. To talk about places. To talk about activities or errands in a community. To talk about things you buy. To talk about money. To ask and give directions. To talk about transportation. To talk about past activities. To indicate when an event occurred.	To discuss television in the Spanish-speaking world. To name types of movies. To talk about TV and TV shows. To indicate time or duration. To express opinions or reactions.	
Cultural Objectives	Health and health practices	Hispanic communities in the U.S.	Spanish-language television	
Grammar	El verbo dormir El complemento indirecto: Los pronombres me, te, le La expresi'on hace...que	El pret'rito de los verbos que terminan en -ar El pret'ertio del verbo ir	Los comparativos y los superlativos	

Scope and Sequence
Spanish III/IV- A Year
Paso a paso 2

	Chapter 1	Chapter 6	Chapter 7	Chapter 8
Communicative Objectives	To compare schooling in Spanish-speaking countries and in the U.S. To name school subjects. To name places in a school. To describe school equipment. To talk about activities associated with school. To talk about homework. To make comparisons.	To discuss how one culture can influence another. To discuss celebrations. To identify family members. To talk about holidays.	To discuss early American civilizations. To name and discuss personal possessions. To name home appliances and furnishings. To talk about emergencies.	To compare bargaining in Guatemala and in the U.S. To name things and places in a community. To name specialty shops. To ask for or give directions. To identify personal hygiene items. To name and indicate departments in a store.
Cultural Objectives	Schooling	How cultures adopt, often in altered forms, aspects and traditions of other cultures.	Early American civilizations.	Bargaining procedures in Guatemala.
Grammar	La forma comparativa: tan...como	El pretérito de los verbos e-I El pretérito del verbo dar Los verbos reflexivos recíprocos	Los adjetivos posesivos Los pronombres posesivos	Construcciones negativas
	Chapter 11	Chapter 13	Chapter 14	
Communicative Objectives	To compare Latin American and U.S. attitudes toward the future. To discuss professions. To discuss career education. To describe homes of the future. To describe the world of the future. To discuss the environment.	To discuss food preparation customs in Spanish-speaking culture. To name foods. To describe dishes and their ingredients. To discuss cooking. To discuss nutrition. To make suggestions.	To discuss health problems tourists may encounter. To discuss camping. To discuss outdoor activities. To discuss plants and animals.	
Cultural Objectives	Latin American attitudes toward the future	Meals and food preparation in Latin America	Health problems tourists may encounter	
Grammar	El futuro	El subjuntivo	El subjuntivo de ciertos verbos irregulares El subjuntivo de los verbos ir y ser El subjuntivo con expresiones impersonales	

Scope and Sequence
Spanish III/IV- B Year
Paso a paso 2

	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Communicative Objectives	To compare students' extracurricular activities in Guatemala and in the U.S. To describe daily routine. To indicate time. To discuss extracurricular activities.	To understand relative values of currencies. To indicate articles of clothing. To describe clothing in detail. To describe fabrics and patterns. To indicate sizes. To indicate clothing preferences and make comparisons To discuss ways of paying for purchases.	To discuss the paintings of Frida Kahlo and Diego Rivera. To discuss sports. To discuss leisure activities. To describe people or things. To discuss activities in the past.	To discuss the life and importance of José Martí. To name toys. To discuss things you used to do. To talk about playground equipment.
Cultural Objectives	Extracurricular activities in Guatemala	Currency in Spain and Latin America	The paintings of Frida Kahlo and Diego Rivera	José Martí
Grammar	Los verbos reflexivos Antes de/despu'es de + inf	Adjetivos y pronombres demostrativos Los comparativos: tanto(a)...como	El pret'erito del verbo ser El pret'erito de los verbos hacer, poder, y tener El pret'erito de los verbos reflexivos	El imperfecto de los verbos que terminan en -ar El imperfecto de los verbos que terminan en -er y -ir El imperfecto de los verbos ir y ser
	Chapter 9	Chapter 10	Chapter 12	
Communicative Objectives	To compare pharmacies in Spanish-speaking countries with those in the U.S. To identify parts of the body. To discuss an illness. To talk about allergies. To talk about treatment for medical conditions. To describe how an accident occurred.	To compare soap operas in Spanish-speaking countries with those in the U.S. To talk about various kinds of films. To talk about natural disasters. To summarize movies and TV programs. To talk about TV programs	To compare accommodations in Spain with those in the U.S. To discuss travel arrangements. To describe a plane trip. To discuss tourist accommodations.	
Cultural Objectives	Medical care	Soap operas in Latin America	Accommodations in Spain	
Grammar	El preterito del verbo caerse El preterito del verbo poner	El preterito y el imperfecto El preterito del verbo decir		

Course Description

Spanish I (Year Course – 1 credit) Gr. 9-12

Spanish I is an introduction to the language and culture of Spanish-speaking people. Students develop vocabulary and basic conversational skills through actions, stories, and educational games and activities. Active participation is an important ingredient of this class.

Total Physical Response/Storytelling	18 weeks
Paso A Paso I: Primer Paso	3 weeks
Chapter 1: Y tu, como eres?	3 weeks
Chapter 2: Que clases tienes?	5 weeks
Chapter 3: Los pasatiempos	4 weeks
Chapter 4: Que prefieres comer	3 weeks

Fourth quarter: Muzzy video series

Spanish II (Year Course – 1 credit) Grades 10-12

Spanish II is an extension of Spanish I. There is a continued emphasis on class participation as further vocabulary is introduced. Students begin to read mini-novels, participate in classroom projects, and develop conversational skills through story-telling and educational games.

<u>Paso A Paso I</u> : Chapter 5: Como es tu familia:	6 weeks
Chapter 6: Que desea Ud.?	5 weeks
Chapter 7: Adonde vas a ir de vacaciones?	7 weeks
Chapter 8: Que haces en tu casa?	5 weeks
Chapter 9: Como te sientes:	5 weeks
Chapter 10: Que hiciste ayer?	5 weeks
Chapter 11: Que te gustaria ver	3 weeks

Third quarter: Pobre Ana class novel

Fourth quarter: Patricia Va A California novel

Spanish III/IV (Year Course – 1 credit) Grades 11-12

Spanish III and IV are taught simultaneously, with different material covered each year. Student participation is still an important aspect of this class. More vocabulary is introduced that is applicable to future situations that may arise in students' lives. More reading is done to further develop students' vocabulary, in the form of mini-novels and children's literature. Video series are used to increase students' experience in listening. Students, also, further develop their fluency in speaking and writing, with more attention paid to grammatical correctness than in previous years.

Paso A Paso II - A Year

Chapter 1: Como es tu escuela?	5 weeks
Chapter 6: Celebramos	2 weeks
Chapter 7: Es un lujo o una necesidad?	5 weeks
Chapter 8: Donde sueles hacer tus compras?	6 weeks
Chapter 11: Como sera el futuro?	5 weeks
Chapter 13: Que sugieres que pida?	7 weeks
Chapter 14: Me encanta la naturaleza	6 weeks

First quarter: Casi Se Muere class novel

Second quarter: El Viaje De Su Vida

Third quarter: Donde Esta Eduardo?

Fourth quarter: Isabel video series

Paso A Paso II: B Year

Chapter 2: Que haces todos los días?	5 weeks
Chapter 3: Que ropa esta de moda?	2 weeks
Chapter 4: Como te diviertes?	5 weeks
Chapter 5: Que te gustaba hacer de pequeno?	6 weeks
Chapter 9: Tuviste un accidente?	3 weeks
Chapter 10: De que se trataba la pelicula?	6 weeks
Chapter 12: El pasaporte, por favor	9 weeks

First quarter: Mi Propio Auto class novel and El Cuento de Ensalada drama series

Second quarter: El Viaje Perdido class novel and El Cuento de Ensalada drama series and/or Muzzy II video series

Third quarter: Viva El Toro class novel and La Catrina video series

Fourth quarter: La Catrina video series and Alejandro mystery novel

SPANISH I

Subject Area: Spanish I: Total Physical Response/Storytelling

Length of Unit: 18 weeks

Instructor: Kathleen Humble

Standard 1: Communicate in languages other than English.

Benchmarks:

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students understand and interpret written and spoken language on a variety of topics.
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 4: Develop insight into the nature of language and culture.

Benchmark:

1. Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1.,1.2, 1.3, 4.1	Teacher-prepared materials	To read, write, and speak using introductory vocabulary from lists 1 and 2	Follow commands Teacher observations Answer questions about a story Write a story Draw pictures to go with a story Quizzes Vocabulary games	HOTS, CS, TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE); Accelerated Reader (AR)

Subject Area: Spanish I: El Primer Paso: Introduction to the World of Spanish

Length of Unit: 3 weeks

Instructor: Kathleen Humble

Standard 1: Communicate in languages other than English.

Benchmarks:

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students understand and interpret written and spoken language on a variety of topics.

Standard 2: Gain knowledge and understanding of other cultures.

Benchmarks:

1. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3: Connect with other disciplines and acquire information.

Benchmarks:

1. Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 4: Develop insight into the nature of language and culture.

1. Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Standard 5: Participate in multilingual communities at home and around the world.

Benchmarks:

1. Students use the language both within and beyond the school setting.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 2.1, 2.2, 3.1, 4.1, 5.1	pp. XVIII-5	To discuss the influence of Spanish language and culture in the world	List of influences Map of Spanish place names in the U.S. Hispanic of the Week guessing game	HOTS, LS, CS, GS, MCGF, TAG
1.1, 1.2, 4.1	p. 7	To tell how you feel and to ask someone's name and tell your name	Conversation Teacher observation Name games	HOTS, CS, TAG
1.1, 1.2, 5.1	p. 13	To talk about items in the classroom	Worksheet Follow commands	HOTS, CS, TAG
4.1	p. 14	To say the alphabet in Spanish	Teacher observation Worksheet	HOTS, CS, TAG
1.1, 1.2, 3.1, 4.2	pp. 16-17	To count, tell your age, phone number, and the date	Number quiz Worksheet Conversation Vocabulary games	HOTS, CS, TAG
1.1, 1.2, 2.1, 3.1, 5.1	p. 10	To ask where someone is from and tell where you are from	Role playing Quiz over Primer Paso	HOTS, CS, TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE); Accelerated Reader (AR)

Subject Area: Spanish I: Chapter 1: Friendship

Length of Unit: 3 weeks

Instructor: Kathleen Humble

Standard 1: Communicate in languages other than English.

Benchmarks: *

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Students understand and interpret written and spoken language on a variety of topics.

Standard 2: Gain knowledge and understanding of other cultures

Benchmarks:

1. Students demonstrate an understanding of the relationship between the practices and perspective of the culture studied.

Standard 3: Connect with other disciplines and acquire information

Benchmarks:

2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
2. Students develop insight into the nature of language and culture

Standard 4: Develop insight into the nature of language and culture

Benchmarks:

1. Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.
2. Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1, 1.2, 4.1, 3.2	pp. 30-31	To talk about activities	Role playing Worksheets Conversations Vocabulary games Teacher observations	HOTS, CS, MCGF, GE, AR, TAG
1.1, 1.2, 4.1	pp. 30-31	To say what you like and dislike	Storytelling Worksheets Conversations	HOTS, CS, AR, TAG
1.1, 1.2, 4.1	pp. 34-35	To describe yourself or someone else's personality	Vocabulary games Worksheets Teacher observations Written paragraph	HOTS, CS, AR, TAG
1.1, 1.2, 4.1	p. 43	Use adjectives according to gender	Worksheet Written paragraph	HOTS, CS, AR, TAG
2.1, 3.2, 4.2	pp. 40-41	Discuss the Hispanic concept of friendship	Teacher observation Chapter 1 quiz	HOTS, CS, GS, MCGF, AR, TAG

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE); Accelerated Reader (AR)