



CURRICULUM

Program Director: Rafaela Pajaro

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VISION STATEMENT

This Foreign Language curriculum embraces a broad spectrum of communication skills utilizing the five C's of essential foreign language education: Communication, Culture, Connection, Comparisons and Community. The standards presented offers a vision of what students should know and be able to do with the Spanish Language. In order to attain these standards, students require a foreign language program that provides rich curricular experiences. The goal of this curriculum is to develop positive attitudes and excitement toward learning the Spanish Language. The skill of listening, speaking, reading and writing, students are able to broaden their awareness and understanding of the Hispanic culture. This program is designed to accommodate varying levels of language learners as they progress through the stages of the National Foreign Language Curriculum with Readiness, Foundations, and Essential objectives.

INTRODUCTION

This foreign language curriculum is base on the National Foreign Language Standards {2013}. The curricular elements of the Foreign Language Standards incorporate the five C's: Communication, Culture, Connections, Comparisons and Communities. It is also divided by levels of Readiness, Foundations and Essentials with each level having its own set of objectives.

The purpose of this curriculum is to provide teachers with a common academic standard which targets specific milestones and goals in teaching the Spanish language to home students in grades prek-8

Due to the varied ability of language students and the wide variety of instructional situations within the individual home students, this curriculum has been formatted in a non-graded fashion, appropriate for all learners, pre-k through 8

This curriculum is designed to address the specific readiness skills to begin studying a language, foundational skills to continue language development and essential skill to master necessary competencies, giving home students a well-rounded foundation and appreciation of the Spanish language for further study.

Provided in this curriculum is a checklist for the objectives. This checklist provides an easy method to view the experience gained by the language student.

Additionally, language resource pages and Student Learning Expectations pages are provided and may be adapted by home schools.

Citations used within the curriculum refer to foreign language standards and the objectives within the Readiness, Foundations and Essential competencies. [i.e., FL1-E2: Foreign Language Standard 1, Essential 2]. Furthermore, suggested activities and assessments are offered to assist novice instructors in the formulation of ideas for lesson planning and assessment.

The goal of this curriculum is to develop positive attitudes and excitement toward learning the Spanish language. As a home school institution, we believe that understanding a different culture will create an appreciation and awareness for the diversity of all children.

Spanish

**Level: Pre-Readiness
[PreK-K]**

Communication – Communicate in Languages other than English

Standard 1: Students engage in conversation, provide and obtain information, express feelings, and preference, and exchange ideas and opinions.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.1.1	Respond to simple commands	“Hello” “ Goodbye” “How are you today? Etc
		P.1.2	Listen and recite simple words and phrases	“How are you today? “Very well.”
		P.1.3	Listen to short conversations/stories on familiar topics.	Teacher will read a short a story in English and repeat in foreign language.
		P.1.4	Listen and recite expression of feelings.	“How are you feeling today? Happy, sad, excited, etc

Standard 2: Students understand and interpret written and spoken communication on a variety of topics.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.2.1	Listen and recite colors.	Red, orange, yellow, green, blue, purple, pink, black, brown, white, and gray.
		P.2.2	Listen and recite shapes.	Square, rectangle, triangle, circle, star, heart, and oval
		P.2.3	Listen and recite numbers.	1 through 10 and 11 through 20
		P.2.4	Listen and recite simple songs and poems.	Happy birthday, Itsy Bitsy Spider, etc
		P.2.5	Explore topics related to school subjects in the target language including: weather terms, animals, clothing, family, classroom objects, body parts, and geographical concepts.	Point to item or photograph say word in English and repeat in foreign language. Students repeat.

Communication

Standard 3: Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.3.1	Greet people and make small conversations	Listen and repeat to conversation words: Hello, how are you today?
		P.3.2	Follow simple instructions, ask and answer questions.	Listen and repeat instructions.
		P.3.3	Participate in a school or community celebration.	Participate in an annual cultural festival.
		P.3.4	Perform a song or skit in the target language.	Plan, practice, and perform for a group of individuals at school or in the community.

Cultures – Gain Knowledge and Understanding of other Cultures.

Standard 4: Students demonstrate and understand of the relationship between the practices, products, and perspectives of the culture.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.4.1	Participate in age appropriate cultural activities such as games, songs, and celebrations.	See appendix for ideas of games and celebrations.
		P.4.2	Make basic comparisons between celebrations of the target culture and own culture.	Halloween and Dia de los muertos, Independence Day.
		P.4.3	Recognize culture artifacts, symbols, and songs that serve similar purpose.	Mexican flag, calacas, Calaveras and other symbols of Día de los muertos.

Connections – Connect with other disciplines and acquire information

Standard 5: Students reinforce and further their knowledge of other disciplines through the foreign language.

PreK	K	Citation	Objective: The student will:	Activity/Assessment/Experiment
		P.5.1	Explore a variety of objects from culture.	Food, clothing, musical instruments, money, flags.
		P.5.2	Listen to and talk about age appropriate folks tales, short stories, poems and songs that are written in native language.	See appendix for appropriate stories.

Communication- Communicate in Language other than English

Standard 1: Students engage in conversations, provide and obtain information, express feelings and preferences, and exchange ideas and opinions.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								1FL-R1	Greet people, make small talk and close conversations.	Practice conversation with each other sing songs. Do rhymes to remember vocabulary greetings.
								1FL-R2	Give and follow simple instructions and ask and answer questions.	Commands. Classroom management phrases and questions words practice these words as instructions are given. Gestures can be given help increase understanding.
								1FL-R3	Express like and dislikes	Me gusta, No me gusta. As students learn other vocabulary, teacher will continually ask for their opinions.
								1FL-R4	Describe people, places and things in their daily lives.	Classroom objects, Family words, Learn words through gesture and silly songs. Use these words on the context of sentences.
								1FL-R5	Identify occupation in the target language.	Instructor and personnel in the school learn vocabulary about different positions in the school, where they work and what they do.

Communication.

Standard 2: Students understand and interpret written and spoken communication on a variety of topics.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								2FL-R1	Respond to simple commands	Classroom commands. Responding to commands by acting out nonverbally.
								2L-R2	Read and understand simple words and expressions.	Commands and common phrases. Introduce vocabulary and put gestures to the words. Create a word of the week to practice.
								2FL-R3	Comprehend short conversations/stories on familiar topics.	Creating stories using vocabulary [see textbook resources] Practice vocabulary then read and act out the stories.
								2FL-R4	Identify people and objects based on oral and written descriptions.	Colors and clothing. Describe a person in the class using color and clothing words. Have students guess who is being described.
								2FL-R5	Interpret gesture, intonation and other visual and auditory clues.	Use gesture or auditory clues for most vocabulary. These gestures can be used as clues. Use picture or other visuals encouraged.
								2FL-R6	Comprehend the main idea and identify the main characters of short stories or children's literature.	Read stories created in class or teacher driven stories. Teacher can create stories in power point, using vocabulary.

Communication.

Standard 3: Students present information, concepts and ideas to an audience and readers on a variety of topics

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								3FL-R1	Recite stories and simple materials [i.e., stories, songs, poems, advertisements, and popular sayings] with appropriate expression.	Sing songs based on various vocabulary words [see CD list for ideas]. Act out stories that are teacher created or class created. SLE: skits/songs.
								3L-R2	Write or orally present brief messages.	Oral presentations or short stories or skits.
								3FL-R3	Present description of familiar people, places and things to a group.	Family and classroom objects: learn classroom objects through visual or TPR. Talk about quantity and descriptions of family members.
								3FL-R4	Read and recite short poems or stories with appropriate expression.	Act out stories with expression that indicated understanding.

Cultures – Gain Knowledge and Understanding of other Cultures.

Standard 4: Students demonstrate and understand of the relationship between the practices, products, and perspectives of the culture studied.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								4FL-R1	Use appropriate gestures and oral expression for greetings, leave-takings and courtesy phases.	Talk about cultural differences. Use native students from the classroom as examples.
								4FL-R2	Participate in age appropriate cultural activities such as games, songs, celebrations, and short dialogues.	Students may learn Mexican holidays including Dia de los muertos, Mexican Independence Day, Virgin de Guadalupe, Cinco de mayo. Las posadas.
								4FL-R3	Identify and describe a variety of objects from the culture [toys, dress, building, food.	Students will learn something of the special holiday, food, in countries where the target language is spoken.
								4FL-R4	Identify parts of the world where the target language is spoken.	There are twenty different countries that speak Spanish. Students may look at the label maps. Students may do flag activities.

Connections – Connect with other Disciplines and Acquire information.

Standard 5: Students reinforce and further their knowledge of other disciplines through the foreign language.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-R1	Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographic content.	Math: after learning numbers, students can do math problems in Spanish. Geography: Students can learn about other countries that speak Spanish. History: Students can learn a little of the history behind such celebrations as Mexican independence Day and Cinco de mayo. Weather: Students may learn weather terms and are able to identify the weather of the day.

Standard 5.1 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-R2	Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers.	Students may listen to Mexican Christmas carols, birthday songs and legends from Mexico.

Comparisons – Develop Insight into the Nature of Language and Culture.

Standard 6: Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								6FL-R1	Recognize that words are borrowed from one language to another.	Point out cognates in stories and songs throughout the year. Explain that Spanish is one of the romance languages, coming from Latin and that many of the phrases are very similar each of the romance languages. Encourage native speakers to compare and contrast the words they use [many are Anglicized versions]

Standard 6.1 Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								6FL-R2	Make basic comparisons between the celebrations of the target culture and their own culture.	Día de los muertos, Mexican Independence Day, Virgen de Guadalupe, Las Fallas, Festival de San Fermín, Cinco de mayo.

Communities – Participate in multilingual communities at home and around the world.

Standard 7 : Students use the language both within and beyond the school setting.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-R1	Participate in a school or community celebration.	Students may participate in holiday activities such as Las posadas or Dia de los muertos.
								7FL-R2	Perform a song or skit in the target language for an audience.	Students may sing songs for other classes or for talent show. Students may perform skits at school.
								7FL-R3	Understand and listen to presentations about occupations or careers.	Students may have guest speakers come to talk to them about their professions

Communication- Communicate in Language other than English

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas and opinions.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								1FL-F1	Comprehend and interpret a brief narrative, poem or story	Comprehend, interpret and recite poems, Sing DE Colores using language, Students recite aloud to each other and teacher.
								1FL-F2	Comprehend brief written messages and short personal notes.	Students will write short messages on greeting cards such as valentines, birthday, letters, etc Students will be evaluated for comprehension and written work.
								1FL-F3	Comprehend simple recorded materials	Comprehend recorded material in songs, such as Christmas songs, De Colores, Las Mañanitas. Listen to recordings and sing as they use sign language for comprehension. Assess for comprehension by demonstrating correct signs, verbal presentation, and oral questions.
								1FL-F4	Follow simple written instructions	Give verbal and written instructions that they will follow. Practice the vocabulary using “Teaching Proficiency through Reading” [TPR] actions. Topics may include the alphabet and rules of pronunciation. Assess for comprehension and oral participation.
								1FL-F5	Identify parts of a short story, e.g., climax, main idea, conflict	Draw pictures identifying the climax, main idea, and conflict of a mini story. Act out the story using TPR an actions. Evaluate for comprehension by their demonstration, discussions, and questions.
								1FL-F6	Identify and describe the main ideas/ themes/ characters in a story.	Draw pictures and then describe to each other the main characters in a mini-story.

Communication.

Standard 1. 2: Students understand and interpret written and spoken communication on a variety of topics.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								2FL-F2	Give and follow directions to carry out a specific task and ask questions for clarifications	Give directions to each other and then to the class. Evaluate for comprehension with oral questions and command.
								2L-F3	Exchange information about personal events and memorable experiences.	Explain to each other/ teacher/ class how they celebrate specific holidays and celebrations at their home. Evaluate by oral questions and presentations.
								2FL-F4	State opinions about objects, people and events present in their everyday lives.	State to each other likes and dislikes pertaining to specific objects., people or events in their lives. Evaluate by their verbal presentation.
								2FL-F5	Acquire goods or information through interaction.	State information given to them by others such as story telling. Learn foods and to order in Spanish at a restaurant. Other topics may include the vocabulary for the calendar. Evaluate by their verbal presentation and questions.

Communication.

Standard 1.3: Students present information, concepts and ideas to an audience and readers on a variety of topics

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								3FL-F1	Perform short plays, poems, songs, and dances.	Perform Christmas songs and dances during school celebrations such as Las Posadas. Evaluate by their performance and presentation.
								3L-F2	Write or orally present brief messages that provide information.	Present the instructions to each other and to the class with map skills. Other topics may include the vocabulary for travel and vacation. Evaluate by their written and oral presentation.
								3FL-F3	Present basic [biographical] information about self or others in front of a group.	Introduce themselves and each other in front of the class. Identify the informal and formal vocabulary use of oral presentation. Other topics may include the family and community. Evaluate by their verbal presentation.
								3FL-F4	Read and recites short poems or mini-stories with appropriate expression and rhythm.	Memorize and recite, short poems, songs, etc Evaluate presentation.
								3FL-F5	Share their interpretations, reactions, and feeling about a piece of literature.	State their opinions regarding certain literature or their own mini-stories. Evaluate by their oral questions and discussion.

Cultures – Gain Knowledge and Understanding of other Cultures.

Standard 2.1: Students demonstrate and understand of the relationship between the practices, products, and perspectives of the culture studied.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								4FL-F1	Identify and discuss typical behaviors from the target culture in a variety of specific settings.	Examine and participate in the Hispanic holidays such as Dia de los muertos, Las posadas, 16 de septiembre, 5 de mayo, etc. Assess: Questions, discussion.
								4FL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features.	Use internet to research Spanish speaking countries and then draw on a poster board the country to include cities and geographical features. Present their countries to the class. Other topics may include professions. Evaluate by their presentations.

Culture

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								4FL-F3	Use culturally appropriate language and behavior in basic school and social situations such as customs with food, clothing, etc	Compare and apply the difference between formal and informal greetings. Students will have different scenarios in order to understand and present the different between formal and informal communication and other customs such as food and clothing. Evaluate by oral discussions and presentation.
								4FL-F4	Interpret cultural messages expressed in signs, symbols, advertisement, etc., in the target language.	Examine the picture of Our Lady of Guadalupe and interpret the signs and symbols found in the image. Examine the flag and its symbols from some countries where the target language is spoken.

Connections – Connect with other Disciplines and Acquire information.

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information.	Comprehend and apply math facts and math problems in Spanish. Give directions. Evaluate by their verbal and written presentation.

Connections

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								5FL-F2	Comprehend articles or short videos in the target language on topics being studied in other classes.	Watch and comprehend a religious video in Spanish. Take notes and answer questions regarding the videos. Evaluate by their written answers and discussions.

Comparisons – Develop Insight into the Nature of Language and Culture.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								6FL-F1	Identify and compare [in English, if necessary] cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play.	Topics may include: names, fiestas - piñata, mariachis, sports: el beisbol, la quinceanera, school schedule, body language and gestures, bargaining over price of an item, breakfast in Spain, telling time, and saint days. Assess: discussions.
								6FL-F2	Recognize [in English, if necessary] the process of word/idea borrowing from one language by another.	Find cognate words an they read stories in Spanish. Evaluate by their verbal and written discussions.
								6FL-F3	Distinguish between the sound system and the written system of the target language and the same elements in their own language.	Compare the different sounds in the Spanish and English alphabet. Evaluate by their verbal discussion.
								6FL-F4	Compare appropriate gestures in the target language and de culture studied to their own.	Through the study of proximity to Mexico, holydays such as Día de la independencia, Fourth of July, Dia de los muertos, Holloween, Navidad and Christmas, etc.

V: Communities – Participate in multilingual communities at home and around the world.

Standard 5.1 : Students use the language both within and beyond the school setting.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-F1	Use the library to select magazines, CDs, internet, etc., in the target language; share their content with others.	Select magazines, CDs, internet sites, etc., and will share these with the class. Evaluate by their verbal presentation.
								7FL-F2	Identify people in the community who use the target language in their work; invite them to share information with the class and ask the questions.	People from the community such as a Hispanic dance instructor, restaurant owner, social agencies, and touring industries will be invited to share information and answer questions to the class. Assess: orally.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-F3	Create original materials [e.g., short stories, poems, crafts] to exchange with classes in other communities or countries.	Write short stories, letter, poems, make crafts to exchange with schools, communities and countries. Evaluate by their verbal and written presentation.
								7FL-F4	Present information to others [in English, if necessary] about the target language and culture.	Present information to others describing the language and its culture. Evaluate by their verbal and written presentation.

Communication- Communicate in Language other than English

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange ideas and opinions.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								1FL-E1	Express and react to a variety of feelings.	Written and oral quiz.
								1FL-E2	Develop and propose solutions to issues and problems cooperatively with other students..	Students discuss school issues and problems and write up a solution to the issue or problem.
								1FL-E3	Support opinions with factual information.	Students write a letter to the editor of a magazine or newspaper expressing their opinions on a particular topic.

Standard 2: Students understand and interpret written and spoken communication on a variety of topics.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								2FL-E1	Comprehend the main idea in authentic oral and written materials on familiar topics.	Students oral summaries Students illustrate a story to demonstrate comprehension.
								2FL-E2	Comprehend well –developed paragraphs containing complex sentences and idiomatic expressions.	Create illustrations to demonstrate comprehension. Written test.
								2FL-E3	Comprehend, interpret and analyze the style of a short piece of fiction or essay on familiar topics.	Students read a folktale in Spanish and write an alternate ending using the elements of a folktale.
								2FL-E4	Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays.	Students read several short folktales in Spanish and write a recipe on an instructional booklet on how to create a folktale. Students will create a skit using elements of a skit or play.
								2FL-E5	Identify emotions and feelings from selected reading material.	Students create a picture that identifies the emotion conveyed in a short story or poem.
								2FL-E6	Read a poem and analyze its components.	Written test. Student act out the poem.

Standard 3: Students present information, concepts and ideas to an audience of listeners and readers on a variety of topics.

2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
							3FL-E1	Present understand written reports and summaries.	Students create a radio announcement that advertises a short story they read and present it to the class.
							3FL-E2	Perform short, student-crested skits and scenes.	Students use vocabulary to create a skit or commercial and then perform in class.
							3FL-E3	Present a brief speech	Students recite a prayer or poem of their choice [to class or to school assembly]
							3FL-E4	Prepare tape-[audio] or video-recorded materials.	Students create a radio announcement , commercial, skit or interview that is to be recorded and presented to the class.
							3FL-E5	Retell a story.	Students present a story they created.

Cultures – Gain Knowledge and Understanding of other Cultures.

Standard 4: Students demonstrate and understand of the relationship between the practices, products, and perspectives of the culture studied.

2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
							4FL-E1	Investigate and participate in age appropriate cultural practices related to business, sport an entertainment	Holidays performances [Cinco de mayo celebration performances]
							4FL-E2	Use and respond appropriately to idiomatic verbal and nonverbal expressions.	Oral or written test Create a skit
							4FL-E3	Identify, experience or produce expressive products of the culture, e.g., advertisements, stories, poems.	Create a greeting card Create posters for all saints day.
							4FL-E4	Recognize simple themes, ideas or perspective of the culture and the relationships to socially acceptable behavior.	Create a dialogue between friends and then a dialogue between and adult and a child to demonstrate how informal and formal language is used.
							4FL-E5	Identify the area in the U.S where the target language is most commonly spoken noting the impacts.	Research Florida, New York and Southwest. Write a report on the positive impacts of Spanish speakers in these areas.
							4FL-E6	Recognize how the target language and its culture add to the richness of our own cultural diversity.	Students write an article for a travel magazine that promote visiting a Spanish restaurant, store or festival within their community. [Mariachi Conference, Language Fair]
							4FL-E7	Recognize when to switch between formal and informal language.	Students create an 8 section comic strip showing how one would communicate with a friend and an adult.

Connections – Connect with other Disciplines and Acquire information.**Standard 5 : Students reinforce and further their knowledge of other disciplines through the foreign language.**

2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
							5FL-E1	Present report in the target language orally and/or in writing on topics being studied in others classes.	[Science, Social Study, History] Students write a story that is part fiction and part fact using concepts studied in other classes.
							5FL-E2	Generate reports for other content areas using information acquired through sources in the target language.	Written report with work cited page.

Comparisons – Develop Insight into the Nature of Language and Culture.**Standard 6: Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.**

2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
							6FL-E1	Understand how idiomatic expressions impact communication and reflect culture	In class discussion Students illustrate the literal meaning of an idiom.
							6FL-E2	Demonstrate awareness that there is more than one way to express ideas across languages.	In class discussion.
							6FL-E3	Recognize that there are linguistic and cultural concepts that exist in one language and not in another.	In class discussion
							6FL-E4	Compare and contrast a variety of art forms [e.g., music, dance, visual art, drama] with their own culture through oral and/or written description and/or performance.	Written test. Student create a Venn Diagram Class dicussion

V: Communities – Participate in multilingual communities at home and around the world.

Standard 7 : Students use the language both within and beyond the school setting.

1	2	3	4	5	6	7	8	Citation	Objective: The student will:	Suggested Activities/Assessment
								7FL-E1	Research and present a topic related to the target language or culture, using resources available outside the classroom	Use Webquest, call or visit local Latin or Hispanic organizations to obtain information.
								7FL-E2	Write letters or electronic messages to native speakers.	Write letters to Spanish speakers that are part of an ESL program from other schools.
								7FL-E3	Interview community members who speak the target language on topics of personal or professional interest; report the result orally or in writing.	Students interview family members, friends or teachers that are Spanish speakers. [oral or written report]
								7FL-E4	Write letters to U.S. communities and other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received.	Write letters to visitor bureaus or tourism centers in a Spanish speaking country. [oral or written report]
								7FL-E5	Identify and select written or oral materials of individual interest; report on them to others.	Students write a book report. Group discussion.

Student Learning Expectations Adaptations

1. Lifelong learners Who:

- a. Demonstrate an enthusiasm for learning.
- b. Develop research skills.
- c. Employ self-discipline skills to achieve learning.
- d. Apply a variety of problem solving and critical thinking strategies.
- e. Adapt to the change within their environment.

2. Engage Learners Who:

- a. Meet academic goals individually and collaboratively,
- b. Can apply problem solving techniques to a variety of situations.
- c. Use a wide variety of educational resources including technology.

3. Effective Communicators Who:

- a. Demonstrate listen skills
- b. Read, write and speak correctly and effectively.
- c. Ask appropriate questions
- d. Utilize technology.
- e. Recognize, understand, and use nonverbal communication.

4. Responsible Citizens Who:

- a. Take responsibility for their action.
- b. Know and practice their basic civic responsibilities.
- c. Recognize each person's interdependence with their environment and the world.
- d. Promote achievement of community goals.
- e. Exhibit positive leadership.
- f. Take responsibility for their actions.
- g. Develop and use life skills to build community.
- h. Show respect and tolerance toward diverse people and ideas.
- i. Demonstrate ethical and moral behavior and decision making.

List of Spanish Resources

Textbooks

1. TPR. Storytelling by Todd McKay. www.TPRSpublishing.com
2. Cuéntame mas by Carol Gaab- TPRS books for grades 3 and up www.TPRSpublishing.com
3. Cuéntame mas by Carol Gaab- TPRS books for grades 5 and up www.TPRSpublishing.com
4. Hola, ninos by Carol Gaab- TPRS books for grades 5 and up www.TPRSpublishing.com
5. Teach them Spanish series- McGraw-Hill Grades K-5 Jonathan's
6. Vamos a jugar! Reproducible games for Spanish Elementary Classes- Teacher Discovery Catalog
7. Let's have fun with Spanish culture- Shiley Best-Teacher Discovery Catalog
8. Ultimate Tips Book for the Foreign Language Teacher.
9. Basic Spanish Games and Activities- Deb Scott-Teacher's Discovery Catalog
10. Interactive Spanish: Lesson for Early Learning- Carl Lubiner
11. Bienvenidos-Cynthia Downs and Terry Becker
12. Spanish is fun – Second Edition Heywood Wald, PhD
13. Avancemos! - McDougal – 6th - 8th grade
14. Sonrisas Spanish Schoo – Blue and Brooks Linder – Kindergarten
15. Spanish Elementary Level 1 – McGraw – Hill
16. Building Spanish Vocabulary Level 1—Carson-Dellosa
17. Little Stories for Little Readers –[in English and Spanish] Carson Dellosa

Textbooks Continue

18. Hispanic Games and Rhymes – Pre-K-2 – Cynthia Downs and Gloria Erickson
19. Don Quijeto in America, Plays in English and Spanish – Grades 1- 6 Resurreccion Espinosa
20. Multicultural Edition Series Discovering Spain, Discovering Mexico – Hayes
21. Hands – on Heritage Mexico Activity Book – Mary Jo Keller
22. Utilizing Games and Cooperative Learning Activities in the Classroom. Lisa Moore and Eva W.
23. Games and Activities for Individual White Boards – Pam Fedie Chalus – Teacher's Discovery
24. Month by Month Spanish Write and Read Books – Veronica Robillard – Schoolastic

Materials for Spanish Speakers

1. Misterio y Pavor 13 Cuentos – Douglas R. McKay – Grades 6-8
2. Essay Spanish Reader – William T. Tarday
3. Composicion de Oraciones – Grade 1 – 3 -- Ruth Solski - On the Mark Press
4. Bilingual Reading Comprehension – 1, 2, 3 –Frank Schaffer Publication

Music

1. MUSIC, Dance, Laugh and Eat Tacos [1, 2, 3] CDs by Barbara Mac Arthur
2. Tune into Espanol by Uwe Kind – CD available at www.uwekindinternational.com
3. Diez Deditos [Play Rhymes and Actions Songs from Latin America] Jose Luis Orozco
4. Canciones En Movimiento Let's Say it With Music [TPR songs in Spanish]
5. Pinata Bilingual Songs for Children by Sara Barchas
6. De Colores and other Latin-American Folk Songs for Children by Jose Luis Orozco
7. Lirica Infantil con Jose Luis Orozco, Letras, Numeros y Colores – Jose Luis Orozco [Songbook and CD]

Videos

1. Professor Parrot Speaks Spanish [grades K-2nd]
2. Hola Amigos [grades K-4th]
3. Fiesta [K-2nd]
4. Families of Mexico [grades K-4th]
5. Kids Explore Mexico [grades K-4th]
6. The Adventure of Don Quixote [Animated grades K-4]
7. Don Quixote [grades 3 -8]
8. Spain [grades 3 -8]
9. Daniel and the Towers [grades 3-8th]
10. Gryphon [grades 3 – 8th]
11. The Young Bullfighter [grade 5 -8th]
12. Maricela [grades 7th and 8th]
13. The Legend of the Christmas Flower [animate Grade K-4th]
14. Selina [grades 7th and 8th]

Websites

1. <http://jc-schools.net/tutorials/ppt-games/>
2. <http://www.myspanishteacher.org/resources.htm>
links to power point presentations and activities for weather, body parts, clothing, alphabet, maps, culture and food
3. <http://www.langwitches.org/>
Ideas for technology integration in the foreign language classroom
4. <http://kids.nypl.org/reading/Childrensebooks.cfm>
Book to download and read online. Tumblebooks is especially good
5. <http://www.tprstorytelling.com/catalogue.htm>
Site to buy books and information related to TPRS.
6. <http://www.teacherdiscovery.com>
Great resources for books, games and activities
7. <http://www.lingolex.com/christmas.htm>
Christmas words in English and Spanish
8. <http://www.azcentral.com/ent/dead>
Information packet on Day of the Dead activities
9. <http://puzzlemaker.com>
Discovery Education's site allows you to create 10 different types of puzzles for students to do.
10. www.cortland.edu/flteach/flteachers.html#spanish
Links to various foreign language web sites
11. www.4teachers.org
Website for teacher integrating technology in the classroom
12. www.cita.net/lessons
Listing by level of worksheets available for download for Spanish classes

Websites Continued

13. <http://tpduggan.tripod.com/powerp.html>
PowerPoint presentations on a variety of Spanish topics
14. www.mexonline.com
Cultural information
15. www.navidadlatina.com
Information about celebrating Christmas in Hispanic countries
16. <http://www.uni.edu/becker/Spanish3.html#spain>
Links to various Spanish websites
17. <http://www.faustosgallery.com/milagros/>
Cultura information about Milagros. Can be used for all Saints Day
18. <http://www.elboricua.com/Boricuakids.html>
Website with information on Puerto Rico