

Spanish 2020

Prepared on a cooperative effort by:

**Humphrey Community Schools
Stanton Community Schools**



Table of Contents

ACKNOWLEDGEMENTS	3
DISTRICT MISSION STATEMENT.....	4
GOALS.....	4
SPANISH MISSION STATEMENT.....	4
SPANISH CURRICULUM GUIDES.....	5
JUNIOR HIGH SPANISH CURRICULUM.....	5
SPANISH I CURRICULUM.....	6
SPANISH II CURRICULUM	8
SPANISH III CURRICULUM.....	10

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District Mission Statement

The Stanton Community Schools exist to create, foster, and provide a positive learning environment in which all students can become responsible and productive members of the United States of America through academic, physical, social, vocational, technical, and emotional growth.

Goals

The students will:

1. Engage in a 21st century learning environment by
 - a. Exceeding learning standards in the core curricular areas of Language Arts, Mathematics, Science and Social Science.
 - b. Acquiring lifelong learning skills such as self-direction, adaptability, and higher-order thinking/problem solving. Also, included in these learning skills are researching information & reporting results, developing inter-personal & cross-cultural relationships, and utilizing the student's curiosity & creativity.
 - c. Utilizing learning technologies to explore & investigate concepts; access, manage, analyze, & synthesize information; and communicate & produce quality products.
2. Be prepared to compete in a global society following graduation.
3. Develop respect and a positive attitude for themselves and others.
4. Assume civic responsibility as a member of a family, community, nation, and world.
5. Develop an appreciation for the visual and performing arts.
6. Be provided with vocational and technological skills.
7. Have the knowledge and skills needed to maintain healthy and fit bodies throughout their lives.
8. Be provided an environment that stimulates emotional growth.
9. Assume responsibility and ownership for their education.

Spanish Mission Statement

Curriculum Developers believe every student can be successful at communicating in the target language, gaining knowledge, and understanding of Hispanic cultures, and developing insight into their own language and culture.

Spanish Curriculum Guides

Junior High Spanish Curriculum

Purpose Statement: Junior High students will communicate on a limited basis in oral and written Spanish, gain general knowledge of Hispanic culture, and identify differences between Hispanic and English cultures.

Focus: Limited exposure to school, Sports, Limited Conversation, Verbs, Adjectives, Historical Cultures of the Spanish speaking world

Outcome SP.JH.1: Students will communicate (read, write, speak, listen) using limited Spanish vocabulary. (Varies according to Instructional Materials)

- SP.JH.1.1 Recognize and recall letters of the Spanish alphabet.
- SP.JH.1.2 Recognize and replicate pronunciation of Spanish letter combinations.
- SP.JH.1.3 Read, write, and recite the limited Spanish vocabulary.
- SP.JH.1.4 Generate questions and appropriate responses utilizing the limited Spanish vocabulary through written and oral language.
- SP.JH.1.5 Apply limited vocabulary through written and oral conversation.
- SP.JH.1.6 Perform the outcome.

Outcome SP.JH.2: Students will apply limited vocab and grammar knowledge in oral and written Spanish.

- SP.JH.2.1 Recognize vocabulary.
- SP.JH.2.2 Recognize parts of speech.
- SP.JH.2.3 Demonstrate subject/verb agreement.
- SP.JH.2.4 Apply gender rules to adjectives and nouns.
- SP.JH.2.5 Generate simple sentences.
- SP.JH.2.6 Compose brief oral and written conversations by accurately applying vocabulary and grammar skills.

Outcome SP.JH.3: Students will gain knowledge of Hispanic culture.

- SP.JH.3.1 Recognize unique aspects of Hispanic culture.
- SP.JH.3.2 Distinguish similarities between Hispanic and student's culture.
- SP.JH.3.3 Distinguish differences between Hispanic and student's culture.
- SP.JH.3.4 Construct a project that highlights one aspect of Hispanic culture.
- SP.JH.3.5 Perform the outcome.

Spanish I Curriculum

Purpose Statement: Spanish I students will communicate in oral and written Spanish, gain knowledge of Hispanic culture, and identify differences between Hispanic and English cultures.

Focus: Vocabulary Related to Daily Life, Present Tense Verbs, Time, Present Progressive, Articles, Adjectives, Cinco de Mayo, Día de los Muertos, Hispanic Culture

Outcome SPAN.I.1: Students will demonstrate knowledge of general vocabulary relating to their daily lives.

- SPAN.I.1.1 List school supplies in Spanish.
- SPAN.I.1.2 Recite their school schedule in Spanish.
- SPAN.I.1.3 Identify activities (example: chores, leisure, homework, etc.).
- SPAN.I.1.4 Express preferences for activities and objects using gustar.
- SPAN.I.1.5 Recognize family members and relationship to self.
- SPAN.I.1.6 Describe family members using accurate grammar and vocabulary.
- SPAN.I.1.7 Categorize food related vocabulary.
- SPAN.I.1.8 Compose description of school subjects and required materials.
- SPAN.I.1.9 Apply general time and location vocabulary to describe daily activities.

Outcome SPAN.I.2: Students will demonstrate understanding of subject and pronouns.

- SPAN.I.2.1 Describe subjects as being singular or plural.
- SPAN.I.2.2 Identify placement of subjects and subject pronouns in verb conjugation chart.
- SPAN.I.2.3 Rewrite subjects using appropriate pronouns.
- SPAN.I.2.4 Differentiate between the English use of “you” and Spanish use of “you”.
- SPAN.I.2.5 Distinguish between formal and informal “you” (tú v. usted).

Outcome SPAN.I.3: Students will demonstrate adjective / noun agreement in oral and written communication.

- SPAN.I.3.1 Recognize all nouns are either masculine or feminine.
- SPAN.I.3.2 Recognize some nouns have different forms (la profesora/el profesor).
- SPAN.I.3.3 Identify procedure to change singular nouns and adjectives to their plural form and plural to singular.
- SPAN.I.3.4 Recognize that adjectives in Spanish are different than adjectives in English.
- SPAN.I.3.5 List the various forms of the adjectives (masculine singular and plural, feminine singular and plural).
- SPAN.I.3.6 Change adjectives to match the noun it is describing.
- SPAN.I.3.7 Demonstrate understanding of adjective/noun placement in Spanish sentence structure.
- SPAN.I.3.8 Apply understanding of different forms of definite and indefinite articles and possessive pronouns.
- SPAN.I.3.9 Create grammatically correct sentences to demonstrate outcome 3.

Outcome SPAN.I.4: Students will apply accurate grammar rules when using verbs in oral and written communication.

- SPAN.I.4.1 Identify a Spanish word as being an “AR, ER, or IR” verb.
- SPAN.I.4.2 Classify verbs as being regular and irregular.
- SPAN.I.4.3 Distinguish between the types of irregular verbs.
- SPAN.I.4.4 Describe the procedure to change a verb from infinitive form to a form that will agree with different subjects.
- SPAN.I.4.5 Utilize the procedure to conjugate verbs to agree with a subject using skills from Outcome 2.
- SPAN.I.4.6 Establish compound verbs that require use of infinitives.
- SPAN.I.4.7 Perform subject/verb agreement through oral and written communication.

Outcome SPAN.I.5: Students will gain knowledge of Hispanic culture.

- SPAN.I.5.1 Identify cultural celebrations (focus on the Day of the Dead).
- SPAN.I.5.2 Compare Hispanic traditions to student’s traditions.
- SPAN.I.5.3 Monitor current events and how they relate to Spanish speaking countries.
- SPAN.I.5.4 Construct celebratory crafts that are accurate and significant to the Spanish Culture.

Spanish II Curriculum

Purpose Statement: Spanish II students will communicate in oral and written Spanish with a focus on proper grammatical structure and gain knowledge of Hispanic culture.

Focus: General Vocabulary related to daily living, Reflexive Verbs, Direct Object Pronouns, and Indirect Object Pronouns, Past Tense Conjugations, Commands, Hispanic Cultural Celebrations

Outcome SPAN.II.1: Students will demonstrate knowledge of general vocabulary relating to their daily lives.

- SPAN.II.1.1 List body parts, shops/businesses around town in Spanish.
- SPAN.II.1.2 Recite vocabulary related to shops/businesses, locations around town, and traffic signals/signage in Spanish.
- SPAN.II.1.3 Identify activities/sports (example: chores, leisure, school related activities, childhood activities/hobbies).
- SPAN.II.1.4 Express preferences for activities and objects using a variety of verbs.
- SPAN.II.1.5 Describe daily grooming routine applying appropriate vocabulary.
- SPAN.II.1.6 Apply general time and location vocabulary to describe daily activities.

Outcome SPAN.II.2: Students will demonstrate understanding of subject and pronouns.

- SPAN.II.2.1 Recognize the need for reflexive pronouns in the Spanish language.
- SPAN.II.2.2 Recognize reflexive pronouns as they are related to reflexive verbs.
- SPAN.II.2.4 Identify direct object pronouns (DOPs) and indirect object pronouns (IOPs).
- SPAN.II.2.5 Distinguish the nouns in sentence as they relate to DOPs and IOPs.
- SPAN.II.2.6 Apply reflexive pronouns to the proper verb conjugations.
- SPAN.II.2.7 Formulate sentences using proper sentence structure as it relates to grammar rules for pronoun usage.

Outcome SPAN.II.3: Students will formulate formal and informal commands by applying grammar rules.

- SPAN.II.3.1 Recognize when to use formal and informal commands. (Tú vs Usted).
- SPAN.II.3.2 Conjugate regular formal and informal commands.
- SPAN.II.3.3 Conjugate irregular formal and informal commands.
- SPAN.II.3.4 Demonstrate comprehension of commands by performing commands given in Spanish.
- SPAN.II.3.5 Perform the outcome through skit or project.

Outcome SPAN.II.4: Students will apply accurate grammar rules when using verbs in oral and written communication.

- SPAN.II.4.1 Review Outcome SPAN.I.4.
- SPAN.II.4.2 Recognize preterite tense verb endings as they relate to the subject.
- SPAN.II.4.3 Recite the determining factors between ser/estar and saber/conocer.
- SPAN.II.4.4 Classify preterite verbs as being regular and irregular.
- SPAN.II.4.5 Distinguish between the types of irregular preterite verbs.
- SPAN.II.4.6 Apply rules related to ser/estar and saber/conocer to determine proper choice of verb as they appear in sentences.
- SPAN.II.4.7 Perform subject/verb agreement through oral and written communication.

Outcome SPAN.II.5: Students will gain knowledge of Hispanic culture.

- SPAN.II.5.1 Identify cultural celebrations (Day of the Dead, Quinceañera, Cinco de Mayo).
- SPAN.II.5.2 Compare student experiences in Spanish speaking countries to student's experiences in their own school.
- SPAN.II.5.3 Create Day of the Dead altars that are culturally accurate.
- SPAN.II.5.4 Construct celebratory crafts that have cultural significance to Spanish Celebrations.

Spanish III Curriculum

Purpose Statement: Spanish III students will communicate in oral and written Spanish, gain knowledge of Hispanic culture, and read and compose books in Spanish

Focus: Vocabulary associated with youth, Imperfect Tense, Preterite vs. Imperfect Rules, Hispanic Culture through Native Speakers, Read literature in target language

Outcome SPAN.III.1: Students will demonstrate knowledge of general vocabulary relating to their daily lives.

SPAN.III.1.1 List items from childhood, manners/customs/special events, natural disasters, and medical conditions.

SPAN.III.1.2 Recite vocabulary related to childhood, manners/customs/special events, natural disasters, and medical conditions.

SPAN.III.1.3 Express preferences for activities and objects using a variety of verbs.

SPAN.III.1.4 Describe past activities using a variety of vocabulary.

SPAN.III.1.5. Perform skits utilizing vocabulary from outcome one.

Outcome SPAN.III.2: Students will apply accurate grammar rules when using verbs in oral and written communication.

SPAN.III.2.1 Review Outcome SPAN.II.4.

SPAN.III.2.2 Recognize imperfect tense verb endings as they relate to the subject.

SPAN.III.2.3 Classify imperfect verbs as being regular and irregular.

SPAN.III.2.4 Distinguish between the use of Preterite vs Imperfect.

SPAN.III.2.5 Apply rules related to Preterite vs Imperfect in verb choice and conjugation.

SPAN.III.2.6 Perform subject/verb agreement and tense choice through oral and written communication.

Outcome SPAN.III.3: Students will apply all previous skills learned to decode, comprehend, and create books in Spanish.

SPAN.III.3.1 Decode text in Spanish language with accuracy.

SPAN.III.3.2 Demonstrate comprehension of stories through study guides and visual organizers.

SPAN.III.3.3 Compose an original story in target language which include engagement activities.

Outcome SPAN.III.4: Students will gain knowledge of Hispanic culture.

- SPAN.III.4.1 Identify cultural celebrations (Day of the Dead, Quinceañera, Cinco de Mayo).
- SPAN.III.4.2 Compare student experiences in Spanish speaking countries to student's experiences in their own school.
- SPAN.III.4.3 Analyze videos from Native speakers to gain more in depth knowledge of Hispanic Cultures.
- SPAN.III.4.4 Construct celebratory crafts that have cultural significance to Spanish Celebrations.