

1/1/2015

NORTH
SMITHFIELD
AND
BURRILLVILLE
SCHOOL
DEPARTMENTS

WORLD LANGUAGE CURRICULUM

SPANISH I

Curriculum Writers:
Roberta Palumbo (North Smithfield) and Ana-Maria Zins (Burrillville)

SPANISH I CURRICULUM Grades 7-9 (North Smithfield and Burrillville School Districts)

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T North Smithfield and Burrillville World Language Curriculum for Spanish and French was completed in January 2015 by a team of teachers. The team, identified as the World Language Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *NEW National Standards for Learning Languages*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Differentiated Instructional Strategies*
- Educational websites
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- Webb's Depth of Knowledge

Mission Statement

Our mission is to provide the opportunity for all students to engage in a comprehensive and rigorous World Language curriculum which prepares students linguistically and culturally to communicate in a global society.

The World Language Curriculum identifies what all students should know and be able to do in Spanish and French. Each grade or course includes *NEW National Standards for Learning Languages* and the *Common Core State Standards for English Language Arts*, research-based instructional strategies, resources, map (or suggested timeline), unit chart, rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education through the study of World Languages from *NEW National Standards for Learning Languages* that includes:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

STANDARDS FOR WORLD LANGUAGES

- Define what students should know and be able to do in Spanish and French.

RESEARCH-BASED INSTRUCTIONAL

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employ strategies of "**best practice**" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work
- **Differentiate instruction** by varying the content, process, and product and implementing
- Analyze **formative assessment** to direct instruction.
- Provide **sample indicators and rubrics**.
- Address **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Provide opportunities for **higher level thinking**:
 - **Bloom's Taxonomy**, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc.

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- **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Model the use of **graphic organizers**:
 - Categorize/classify organizers (categories, tree)
 - Compare/contrast organizers (Venn diagrams, comparison charts)
 - Concept development (mind map)
 - Evaluation organizers (charts, scales)
 - Organizers (word web, concept map) (NS)
 - Relational organizers (fish bone, pie chart) (NS)
 - Sequence organizers (chains, cycle) (NS)
- Employ **World Language best practices** e.g.,
 - facilitating paired dialogues
 - modeling accurate language
 - providing authentic models
 - critiquing & correcting
 - creating opportunities for peer and self-assessment
 - facilitating an environment conducive to risk taking
 - engendering curiosity
 - providing opportunities for simple dictation
 - providing opportunities for choral repetition
 - modeling the alphabet and accurate sound system
 - providing appropriate materials
 - modeling appropriate translation techniques

COMMON and SUGGESTED ASSESSMENTS

The World Languages Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common asks/performance- based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - Mid-term exam (HS)
 - Final exam (HS)
 - Common Task (HS)
- **Common Instructional Assessments (I)** - used by teachers and students during instruction
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards before taking assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments may include:

- Anecdotal records
- Conferencing
- Constructed responses
- Exhibits
- Interviews
- Graphic organizers
- Journals

- Modeling
- Multiple Intelligences assessments, e.g.
- Role playing - bodily kinesthetic
- Graphic organizing - visual
- Collaboration - interpersonal
- Research

- Oral presentations
- Problem/Performance based/common tasks
- RAISE
- Rubrics/checklists
- Tests and quizzes

- Technology
- Think-alouds
- Writing genres
 - Argument
 - Informative
 - Narrative

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RESOURCES

Textbook

- *Ven Conmigo*, Holt Spanish I (B Middle School)
- *Asi Se Dice* (B High School)
- *Buen Viaje*, Glencoe Spanish 1 (NS)
- *Pobre Ana* (NS)

Supplementary Books, Teacher (T) Student (S)

- Periodicals (People en Spanol)
- Children's books in target language
- "Pobre Ana" Spanish novel and CD (NS)
- Amsco workbooks "Exploring Spanish workbooks (NS)
- Art and history books
- Writing activities book (NS)
- Exploring Spanish workbook (NS)

Technology

- Computers/laptops
- LCD projectors
- Interactive boards
- Tablet language apps
- Headphones with microphones

Web sites

- www.corestandards.org
- www.ride.ri.gov
- <http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf> (instructional strategies)
- www.conjuguemos.com
- www.quia.com
- www.wordreference.com
- www.studyspanish.com
- www.pandor.com target language station (and other Internet radio stations)

Audio/video

- Ancillary textbook materials: CD programs, DVD program, "Vdieo marathon" review game
- Music CD's and digital files of popular music
- Educational You tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists (NS)
- Language lab activities and assessments (NS)

Materials

- Flashcards
- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.1 Interpersonal Communication</p>		<p>Learners</p> <p>1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Essential Knowledge and Skills</p> <p>1.1.1 Use accurate pronunciation.</p> <p>1.1.2 Employ formal/informal greetings and introductions, ¿Cómo te llamas?, ¿Cómo estás?, ¿De dónde eres?, ¿Cuántos años tienes?</p> <p>1.1.3 Use adjective agreement to describe people, places, situations, and objects.</p> <p>1.1.4 Construct questions and answers involving the core vocabulary and related ideas</p> <ul style="list-style-type: none"> • adverbs of frequency (NS) • body parts (limited) • clothing • countries • days, months, dates, calendar • directions • family • geography/countries • greetings • home • home/yard/room/objects in home (NS) • idiomatic expressions • interrogatives (forming asking questions) • likes/dislikes • meals/food • nature and environment • numbers • objects, classroom, school subjects • personal/physical characteristics (adjectives) • pets (NS) • places in town • prepositions (NS) • professions • seasons/weather • sports/leisure activities • time • transportation/travel <p>1.1.5 Demonstrate mastery of structures of basic sentences, paragraphs in spoken language in order to sustain a conversation in Spanish.</p> <p>1.1.6 Follow basic directions, commands and instructions</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<p>in Spanish related to daily classroom activities.</p> <p>1.1.7 Exchange information in the target language.</p> <p>1.1.8 Engage in Spanish role-playing situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.</p> <p>1.1.9 Share opinions, preferences, and feelings in Spanish with classmates.</p> <p>1.1.10 Present information on a variety of simple topics.</p> <p>1.1.11 Communicate effectively using correct subject/verb agreement and sentence structure.</p> <p>1.1.12 Prepare and present short announcements in Spanish, such as the current date, time, and weather information.</p> <p>1.1.13 Prepare and present brief reports in Spanish about personal experiences, school happenings, and current events.</p> <p>1.1.14 Prepare, illustrate, record (NS), and presents materials in Spanish e.g. advertisements, posters, menus, captions, and cartoons.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a) <p>Common Core State Standards – Math</p> <ul style="list-style-type: none"> • Apply numbers to a variety of situations, e.g. currency (NS) time, conversions (NS), etc. (2.MD.7) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Begin to extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations. • Begin to exchange information about personal events, memorable experiences, and other school subjects with classmates and/or peers in Spanish-speaking communities. They then use these data to compare, contrast, and express opinions and preferences. • Use Spanish to acquire goods, services, or information orally and/or in writing. </td> <td style="width: 50%; vertical-align: top;"> <p>Websites</p> </td> </tr> </table>	<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Begin to extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations. • Begin to exchange information about personal events, memorable experiences, and other school subjects with classmates and/or peers in Spanish-speaking communities. They then use these data to compare, contrast, and express opinions and preferences. • Use Spanish to acquire goods, services, or information orally and/or in writing. 	<p>Websites</p>			
<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Begin to extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations. • Begin to exchange information about personal events, memorable experiences, and other school subjects with classmates and/or peers in Spanish-speaking communities. They then use these data to compare, contrast, and express opinions and preferences. • Use Spanish to acquire goods, services, or information orally and/or in writing. 	<p>Websites</p>						
1. COMMUNICATION		Learners	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES		

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<p>Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.2 Interpretive Communication</p>		<p>1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Essential Knowledge and Skills</p> <p>1.2.1 Recognize alphabet, basic sound/letter relationships (i.e., consonants, vowels, blends, and accent marks).</p> <p>1.2.2 Distinguish number and gender of nouns, adjectives, and articles.</p> <p>1.2.3 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.4 Recognize and use</p> <ul style="list-style-type: none"> • affirmative tú commands (B) • o to ue stem-changing verbs and jugar • e ti ie stem-changing verbs • e to I stem changing verbs • verbs with irregular yo forms (“go verbs) • capitalization • dar • encantar • estar • gustar • hacer • hay • indirect object pronouns (used with gustar and encantar) • infinitives • ir • ir + a + infinitive • irregular verbs in the present tense, e.g. • possessives • present tense of AR/ER/IR verbs • punctuation • ser • subject pronouns • subject/verb agreement • tener • tener que plus infinitive <p>1.2.5 Begin to recognize preterite tense of AR verbs (NS)</p> <p>1.2.6 Begin to recognize reflexive verbs in present tense (NS)</p> <p>1.2.7 Begin to identify</p> <ul style="list-style-type: none"> • direct object • present progressive pronouns • conjunctions <p>Academic vocabulary</p> <ul style="list-style-type: none"> • analyze • comprehension • interpret • intonation • realia 	<p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<p>1.2.8 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.9 Understand and follow oral and written directions in Spanish related to daily classroom activities.</p> <p>1.2.10 Understand basic spoken and written messages in Spanish on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences.</p> <p>1.2.11 Demonstrate comprehension of information from simple and accessible Spanish –language materials.</p> <p>1.2.12 Identify main idea of familiar texts and dialogues, e.g. literary, cultural, informational and visual.</p> <p>1.2.13 Detect appropriate intonation and syllabic stress.</p> <p>1.2.14 Recognize that regional differences in pronunciation and vocabulary exist.</p> <p>1.2.15 Distinguish between ser/estar.</p> <p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.2 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9 • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5) (NS) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a) • Demonstrate command of the conventions of target language grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, • prepositional, absolute) and clauses (independent, dependent; noun, • relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.9-10.1-1 (NS) • Demonstrate command of the conventions of target language capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent 			

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		<p>clauses.</p> <ul style="list-style-type: none"> • Use a colon to introduce a list or quotation. • Spell correctly. L.9-10.1-2 (NS) <ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual <ul style="list-style-type: none"> • (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the • discipline and writing type. L.9-10.1-3 (NS) <p style="text-align: center;"><u>Websites</u></p> <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Understand and follow oral and written directions in Spanish related to daily classroom activities. • Understand spoken and written messages in Spanish on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences. • Understand and identify main ideas and principal characters in brief reading selections from Hispanic cultures. • Understand information from simple and accessible Spanish –language realia. 			
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.3 Presentational Communication</p>		<p>Learners</p> <p>1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><u>Essential Knowledge and Skills</u></p> <p>1.3.1 Employ reading/writing strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.3.2 Read/write/communicate for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase and reinforce vocabulary • expand knowledge and cultural awareness • reinforce the conventions of the language <p>1.3.3 Follow basic written instructions in Spanish.</p> <p>1.3.4 Read/write/communicate a variety of narrative and informational texts.</p> <p><u>Common Core State Standards</u></p> <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • explain • inform • integrates • narrate • persuade 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<ul style="list-style-type: none"> • Demonstrate command of the conventions of target language capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use punctuation to separate items in a series.* • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed. L.5.2 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3a • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5 <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Prepare and present short announcements in Spanish, such as the current date, time, and weather information. • Prepare and present brief reports in Spanish about personal experiences, school happenings, and current events. • Prepare, illustrate, and present materials in Spanish, such as advertisements, posters, and menus. <p style="text-align: right;">Websites</p>	<ul style="list-style-type: none"> • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.1 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.1.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.1.1 Identify the location of the Spanish- speaking countries.</p> <p>2.1.2 Compare customs of greetings and introductions.</p> <p>2.1.3 Identify the similarities and differences between school life in their own region and in one or more Spanish- speaking countries.</p> <p>2.1.4 Explore the unique social customs and traditions of the Spanish- speaking cultures.</p> <p>2.1.5 Recognize the dance and music of different countries.</p> <p style="text-align: right;">Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) • Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use punctuation to separate items in a series.* • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed. L.5.2 • Use knowledge of target language and its conventions when writing, speaking, reading, or listening. (L.5.3) • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a) <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Learn about and participate in age-appropriate cultural practices such as leading games, taking turns, playing sports, and attending musical, dance, and dramatic performances. (NS) • Participate in real or simulated age-appropriate cultural occurrences related to special events or personal occasions, such as saint's days and birthday celebrations, and graduation exercises within the context of Hispanic cultures. 	<ul style="list-style-type: none"> • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		

Websites

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.2 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.2.1 Explore the products and perspectives that define the Spanish-speaking cultures (e.g. art museums, monuments, foods and cultural icons).</p> <p>2.2.2 Listen to music and watches Spanish-language films/videos that are popular with young people in various parts of the world.</p> <p>2.2.3 Learn about and recognizes artistic contributions from Spanish-speaking cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p>2.2.4 Recognize the differences and similarities that distinguish Spanish cultures from each other.</p> <p>Academic vocabulary</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5) • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade target language reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.4 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites (antonyms) • and to words with similar but not identical 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

SPANISH I CURRICULUM Grades 7-9 (North Smithfield and Burrillville School Districts)

Curriculum Writers: Roberta Palumbo (North Smithfield) and Ana-Maria Zins (Burrillville)

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS		
		<p style="text-align: center;">meanings (synonyms). L.4.5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Identify and learn about products reflecting the lifestyle of people in various Hispanic communities, such as household items, clothing, and foods. Listen to music and watch Spanish-language films/videos that are popular with young people in various parts of the world (NS). Learn about and recognize artistic contributions from Hispanic cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine. </td> <td style="width: 50%; vertical-align: top;"> <p>Websites</p> </td> </tr> </table>	<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Identify and learn about products reflecting the lifestyle of people in various Hispanic communities, such as household items, clothing, and foods. Listen to music and watch Spanish-language films/videos that are popular with young people in various parts of the world (NS). Learn about and recognize artistic contributions from Hispanic cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine. 	<p>Websites</p>			
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<p>3. CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 Making Connections</p>		<p>Students</p> <p>3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Essential Knowledge and Skills</p> <p>3.1.1 Recognize and use basic mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> 24-hour clock currency (NS) decimal usage metric system (NS) temperature (NS) as used in the Spanish-speaking world <p>3.1.2 Identify and use parts of speech that include</p> <ul style="list-style-type: none"> nouns verbs adverbs gerunds subjects adjectives pronouns interrogatives prepositions <p>3.1.3 Strengthen oral presentational skills in target language and English through:</p> <ul style="list-style-type: none"> presentations dialogues role playing communication activities, etc. <p>3.1.4 Use technology skills including but not limited to:</p> <ul style="list-style-type: none"> Word processing software (insertion of special characters and diacritical marks) </td> <td style="width: 50%; vertical-align: top;"> <p>Academic vocabulary</p> <p>Expand</p> <p>Solve problems</p> </td> </tr> </table>	<p>Essential Knowledge and Skills</p> <p>3.1.1 Recognize and use basic mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> 24-hour clock currency (NS) decimal usage metric system (NS) temperature (NS) as used in the Spanish-speaking world <p>3.1.2 Identify and use parts of speech that include</p> <ul style="list-style-type: none"> nouns verbs adverbs gerunds subjects adjectives pronouns interrogatives prepositions <p>3.1.3 Strengthen oral presentational skills in target language and English through:</p> <ul style="list-style-type: none"> presentations dialogues role playing communication activities, etc. <p>3.1.4 Use technology skills including but not limited to:</p> <ul style="list-style-type: none"> Word processing software (insertion of special characters and diacritical marks) 	<p>Academic vocabulary</p> <p>Expand</p> <p>Solve problems</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)
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SPANISH I CURRICULUM Grades 7-9 (North Smithfield and Burrillville School Districts)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Presentation software • Internet search/research • Electronic translation tools (on-line dictionary vs. web translator) • Web pages to demonstrate understanding of the target language. <p>3.1.5 Examine basic</p> <ul style="list-style-type: none"> • arts <ul style="list-style-type: none"> ○ dance ○ music ○ artists and their work • geography of the Spanish speaking world <ul style="list-style-type: none"> ○ climate ○ continents ○ bodies of water • technology <ul style="list-style-type: none"> ○ research ○ wiki ○ podcasts (NS) ○ Power point™ ○ Websites ○ Google docs™ (NS) ○ “Bring your own device” (NS) <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9.5) <p>Sample Progress Indicators Websites</p> <ul style="list-style-type: none"> • Read from a variety of non-fiction sources, listen to and discuss Spanish history and culture, school subjects, etc. and sports as they relate to the Spanish speaking world. • Present oral or written reports in basic Spanish that may be studied in other classes. (B). 			
3. CONNECTIONS		Learners	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS		
<p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <p>3.2 Acquiring Information and Diverse Perspectives</p>		<p>3.2 Access and evaluate information and diverse perspectives that are available.</p> <p>Essential Knowledge and Skills</p> <p>3.2.1 Utilize a variety of research strategies (e.g. summarizing, using graphic organizers, note-taking).</p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and Think- Pair-Share, choral reading, read-aloud, guessing meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others’.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language tú vs. Ud.</p> <p>Academic vocabulary</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 6.1 • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI 6.2 <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Read, listen to, and talk about Spanish-language folk tales, short stories, and poems that have been written for young people. • Examine artists from Hispanic countries to see how they portray their homeland and fellow citizens. • Gather information from authentic French materials, such as books, newspapers, magazines or the Internet, to create short reports on topics of interest. • Interview Spanish speakers in their community about their childhood on topics such as family life, school, hobbies, and leisure activities. (NS) <p>Websites</p>	<p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS) 		
<p>4. COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.1 Language Comparisons:</p>		<p>Learners</p> <p>4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Essential Knowledge and Skills</p> <p>4.1.1 Compare grammar and structure between Spanish and English.</p> <p>4.1.2 Recognize and uses cognates/false cognates and</p> </td> <td style="width: 50%; padding: 5px;"> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Hypothesize </td> </tr> </table>	<p>Essential Knowledge and Skills</p> <p>4.1.1 Compare grammar and structure between Spanish and English.</p> <p>4.1.2 Recognize and uses cognates/false cognates and</p>	<p>Academic vocabulary</p> <ul style="list-style-type: none"> • Hypothesize 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p>
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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS					
		<p>derivatives.</p> <p>4.1.3 Compare and contrast the use of idioms.</p> <p>4.1.4 Predicts the meaning of words based on prior knowledge.</p> <p>4.1.5 Compare the construction of negatives between Spanish and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identify differences in pronunciation systems.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations (L.9-10.5) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Hypothesize about the relationship between English and Spanish based on their awareness of cognates (<i>la reata - lariat; montaña - mountain; educación - education; universidad - university; estudiante - student</i>) and the similarity of idioms (<i>de tal palo, tal astilla - a chip off the old block</i>). • Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and in Spanish, such as <i>señor, señorita, señora - Mr., Miss, Mrs., Ms./Sir, Ma'am; Maestra/Maestro</i>; and the familiar and formal forms of verbs. • Demonstrate awareness that English and Spanish have sound distinctions that they must master to communicate meaning (<i>pero-perro</i>). 		<ul style="list-style-type: none"> • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		<ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS) 				
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.2 Cultural Comparisons</p>		<p>Learners</p> <p>4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Essential Knowledge and Skills</td> <td style="width: 50%;">Academic vocabulary</td> </tr> <tr> <td> <p>4.2.1 Discuss and analyze the differences and similarities between American and Spanish-speaking cultures.</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compare cultural products and practices, e.g. sports, holidays, and foods, e.g. Day of the Dead and</p> </td> <td></td> </tr> </table>	Essential Knowledge and Skills	Academic vocabulary	<p>4.2.1 Discuss and analyze the differences and similarities between American and Spanish-speaking cultures.</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compare cultural products and practices, e.g. sports, holidays, and foods, e.g. Day of the Dead and</p>			<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS)
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GOAL AREAS	Unit	STANDARDS		INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Christmas, Cinco de Mayo</p> <p>4.2.4 Compare social structures, e.g. families and school.</p> <p>4.2.5 Identifies elements of various Spanish-speaking cultures.</p> <p>4.2.6 Compare dance and music of Spanish-speaking countries to each other and to those of the US.</p> <p>4.2.7 Compare and contrast various Spanish-speaking cultures.</p>		<p>and self-assessment</p> <ul style="list-style-type: none"> • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		<ul style="list-style-type: none"> • Final exam (HS) • Common Task (HS)
		<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Contrast verbal and non-verbal behavior within particular activities in Hispanic cultures and their own, such as table manners, formal and informal greetings, and saying “<i>Buen provecho</i>”). • Demonstrate an awareness that they, too, have a culture, by comparing sample daily activities in Hispanic cultures and their own (e.g., mealtimes as family events including <i>sobremesa</i>; <i>dating</i> customs in both cultures). • Speculate on why certain products are important to cultures by analyzing selected products from Hispanic cultures and their own (18alaveras – jack-o-lanterns; <i>tortilleras</i> – bread machines; <i>colectivos</i>, <i>busetas</i> – buses vs. automobiles). • Hypothesize about the relationship between cultural perspectives and expressive products such as music, visual arts, performing arts, and appropriate forms of literature by analyzing selected products from Hispanic cultures and their own (<i>artesanías</i>; folk songs and dances). (NS) 	<p><u>Websites</u></p>			
<p>5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.1 School and Global Communities</p>		<p>Learners</p> <p>5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Essential Knowledge and Skills</p> <p>5.1.1 Identify and shares examples of the target language in daily life.</p> <p>5.1.2 Share knowledge of the target language and culture with others.</p> <p>5.1.3 Access international media and the arts.</p> <p>5.1.4 Use the target language in the school community, e.g.</p> <ul style="list-style-type: none"> • greeting one another in hallways in target language • introducing one’s friends to each other in target language • labeling items around the school in the target language 	<p>Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<ul style="list-style-type: none"> • giving a weather report in the target language • giving a greeting/phrase of the week in the target language • writing a letter in the target language (NS) <p>5.1.5 Reflect on and discusses careers promoting bilingualism</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9.1 (English language text) • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate transitions to clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from the information or explanation presented W.9.2 (English writing) • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.9.5 (English writing) • Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.9.7 (English writing) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Talk about favorite activities (<i>deportes, pasatiempos, música</i>) in Spanish with peers. • Visit Spanish language sites on the Internet to prepare poster sessions about Spanish-speaking countries. <p style="text-align: right;">Websites</p>	<ul style="list-style-type: none"> • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		
5. COMMUNITIES		<p>Learners</p> <p>5.2 Set goals and reflect on their progress in using languages for enjoyment,</p> <p style="text-align: center;">(B) Burrillville only (NS) North Smithfield only</p>	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES
			See instructional strategies in	See resources in the	See assessments in

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<p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.2 Lifelong Learning:</p>		<p style="text-align: center;">enrichment, and advancement</p> <p><u>Essential Knowledge and Skills</u></p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits. (NS)</p> <p>5.2.2 Demonstrate interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.</p> <p>5.2.4 Listen to and sings along to music in the target Language Engages in direct/indirect contact experiences with native speakers</p> <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Read authentic materials (<i>Tú</i> magazine, <i>microcuentos y leyendas</i>, teen novels like <i>Pobre Ana</i> for personal enjoyment. (NS) • Listen to, sing, and play music from Spanish-speaking countries for personal entertainment. • Participate in Spanish Club activities. (NS) 	<p style="text-align: center;"><u>Academic vocabulary</u></p> <p style="text-align: center;"><u>Websites</u></p>	<p>the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>introduction and personalize for this standard</p> <p style="color: red; text-align: center;">WEBSITES</p>	<p>the introduction and personalize for this standard</p> <p style="color: red; text-align: center;"><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)