

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Foreign Language

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| Mission Statement | Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding of and respect for other cultures. (As developed during department meeting- all levels, all languages, March 10, 2006) |
| Course Sequence (Grades 6-12) | Spanish I Spanish II Spanish II Honors Spanish III Spanish IV Spanish V (AP) |

Course Framework

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| Course Title Grade Level Semesters (1-2-3-4) Prerequisite | Spanish I (year-long course) Grades 8, 9, 10, 11, 12 2 semesters None |
| Course Description | <p><u>Middle School- Course Selection Document</u></p> <p>All of our foreign language classes are high school-level classes with an emphasis on authentic, active learning, communicative activities and partner and group work. Attention to grammatical patterns plays an important supporting role. It should be noted that these are accelerated classes, and students signing up for these classes should have a strong background in English and demonstrate a firm understanding of good study skills. Our experience has shown that there is a high correlation between language arts grades and foreign language grades. In addition, students need to be willing to do daily homework and study an extra 15-30 minutes a night as daily review.</p> <p>Learning Spanish prepares students not only for foreign travel and study, but also for life in the United States since Spanish is the second language of our country. Knowing Spanish will enable students to communicate with the Spanish-speaking populations around them and will enhance their job opportunities. Learning a foreign language is difficult, but learning Spanish is useful, enjoyable, and becoming increasingly necessary in our country. The Spanish classes at the middle school emphasize communication, cultures, connections, comparisons and communities. Listening comprehension and speaking will be stressed, but the traditional grammar, vocabulary, and spelling will also be taught so students will have a complete language experience, preparing them for high school and beyond. Even though this is a high school class, students are taught with age appropriate methods and texts.</p> |

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| | <p><u>High School- Program of Study Document</u></p> <p>The Spanish I course introduces students to basic grammar structures, vocabulary, and the sound system. Basic language learning skills of reading, writing, speaking and listening are practiced through a variety of communicative activities in Spanish. Role playing and dialogues are common activities. Students study the geography of Spanish-speaking countries and their cultural traditions with specific emphasis on holiday celebrations.</p> |
| <p>District-approved Materials and/or Resources</p> | <p><u>En Español 1A/En Español 1B</u> (Middle School) <u>En Español 1</u> (High School) Copyright 2000. Textbook—Etapa Preliminar-Unidad 4, Etapa 2 Workbook—<u>En Español 1A/En Español 1B</u> (Middle School) <u>En Español 1</u> (High School) <u>En Español 1</u> Video & Audio series Teacher Ancillaries/Assessment Program</p> |

Unit Frameworks

Etapa Preliminar

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| Unit of Study: major topics | Etapa Preliminar | Resources that will support instruction ¡En español! Textbook and Resources |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <ul style="list-style-type: none"> • 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). • 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). • 28.A.1b Respond appropriately to simple commands in the target language. • 28.B.1a Respond to and ask simple questions with prompts. • 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. • 28.C.1b Infer meaning of cognates from context. • 28.D.1a Copy/write words, phrases and simple sentences. • 28.D.1b Describe people, activities and objects from school and home. • 30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances). | |
| Objectives ○ Conceptual ○ Factual ○ Procedural | <ul style="list-style-type: none"> • Greet people – Expressions for hello and good-bye • Introduce yourself – say your name • Say where you are from • Exchange phone numbers • Say which day it is • Recognize classroom and text instructions • Introduction to the concept of gender • How to say each letter in the Spanish alphabet • Greeting customs in Spanish-speaking countries • Expressions used to say good-bye in Spanish • Saying country names in Spanish • Numbers 0-10 • Classroom Expressions | |
| Assessments | Performance Tasks—Listening, reading, writing, speaking <ul style="list-style-type: none"> • Listen for directions from teacher in Spanish • Pronounce Spanish (correct | Other Evidence <ul style="list-style-type: none"> • Quizzes / Etapa Exam • Country/ Capitol quiz • Final Exam at end of each semester |

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| | <p>intonation, inflection, stress, accentuation)</p> <ul style="list-style-type: none">• Ask questions and request clarification• Write a letter to a pen pal including info from Etapa Preliminar | <ul style="list-style-type: none">• Diálogo – introducciones• Recitation of alphabet |
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Unit Frameworks

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| <p>Unit of Study: major topics</p> | <p>Unidad 1- Los Estados Unidos (Unit 1- The United States)</p> | <p>Resources that will support instruction:</p> <p>Text, workbook, video & audio programs, assessment program</p> |
| <p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p> | <ul style="list-style-type: none"> • 28.A.1a- Recognize basic language patterns (forms of address, questions, case) • 28.A.1b- Respond appropriately to simple commands in the target language • 28.A.2b- Follow instructions in the target language, given one step at a time, for a wide range of activities • 28.B.1a- Respond to and ask simple questions with prompts • 28.B.1b- Imitate pronunciation, intonation and inflection including sounds unique to the target language • 28.B.2b- Produce language using proper pronunciation, intonation and inflection • 28.C.1a- Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song. • 28.C.1b- Infer meaning of cognates from context. • 28.C.2b- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.1a- Copy/write words, phrases and simple sentences. • 28.D.1b- Describe people, activities and objects from school and home • 28.D.2c- Present an original production (commercials, ads, skits, songs) using known vocabulary and structures • 29.A.1- Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent) • 29.D.1- Recognize important people and events in the history of areas where the target language is spoken. • 30.A.1a- Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency • 30.A.1b- Use the target language to solve simple math exercises (use numbers to count and do math computations) • 30.B.1a- Use target language vocabulary to identify common professions and occupations • 30.B.1b- Use target language vocabulary to identify a variety of professions in which the target language may be used. | |

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| | <ul style="list-style-type: none"> • 30.A.1d- Use target language vocabulary while participating in physical activities (e.g., games, dances). |
| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p><u>Communication</u></p> <ul style="list-style-type: none"> • Greet people • Introduce self and others • Say where you and others are from • Express person likes/dislikes as well as likes/dislikes of others • Describe people- self and others (physical and personality traits) • Describe clothing (length, size, color, pattern) • Describe family and family relationships • Ask and tell ages • Give dates and birthdays • Express possession/ownership <p><u>Grammar</u></p> <ul style="list-style-type: none"> • me llamo / te llamas / se llama • soy, eres, es + de • encantado vs encantada • sí / no • familiar vs formal greetings • subject pronouns (singular, plural, familiar, formal) • <i>ser</i> – to be (with profession, origin, descriptions, family relationships) • <i>gustar</i> + infinitive (me, te, le) • definite/indefinite articles • noun-adjective agreement—gender • noun-adjective agreement—number • shortened form of adjectives (buen, mal, gran) • <i>tener</i> (with hair/eye color, age, family members) • possession with de / possessive adjectives • giving dates (format as well as months of the year and numbers to 100) <p><u>Culture</u></p> <ul style="list-style-type: none"> • Miami- Cuba • San Antonio- Riverwalk, Alamo • Los Angeles- murals • Quinceañera (rites of passage) • Extended families • Día de los Muertos |

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| Assessments | <p>Performance Tasks- Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> • Listen for directions from the teacher in Spanish • Pronounce Spanish (correct intonation, inflection, stress, accentuation) • Ask questions and request clarification • Identify Spanish/English cognates • Learn where Spanish is spoken around the world • Present a fashion show using vocabulary about clothing, colors, pattern, and style • Present a poster describing a (favorite?) family member • Present poster of family tree • Write paragraph describing self | <p>Other Evidence</p> <ul style="list-style-type: none"> • Quizzes / Etapa Exam • Final Exam at end of each semester |
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Unit Frameworks
Unidad 3 – Puerto Rico

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| Unit of Study: major topics | Unidad 3, Etapas 1, 2 and 3 | Resources that will support instruction ¡En español! Textbook and Resources |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities. • 28.B.2b Produce language using proper pronunciation, intonation and inflection. • 28.B.2a Pose questions spontaneously in structured situations. • 28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words. • 28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization. • 28.D.2b Present a simple written or oral report on familiar topics. • 28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). • 29.B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken. • 29.C.1a Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues. • 30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals). • 30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances). • 30.B.1a Use target language vocabulary to identify common professions and occupations. • 30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and | |

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| | <p>do math computations).</p> <ul style="list-style-type: none"> • 30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.* | |
| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p>Unidad 1</p> <ul style="list-style-type: none"> • Expressing feelings and emotions with <i>estar + adjective</i> • Discuss what just happened with <i>Acabar de</i> • Say where you are coming from using <i>Venir</i> • Expressing likes with <i>gustar + infinitive</i> • Extend invitations • Talk on the phone vocabulary • Learn about Puerto Rican culture, history, geography, important people and wildlife • Learn about <i>La Bomba y Plena</i> music from Puerto Rico <p>Unidad 2</p> <ul style="list-style-type: none"> • Talk about sports • Use the verb jugar • Use e-ie stem-changing verbs • Say what you know using <i>saber</i> • Express preferences and use phrases for making comparisons • Learn related regional vocabulary • Discuss the relationship between Puerto Rico and the U.S. • Talk about Baseball in Puerto Rico and Roberto Clemente and other activities popular in Puerto Rico <p>Unidad 3</p> <ul style="list-style-type: none"> • Describe the weather using weather expressions • Discuss clothing and accessories • Use <i>tener</i> expressions • Use direct object pronouns • Use the present progressive • Talk about <i>El Yunque</i> Rainforest in Puerto Rico • Talk about the National Puerto Rican Day Parade | |
| <p>Assessments</p> | <p>Performance Tasks</p> <ul style="list-style-type: none"> • Quizzes • Etapa Exam • Final Exam in the Spring | <p>Other Evidence</p> |

Unit Frameworks
Unidad 4 – Oaxaca, Mexico

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| Unit of Study: major topics | Unidad 4 Etapa 1 and 2 | Resources that will support instruction ¡En español! Textbook and Resources |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities. • 28.B.2b Produce language using proper pronunciation, intonation and inflection. • 28.B.2a Pose questions spontaneously in structured situations. • 28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words. • 28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization. • 28.D.2b Present a simple written or oral report on familiar topics. • 28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). • 29.B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken. • 29.C.1a Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues. • 30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals). • 30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances). • 30.B.1a Use target language vocabulary to identify common professions and occupations. • 30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations). | |

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| | <ul style="list-style-type: none"> • 30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency. | |
| <p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural | <p><u>Communication</u></p> <ul style="list-style-type: none"> • Identify addresses • Give addresses • Choose transportation • Request directions • Give instructions • Talk about shopping • Make purchases • Talk about giving gifts • Bargain <p><u>Grammar</u></p> <ul style="list-style-type: none"> • <i>Decir</i> • Prepositions of location • Regular affirmative commands • Stem-changing verbs: <i>o→ue</i> • Indirect object pronouns • Indirect object pronoun placement <p><u>Culture</u></p> <ul style="list-style-type: none"> • The name Oaxaca • <i>El Mercado Benito Juarez</i> | |
| <p>Assessments</p> | <p>Performance Tasks</p> <ul style="list-style-type: none"> • Dialogue in the market • Write directions from home to school • Write about a day at <i>el Mercado Benito Juarez</i> | <p>Other Evidence Quizzes</p> <p>Etapam Exam</p> <p>Final Exam</p> |