

World Language Curriculum

Revised 2005

World Language Curriculum
Spanish
Mission Statement

The World Language Program of Oldmans Township School District will prepare students for communication in the Spanish language. The district program, as a branch of the humanities, acknowledges that world language is now an essential part of the education of students. It recognizes the diversity of learners and their community. Students will be introduced to a wide variety of experiences that will increase their knowledge, understanding and expression of the Spanish language and culture.

I. Program Description
A. Overview

An effective Spanish language program provides content that is meaningful and interesting to students. It provides developmentally and age appropriate activities integrating language components such as understanding, listening, speaking, reading, writing and culture in order to promote active communication. The success of the Spanish language program promotes cross-cultural discourse and understanding.

B. Goals

1. To enable students to interact and communicate at a basic literacy level with others while gaining a greater understanding and respect for the cultural perspectives, practices and products of the Spanish culture.
2. To enable students to become multilingual and multicultural
3. To strengthen critical thinking skills through problem solving, conceptualizing, and reasoning.
4. To enhance the ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual/performing arts and health and physical education into the language.
5. To develop the skills and habits essential to the learning process.
6. To facilitate the acquisition of subsequent languages.
7. To offer language enrichment opportunities for students whose heritage language is no English.
8. To develop writing skills in the target language.
9. To enable students to use technological resources within the school and community.

C. Grade Levels –Kindergarten-Fifth

II. Cumulative Progress Indicators

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C. Grade Levels –Kindergarten-Fifth

II. Cumulative Progress Indicators

- A. STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIES WITH THEIR OWN.

Grades: Kindergarten – 4

2. Respond to and initiate simple statement and commands such as greeting, introductions, and leave-taking.
3. Express attitudes, reactions, and courtesy using short phrases and simple sentences.
4. Express likes, dislikes, and preferences.
5. Describe people, places, things, and events using short phrases and simple sentences.
6. Provide and obtain information on familiar topics.
7. Express basic personal needs.
8. Identify some common and distinct features, such as parts of speech and vocabulary, among languages.

Grades: 5-8

9. Create and respond to simple phrases, questions, and sentences.
10. Describe people, places, things, and events with some details.
11. Generate and respond to simple phrases, questions and sentences.
12. Interact with appropriate responses in limited social settings and basic situations.
13. Express details of their everyday lives and past experiences.
14. Engage in original and spontaneous conversation in the language studies.
15. Organize thoughts into coherent oral speech.
16. Explore employment opportunities where languages are advantageous.
17. Identify common and distinct features, such as prepositional phrases and clauses, among languages.

- B. STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

Grades: Kindergarten-4

1. Demonstrate an awareness of culture.

2. Demonstrate knowledge of the cultures of speakers of the language studied.
3. Recognize interrelationships between the language and the culture of a given group of people.
4. Recognize and explore the process of stereotyping.

Grades: 5-8

5. Compare the customs of their own culture and the studied culture.
6. Understand the role of stereotyping in forming and sustaining prejudice.
7. Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures.
8. Examine interrelationships between the language and the culture of a given group of people as evidenced in literary works.

III. Grade Level Benchmarks

A. Kindergarten – 2

1. Standard 7.1 – Communication

a. Skills

- 1) Basic Greetings
- 2) Colors
- 3) Body Parts
- 4) Days of the Week
- 5) Months
- 6) Commands/Oral Directions
- 7) Numbers
- 8) Feelings

b. Indicators

- 1) B:3 Ask and respond to simple questions, make

requests, and express preferences using Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)

2) C.2 Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)

3) A.3 Identify familiar people, places and objects based on oral and/or simple written descriptions.

4) C.2

5) C.2

6) 6.1 Demonstrate comprehension to simple, oral directions, commands, and requests through appropriate physical response.

7)A.5 Grade level appropriate mathematics concepts (e.g., use of numbers to count measure, label or locate)

8)A.4 Grade level appropriate health topics (e.g. use numbers to count, measure, label, or locate)

Standard 7.2 Culture

a. Practices

1) Music/dance

2) Celebrations

3) Traditions/Folklore

4) Daily Practices

b. Indicators

1) C.3 Participate in age-appropriate activities related to special events celebrated in the target culture.

2) A1 Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

3) B.2 Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

4) B.3 Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture (s) and make comparisons with the U.S.

C. Grades 3-5

1. Standard 7.1 – Communication

a. Skills

1) Oral Directions/Commands

2) Written Descriptions

3) Numbers

4) Body Parts

5) Weather/Seasons

6) Idiomatic Expressions

7) Written Assignments

b. Indicators

1) A.1 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

2) A.3 Identify people, places, objects and activities in daily life based on oral or written descriptions.

3) B.4 Grade level appropriate math concepts (e.g., buying/selling transactions.

4) A.5 Grade level appropriate science topics.

GRADE: 6

OBJECTIVE	LEARNING ACTIVITIES	ASSESSMENTS
<p>Standard 7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.</p>		
<p>7.1.8 Create and respond to simple phrases, questions, and sentences. WR. 1.1</p>	<p>Drill of questions - ¿Como te llamas?, ¿Come se llama?, ¿Como estas?, ¿Que es esto?, ¿Quien es?, De Que color es? ¿Que animal es?, ¿Como es?</p>	<p>Quiz Oral Quiz Teacher Observation</p>
<p>7.1.9 Describe people, places, things, and events with some details. WR. 4.9</p>	<p>Secret sentences – Students draw a picture to demonstrate sentence meaning. Flashcards-Students respond to ¿Como es? In reference to an animal on a flashcard.</p>	<p>Teacher Observation Quiz</p>
<p>7.1.10 Generate and respond to short messages such as invitations, directions, announcements and appointments. WR. 4.2</p>	<p>Direction Activity-Students follow directions that begin with “Vate” and involve classroom vocabulary. Color Activity-students respond appropriately to directions that begin “Si llevas” and involve color vocabulary by standing.”</p>	<p>Teacher Observation Student Self-Evaluation</p>
<p>7.1.11 Interact with appropriate responses in limited social settings in basic situations. WR. 1.7</p>	<p>Conversation-Students respond orally to greetings, leave-taking expressions as well as simple, conversational questions.</p>	<p>Oral Quiz</p>

GRADE: 6

OBJECTIVE	LEARNING ACTIVITIES	ASSESSMENTS
<p>Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.</p> <p>7.2.5 Compare the customs of their own culture and the studied culture. WR. 3.15, 4.3</p>	<p>Papel Picado- Students make a Mexican craft to decorate the classroom.</p>	<p>Self-Assessment</p>

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GRADE: 7

OBJECTIVE	LEARNING ACTIVITIES	ASSESSMENTS
Standard 7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.		
7.1.8 Create and respond to simple phrases, questions and sentences. WR 4.2	Drill of questions-?Donde vas?, ?Cual es tu clase favorita?, Que tiempo hace?, ?Que te gusta?, Cual es la fecha?, Que tienes?, ?Que hora es?	Written quiz Oral quiz Role playing
7.1.9 Describe people, places, things, and Events with some details. WR 2.6, 2.7	Flashcards-Students respond to ?Que es?, ?Que tienes?, ?que te gusta? Research project-Students research a topic that relates to Spanish-speaking country, write an essay, and present it to peers.	Presentation Quiz Performance-Based Tasks
7.1.10 Generate and respond to short messages such as invitations, directions, announcements and appointments. WR 4.1	Calendar-Students note appointments in response to ?Que haces? Directions-Students will respond to command starting with "Vate" and involving location vocabulary by walking to appropriate place.	Teacher Observation Performance-Based Tasks
7.1.11 Interact with appropriate responses in limited social settings and basic situations. WR 3.13	Role Playing-Students practice situational conversations.	Teacher Observation Quiz Questioning
7.1.12 Express details of everyday lives and past experiences. WR. 4.2, 4.3	Car Wash Activity-Students rotate asking and answering questions that relate to everyday activities such as ?Cual es la fecha de cumpleaños?	Teacher Observation Quiz
7.1.13 Engage in original and spontaneous conversation in the language studied. WR. 4.4, 4.5	El sombrero Vocabulario-Students select a word from the hat which they use in a sentence.	Quiz Questioning Performance-Based Tasks
7.1.14 Organize thoughts into coherent, oral speech. WR 3.12	Mini Oral Presentations-Students recite sentences as clues for a mystery place.	Performance-Based Tasks

GRADE: 7

OBJECTIVE	LEARNING ACTIVITIES	ASSESSMENTS
<p>7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.</p>		
<p>7.2.5 Compare the customs of their own culture and the studied culture. WR 3.15</p>	<p>El día de los muertos- Students present objects which remind them of a loved one and prepare holiday bread.</p> <p>La navidad- Students create a piñata and a holiday shoe for Three Kings Day.</p>	<p>Teacher Observation Questioning</p>
<p>7.2.6 Understand the role of stereotyping, informing and sustaining prejudice. WR 3.14, 4.6</p>	<p>Students will view film which depicts ethnic differences and participate in discussion.</p>	<p>Teacher Observation Questioning</p>

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GRADE: 8

OBJECTIVE	LEARNING ACTIVITIES	ASSESSMENTS
7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.	<ol style="list-style-type: none"> 1. Cumulative Review of Previously learned concepts. 2. ¿Donde estas?, ¿Como es?, ¿Quedas bien?, ¿Que te duele?, Que tienes?, ¿De quien? <p>Students will ask and answer questions through oral role play, written exercises and charades.</p>	<p>Oral responses Quiz</p>
7.1.8 Create and respond to simple phrase, questions, and sentences. WR. 3.7		
7.1.9 Describe people, places, things and events with some details. WR 3.13	<ol style="list-style-type: none"> 1. Cumulative review of previously learned concepts. 2. La casa de mi futuro-Students will develop a floor plan of their future home, using appropriate vocabulary to label and describe. 3. El cuerpo-Students will create a drawing of a person and will label the body parts. Students are expected to present the drawing to class. 	<p>Presentation of Projects Teacher Observation</p>
7.1.10 Generate and respond to short messages such as invitations, directions, announcements and appointments. WR 3.10	<ol style="list-style-type: none"> 1. Cumulative review of previously learned concepts. 2. "La caja"- Students will describe where the objects are placed in relation to the box. 	
7.1.11 Interact with appropriate responses in limited social settings and basic situations. WR. 3.12	<ol style="list-style-type: none"> 1. Cumulative review of previously learned concepts. 2. Say it with a card- Frameworks pp. 131. <p>Students will write a "get well" card in Spanish using target vocabulary.</p>	
7.1.12 Express details of their everyday lives and of past experiences. WR. 3.9	<ol style="list-style-type: none"> 1. Cumulative review of previously learned concepts. 2. La revista-Students will use a magazine to look for two objects/people in which they would like to compare. Students will then be expected to write two sentences using "comparison vocabulary." 	

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GRADE: 8

OBJECTIVE	LEARNING ACTIVITIES	ASSESSMENTS
7.1.13 Engage in original and spontaneous conversation in the language studied. WR. 4.2, 4.5	1. Cumulative Review of previously learned concepts. 2. Impromptu Role Playing – Students, divided in groups, will select a topic from a hat. They are to act out their topic.	Teacher Observation Oral Response
7.1.14 Organize thoughts into coherent, oral speech. WR. 4.2,4.4	1. Cumulative Review of previously learned concepts. 2. Las laminas-Each student will receive an overhead lamination and transparency pen-to draw a picture showing relationships/describing objects. They are to write and orally communicate three sentences which describe their drawing.	Teacher Observation Oral Response Written Response
7.1.15 Explore employment opportunities where languages are advantageous. WR. 1.7	“Buscando un trabajo”- Students will write an essay explaining why speaking a world language is beneficial to selected career fields.	Essay
7.1.16 Identify common and distinct features such as prepositional phrases and clauses among languages. WR. 4.2	“El bolso de objetos” – Using the phrase “Es de”, students will recite sentences that show ownership. Each student will select an object from a bag and own it for this activity.	Oral Response Teacher Observation

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OBJECTIVE	LEARNING ACTIVITIES	ASSESSMENTS
<p>7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one World Language in addition to English.</p>		
<p>7.2.5 Compare the customs of their own culture and studied culture. WR. 3.10</p>	<p>La corrida- Students will learn the traditional customs of the bullfight through viewing multi-media presentation and discuss its cultural impact.</p>	<p>Oral Response</p>
<p>7.2.6 Understand the role of stereotyping and forming and sustaining prejudice. WR. 4.6</p>	<p>“Latin Beat”-After viewing this video, students will write an essay on the impact in the US</p>	<p>Written Response</p>
<p>7.2.7 Demonstrate an awareness of contributions made in many field by men and women of diverse cultures. WR. 2.6</p>	<p>Biography-Students will research and write a biography sketch and of someone from a Spanish and or Latino decent.</p>	<p>Essay</p>
<p>7.2.8 Examine interrelationship between the language and culture of a given group of people as evidence in literary work. WR. 3.9</p>	<p>Short Story- Students will read a short story by a famous Spanish author. Students will connect the cultural traditions with the language.</p>	<p>Written Response</p>

GRADE: 6, 7, 8

TEXT RESOURCES:

Belisle-Chatterjee, Ava; Martinez-Cruz, Abraham; and Tibensky, Linda; !Hola! National Textbook Company, 1997.

Belisle-Chatterjee, Ava; Martinez-Cruz, Abraham; and Tibensky, Linda; ?Que Tal? National Textbook Company, 1997.

Belisle-Chatterjee, Ava; Martinez-Cruz, Abraham; and Tibendky, Linda; !Hola! Workbook. National Textbook Company, 1997.

Belisle-Chatterjee, Ava; Martinez-Cruz, Abraham; and Tibensky, Linda; ?Que Tal? Workbook. National Textbook company, 1997;

Miscellaneous resources as appropriate/available:

Internet

Library

Videos

Audio Tapes