

BILLINGS PUBLIC SCHOOLS
SPANISH 1 - 4
Learner Objectives

MISSION STATEMENT

As global citizens of the 21st century, world language students must have the skills to communicate and interact in real life situations.

PHILOSOPHY

To relate in a meaningful way to another human being one must be able to communicate.

Studying world languages, whether modern, classical or Native American, enormously increases one's ability to understand culture and to see connections. Language learning should be offered in grades K-12 and be a sequential process leading to enjoyable lifelong learning. The earlier a student begins language learning, the more proficient the learner becomes. To study another language and culture gives one the powerful key to successful communication: knowing how, when, and why to say what to whom. (From Standards for Foreign Language Learning: Preparing for the 21st Century, EMC Publishing, 1996 and Montana Content and Performance Standards.) Classical languages and some Native American languages often have a different communication focus than modern languages. Oral proficiency is not the major outcome of studying a classical language nor are reading and writing primary outcomes in learning all Native American Languages.

This curriculum is applicable to an articulated program for grades K through 12. The **goals** correlate to the Montana Standards for World Languages and the National Standards for Foreign Language Learning in the 21st Century. **Achievement Levels** define our expectations for students' knowledge, skills, and abilities along a developmental continuum. Within those levels, students will attain differing levels of proficiency as outlined in Appendix A, World Languages Performance Standards. Levels purposely are labeled **Achievement Levels I, II and III** to have common student expectations across languages. Students may begin language study at any grade level and their language acquisition can be gauged by these achievement levels. For example, Achievement Level I might signify the end of six years of study at the elementary level, or two years of study at the middle school level or one or two years of study at the high school level. This flexibility allows the district's world language program to grow within this curriculum and match achievement levels to the needs of students.

LEARNING DOMAINS

- I. The learner will develop an understanding of communication.**
- II. The learner will develop an understanding of cultures.**
- III. The learner will develop an understanding of connections.**
- IV. The learner will develop an understanding of comparisons.**
- V. The learner will develop an understanding of communities.**

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Spanish Curriculum Goals

(Throughout this curriculum document bolded items are defined as essential skills.)

I. The learner will develop the ability to communicate.

- A. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- B. Students understand and interpret spoken and/or written language on a variety of topics.
- C. Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

II. The learner will develop an understanding of cultures.

- D. Students demonstrate an understanding of the relationship between the perspectives, practices and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

III. The learner will develop an understanding of connections.

- E. Students reinforce and increase their knowledge of other disciplines through world languages.
- F. Students acquire information and perspectives through authentic materials in world languages and within cultures.

IV. The learner will develop an understanding of comparisons.

- G. Students recognize that different languages use different patterns and can apply this knowledge to their own language.
- H. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

V. The learner will develop an understanding of communities.

- I. Students apply language skills and cultural knowledge in daily life.

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- I. The learner will develop the ability to communicate.**
- A. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions with prompting.**
- 1. The student will express feelings, likes, and dislikes.**
 - a. Express preferences.**
 - b. Express opinions.**
 - c. Express favorites.**
 - d. make a complaint.**

 - 2. The student will respond in one-on-one situations.**
 - a. Use greetings and farewells appropriately.**
 - b. Formulate questions and answers.**
 - c. Talk about interests, sports, and hobbies.**
 - d. Tell time and use expressions of frequency.**
 - e. Give compliments.**
 - f. Give birthday and holiday wishes and greetings.**

 - 3. The student will create simple descriptions of people and things within context.**
 - a. Describe family and friends.**
 - b. Describe school.**
 - c. Talk about quantity.**

 - 4. The student will express agreement and disagreement.**

 - 5. The student will express basic needs.**
 - a. Request or order food and drink.**
 - b. Ask for directions.**
 - c. Shop for food, clothing, and school supplies.**
 - d. Identify buildings in a town.**
 - e. Express plans and obligations.**
- B. Students understand and interpret spoken and/or written language on a variety of topics.**
- 6. The student will identify people and objects using aural, visual and contextual cues.**
 - a. Identify family, home, school, and friends.**
 - b. Identify classroom objects.**
 - c. Identify some household objects, food, and drinks.**

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- 7. The student will comprehend and respond appropriately to simple oral and written communications.**
- a. **Demonstrate listening comprehension through response to aural commands.**
 - b. **Respond physically and orally to aural cues.**
 - c. **Demonstrate listening comprehension through written activities.**
 - d. **Listen to and sing authentic music.**
- 8. The student will read and respond to developmentally appropriate material and identify the main idea.**
- a. **Read and understand short, simple conversations and narratives.**
 - b. **Construct meaning through recognition of key vocabulary words.**
 - c. **Formulate and answer questions.**
- C. Students will convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.**
- 9. The student will give directions, commands, and instructions.**
- a. **Give simple directions from one place to another.**
 - b. **Tell a friend or family member to perform everyday tasks.**
- 10. The student will give a description orally and /or in writing using simple phrases.**
- a. **Describe oneself.**
 - b. **Describe home.**
 - c. **Describe family.**
 - d. **Describe school and classes.**
 - e. **Describe activities.**
- 11. The student will write a personal communication (e.g., a note, letter, invitation).**
- a. **Write a message.**
 - b. **Write a schedule.**
 - c. **Write a shopping list.**
 - d. **Write a letter introducing oneself.**
- 12. The student will summarize a main idea of selected authentic and/or contextualized material.**
- a. **Make lists.**
 - b. **Sequence events.**

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II. The learner will develop an understanding of cultures.

D. Students demonstrate an understanding of the relationship between the perspectives; practices and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

13. The student will identify significant cultural perspectives and practices.

- a. **Demonstrate greetings, farewells, and social courtesies.**
- b. **Be familiar with some Spanish festivals and holidays; Christmas, Cinco de Mayo, Dia de los Muertos.**
- c. **Understand similarities and differences in a variety of cultural settings.**
- d. **Identify common, appropriate gestures of the culture.**
- e. **Recognize the metric system.**

14. The student will recognize and interpret language and behaviors that reflect the culture.

- a. **Identify and appropriately use formal and informal pronouns and other means of address.**
- b. **Demonstrate an understanding of family names.**
- c. **Demonstrate an understanding of customs that pertain to; shopping, keeping doors closed, phone etiquette, punctuality.**

15. The student will identify objects, images, symbols, products, and other contributions of the culture.

- a. **Listen to and sing authentic music; birthday, holidays, popular.**
- b. **Recognize some Spanish stories and legends.**

16. The student will identify expressive forms of the culture.

(e.g., architecture, music, dance)

- a. **Recognize various types of Latin-American music and dance.**
- b. **Recognize some famous landmarks.**

III. The learner will develop an understanding of connections.

E. Students reinforce and increase their knowledge of other disciplines through world languages.

17. The student will identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines.

- a. **Demonstrate math skills using Spanish numbers.**
- b. **Recognize some issues in current events.**

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18. The student will identify, through world language resources, information for use in other disciplines.

- a. Demonstrate an understanding of maps, countries and capitals of Spanish-speaking countries.
- b. Demonstrate an understanding of current and historical events from Spanish-speaking countries.

F. Students acquire information and perspectives through authentic materials in world languages and within cultures.

19. The student will gather information from sources intended for native speakers of the language.

- a. Recognize products in Spanish advertisements.
- b. Use magazines and catalogs for vocabulary building.
- c. Use the Internet, shopping (Corte Ingles), chat, key pals, newspapers, radio, and magazines.

20. The student will use authentic sources to identify perspectives of world cultures.

- a. Recognize regional influences in dress and food.
- b. Observe differences within Hispanic cultures.

IV. The learner will develop an understanding of comparisons.

G. Students recognize that different languages use different patterns and can apply this knowledge to their own language.

21. The student will identify sound patterns of the target language and compare them to the student's own language.

- a. Repeat and pronounce correctly.
- b. Recognize and pronounce ñ, ll and accents correctly.
- c. Differentiate between sounds.
- d. Differentiate between declarative and interrogative intonations.
- e. Differentiate between regional accents.

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22. The student will identify structural patterns of the target language.

- a. Demonstrate knowledge of verb conjugations; regular, irregular, stem-change, and reflective verbs as well as the present progressive tense.**
- b. Identify gender.**
- c. Use gender and number agreement correctly.**
- d. Use appropriate word order and punctuations.**
- e. Use the immediate future (ir+a+infinitive); contrast ser/estar and saber/conocer.**
- f. Use pronouns appropriately.**
- g. Differentiate between formal and informal address.**
- h. Form plurals.**
- i. Use definite and indefinite article appropriately.**
- j. Form possessives.**

G. Students recognize that different languages use different patterns and can apply this knowledge to their own language.

23. The student will identify idiomatic expressions of the target language.

- a. Understand tener idioms.**
- b. Understand hacer idioms.**

24. The student will identify connections among languages.

- a. Recognize the relationship between English and the Spanish language.**
- b. Understand cognates.**

H. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

25. The student will recognize similarities and differences, including behavior patterns, among target cultures and students' own cultures using evidence from authentic sources.

- a. Use greetings.**
- b. Understand social customs such as handshaking, physical proximity and meal times.**
- c. Understand holidays and festivals.**

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SPANISH - YEAR 1

V. The learner will develop an understanding of communities.

I. Students apply language skills and cultural knowledge in daily life.

26. The student will identify the target language in daily life and share that knowledge with others.

- a. Identify cognates.
- b. Identify Spanish vocabulary actively used in English.
- c. Recognize some Hispanic products.
- d. Recognize some Hispanic influences on holidays.

27. The student will locate connections with the target culture through the use of technology, media, and authentic sources.

- a. Use the Internet and e-mail.
- b. Utilize videos, DVD's and television.
- c. Use magazines and newspapers.
- d. Listen to music and radio.

28. The student will locate resources in the community to learn about the target language.

- a. Interview native speakers.
- b. Attend Cinco de Mayo and Mexican Fiesta in Billings.
- c. Dine at authentic restaurants.

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- 2. The student will exchange information and use gestures that are appropriate.**
 - a. Make appropriate greetings and farewells.**
 - b. Formulate questions and answers.**
 - c. Extend and accept an invitation.**
 - d. Ask for and give directions.**
 - e. Inquire about details.**

- 3. The student will create descriptions of people and things within a context.**
 - a. Talk about past and future events.**
 - b. Describe activities and routines.**
 - c. Describe family and friends.**
 - d. Describe home, school, and the surroundings.**
 - e. Listen and describe clothing.**
 - f. Describe a trip.**
 - g. Describe holidays and festivals.**
 - h. Describe occupations.**

- 4. The student will describe a problem and suggest and recommend solutions.**
 - a. Explain a problem.**
 - b. Give and carry out commands.**
 - c. Ask for and give advice.**
 - d. Ask for and give permission.**

- 5. The student will express and elaborate on needs and interact in basic survival situations.**
 - a. Ask for directions and carry them out.**
 - b. Ask for help.**
 - c. Read an authentic menu and order appropriately.**
 - d. Demonstrate shopping and carry out transactions.**

- B. Students understand and interpret spoken and/or written language on a variety of topics.**
 - 6. The student will comprehend and respond appropriately to simple and some complex oral and written communications.**
 - a. Understand and respond to authentic audio, visual, written, or contextual cues.**
 - b. Follow classroom directions in Spanish.**
 - c. Respond physically and orally to aural cues.**
 - d. Demonstrate listening comprehension through written activities.**
 - e. Listen to and sing authentic music.**

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7. The student will read and respond to developmentally appropriate material and identify the main idea and significant details from appropriate authentic and literary samples.

- a. **Retell a story.**
- b. Summarize a video.
- c. Act out a story.
- d. Make a web of the information they have read or heard.
- e. Illustrate a story.

8. The student will give directions, commands, or instructions and explain a process based on prior knowledge and/or experience.

- a. Read a map following simple oral cues.
- b. Give simple directions from their house to school.
- c. Plan a trip.
- d. Go shopping.
- f. Plan a menu.
- g. Demonstrate simple activities.

9. The student will give a description orally and/or in writing using simple and somewhat complex sentences that are developmentally appropriate.

- a. **Talk about past and future events.**
- b. **Describe activities and routines.**

9. The student will give a description orally and/or in writing using simple and somewhat complex sentences that are developmentally appropriate. (cont.)

- c. **Describe family and friends.**
- d. Describe home, school, businesses and the surroundings.
- e. Describe a trip.
- f. Describe holidays and festivals.
- a. Describe occupations.
- b. Describe clothing.

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10. The student will produce an informal written and/or oral communication.

- a. Participate in informal conversation.**
- b. Write a letter.**
- c. Talk on the telephone.

11. The student will summarize main ideas and interpret information from selected authentic and /or contextualized material for an audience.

- a. Summarize.
- b. Categorize.
- c. Paraphrase.
- d. Illustrate.

II. The learner will develop an understanding of cultures.

D. Students demonstrate an understanding of the relationship between the perspectives, practices and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

12. The student will identify and describe cultural characteristics and behaviors.

- a. Demonstrate common, appropriate gestures of the culture--greetings and farewells, table manners, social courtesies, punctuality and restaurant etiquette.**
- b. Read legends.**
- c. Recognize the metric system.
- d. Recognize similarities and differences in a variety of cultural settings.
- e. Compare and contrast:
 - Family life
 - Education systems
 - Public transportation system
 - Vacations
 - Shopping
 - Environmental concerns

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13. The student will recognize, interpret, and produce language and behaviors appropriate to the culture.

- a. **Identify and appropriately use formal and informal pronouns and other means of address.**
- b. Demonstrate an understanding of customs that pertain to bargaining in markets, time perspective, siesta, and phone etiquette.
- c. Be familiar with some Spanish festivals and holidays; Christmas, quinceanera, Cinco de Mayo, Dia de los Muertos.
- d. Demonstrate an understanding of family names.

14. The student will identify and explain objects, images, symbols, products, and other contributions of the culture.

- a. Listen to and sing authentic music; birthday, holidays, popular.
- b. Read legends.
- c. Identify and describe articles in advertisements and catalogs.

15. The student will identify, describe and discuss the expressive forms of the culture (e.g., architecture, music, dance).

- a. Recognize some famous landmarks.
- b. Become acquainted with some Spanish and Latin American music and dance.

III. The learner will develop an understanding of connections.

E. Students reinforce and increase their knowledge of other disciplines through world languages.

16. The student will identify, transfer, and apply, within a familiar context, information and skills shared by the language classroom and other disciplines.

- a. Maps
- b. Literature
- c. Music
- d. Metric system and currency conversion

17. The student will identify information gathered through world language resources for use in other disciplines.

- a. History and social studies
- b. Literature

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SPANISH - YEAR 2

F. Students acquire information and perspectives through authentic materials in world languages and within cultures.

18. The student will gather information from sources intended for native speakers of the language.

- a. Advertisements
- b. Internet shopping, chat, key pals, and newspapers

19. The student will use authentic sources to identify and analyze perspectives of world cultures.

- a. Internet, radio stations, magazines, and newspapers.
- b. Video, DVD's, and television.
- c. magazines.

IV. The learner will develop an understanding of comparisons.

G. Students recognize that different languages use different patterns and can apply this knowledge to their own language.

20. The student will apply, within limited contexts, sound patterns of the target language and compare them to the student's own language.

- a. Repeat and pronounce correctly.
- b. Recognize and pronounce ñ, ll and accents correctly.
- c. Differentiate between sounds.
- d. Differentiate between declarative and interrogative intonations.
- e. Differentiate between regional accents.

21. The student will apply, within limited context, structural patterns of the target language.

- a. Conjugate verbs in the present, present progressive, present subjunctive, and past perfect.
- b. Identify and apply gender.
- c. Use gender and number agreement correctly.
- d. Use pronouns appropriately.
- e. Differentiate between formal and informal address.
- f. Apply definite and indefinite articles appropriately.
- g. Form possessives.
- h. Use appropriate word order.
- i. Form comparatives and superlatives.
- j. Compare subjunctive and indicative moods.

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23. The student will compare and contrast idiomatic expressions of the target language and the student's own language as follows:

- a. tener idioms.**
- b. hacer idioms.**
- c. hace+time+que+verb.

H. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

24. The student will recognize similarities and differences, including behavior patterns, among target cultures and students' own cultures using evidence from authentic sources.

- a. Use greetings.
- b. Understand social customs such as handshaking, physical proximity, and meal times.
- c. Understand holidays and festivals.

V. The learner will develop an understanding of communities.

I. Students apply language skills and cultural knowledge in daily life.

25. The student will identify and respond to the target language encountered in daily life.

- a. Identify Spanish vocabulary actively used in English.
- b. Recognize Hispanic products.
- c. Recognize some Hispanic influences on holidays.

26. The student will locate connections with the target culture through the use of technology, media, and authentic sources.

- a. Use the Internet and e-mail.
- b. Use videos, DVD's, television.
- c. Use magazines and newspapers.

27. The student will locate resources in the community to learn about the target language.

- a. Interview native speakers.
- b. Attend Cinco de Mayo and Mexican Fiesta in Billings.
- c. Dine at authentic restaurants.

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SPANISH - YEAR 3

- I. The learner will develop an understanding of communication.**
- A. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.**
- 1. The student will exchange personal ideas and support them.**
 - a. Express astonishment, relief, and disbelief.**
 - b. Make excuses.**
 - c. Express preferences.**
 - d. Make complaints.**
 - e. Hypothesize and discuss unreal conditions.**

 - 2. The student will initiate conversations appropriate to the setting on a variety of topics.**
 - a. Offer and accept gifts and compliments.**
 - b. Inquire about pricing and other details while shopping.**
 - c. Purchase food, clothing, or tickets for travel.**
 - d. Inquire about health.**
 - e. Discuss the environment.**

 - 3. The student will create more elaborate descriptions and add opinions.**
 - a. Describe family dynamics.**
 - b. Describe talents, abilities, and temperament.**
 - d. Describe events in the past and in the future.**
 - e. Describe daily routine.**
 - f. Reminisce about events.**
 - f. Describe people, places, and things.**

 - 4. The student will describe a problem and recommend solutions.**
 - a. Ask for and give advice and offering solutions.**
 - b. Ask for and give permission.**
 - c. Debate the pros and cons of a situation.**
 - d. Plan a class project.**
 - e. Develop and support an argument.**

 - 5. The student will express and elaborate on needs and interact in basic survival situations.**
 - a. Ask and follow directions.**
 - b. Ask for help.**

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- B. Students understand and interpret spoken and/or written language on a variety of topics.**
- 6. The student will respond appropriately to complex aural, visual, written, or conceptual cues.**
 - a. Describe a picture.**
 - b. Make up a story.**

 - 7. The student will comprehend and respond appropriately to oral and written communications.**
 - a. Listen to a story.
 - b. Listen to a conversation.

 - 8. The student will interpret the main idea and significant details from authentic materials and literary samples.**
 - a. Read and retell a story.**
 - b. Describe a fantasy situation using the subjunctive.
 - c. Summarize a video or story.
- C. Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.**
- 9. The student will explain a complex process based on prior knowledge and/or experience.**
 - a. Describe one's daily routine.**
 - b. Demonstrate how a sport or instrument is played.
 - c. Give a detailed plan for a trip.
 - d. Give detailed directions to a geographic location.
 - e. Plan a shopping trip.

 - 10. The student will give a description orally and in writing using complex sentences.**
 - a. Describe people, places, and things.**
 - b. Talk about past and future events.**
 - c. Describe how to make or play something.

 - 11. The student will produce a written sample to convey a mood, implied meaning or abstract idea.**
 - a. Write a poem.
 - b. Make up lyrics to a song.
 - c. Express your feelings in a journal.

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12. The student will interpret information from authentic material for an audience.

- a. Summarize
- b. Categorize
- c. Paraphrase
- d. Illustrate

II. The learner will demonstrate an understanding of cultures.

D. Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

13. The student will describe cultural characteristics and behaviors of everyday life.

- a. Understand legends.
- b. Demonstrate common, appropriate gestures of the culture; greetings and farewells, social courtesies, punctuality and restaurant etiquette.**
- c. Recognize the metric system.**
- d. Sample and cook traditional foods, and make choices from simple menus.**
- e. Compare and contrast family life.**
- f. Understand an education system.**
- g. Utilize public transportation.**
- h. Experience vacations.**
- i. Go shopping.**
- j. Understand environmental concerns.**

14. The student will produce language and behaviors appropriate to the culture.

- a. Demonstrate being a guest in the target culture.
- b. Respond appropriately in a restaurant setting.
- c. Offer and accept a gift or compliment.

15. The student will explain objects, images, symbols, products, and other contributions of the culture such as:

- a. street numbers.
- b. weddings.
- c. contributions in music and the arts.

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16. The student will describe and discuss the expressive forms of the culture.

(e. g., art, architecture, music, dance)

- a. Recognize famous landmarks.
- b. Identify some Spanish and Latin American music, dance and art.

III. The learner will develop an understanding of connections.

E. Students reinforce and increase their knowledge of other disciplines through world languages.

17. The student will transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines such as:

- a. maps.
- b. literature.
- c. music.
- d. art.
- e. architecture.

18. The student will utilize information gathered through world language resources for use in other disciplines such as:

- a. history and social services.
- b. literature.

F. Students acquire information and perspectives through authentic materials in world languages and within cultures.

19. The student will acquire and apply information from sources intended for native speakers of the language.

- a. Use the Internet for research.
- b. Use the Internet for shopping.
- c. Listen to the radio via the Internet.

20. The student will use authentic sources to identify and analyze perspectives of world cultures.

- a. Use the Internet, radio stations, magazines, and newspapers.
- b. View video, DVD, and TV.
- c. Read magazines.

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IV. The learner will develop an understanding of comparisons.

G. Students recognize that different languages use different patterns and can apply this knowledge to their own language.

21. The student will apply, in a variety of contexts, sound patterns of the target language.

- a. Speak and read with correct pronunciation.**
- b. Discriminate between Spanish and English sounds.**

22. The student will use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.

- a. Use relative and possessive pronouns.**
- b. Understand comparative and superlative.**
- c. Use demonstrative adjectives and pronouns.**
- d. Use familiar and formal commands.**
- e. Use present subjunctive.**
- f. Use perfect tenses.**
- g. Use future and conditional tenses.**
- h. Use subordinate clauses.**
- i. Use reflexive verbs.**
- j. Use proper word order.**
- k. Use prepositions.**
 - l. Understand passive voice.**
 - m. Use impersonal pronoun "se".**

23. The student will use idiomatic expressions of the target language in the correct context.

- a. Use idiomatic expressions in every day settings.**
- b. Use some verb and preposition combinations.**

H. Students demonstrate understanding of the concept of culture through comparison of the culture studied and their own.

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24. The student will recognize the significance of similarities and differences among target cultures and the student’s own culture using evidence from authentic sources such as:

- a. birthdays.
- b. holidays and festivals.
- a. formal and informal address.
- b. eating and restaurants.
- c. education system.
- d. greetings and farewells.
- e. current and historical events.

25. The student will recognize similarities and differences in behavioral patterns to interact effectively in a variety of social contexts in target cultures and students’ own cultures.

- a. Greet and socialize appropriately.
- b. Demonstrate the proper use of formal and informal address.

V. The learner will develop an understanding of communities.

I. Students apply language skills and cultural knowledge in daily life.

26. The student will respond to the target language encountered in the student’s daily life.

- a. Identify cognates.
- b. Identify Spanish vocabulary used in English.
- c. Recognize some Spanish products.
- d. Recognize some Hispanic influences on their daily life.

27. The student will establish connections with the target culture through the use of technology, media, and authentic sources by:

- a. Use the Internet.
- b. View videos, DVD’s and TV.

28. The student will interact with members of the community to research the target culture.

- a. Interview native speakers
- b. Use key pals

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SPANISH - YEAR 4

1. The learner will develop an understanding of communication.

A. Students engage in conversation, provide information, express feelings and emotions, and exchange opinions.

1. The student will exchange personal ideas and support them.

- a. **Express preferences.**
- b. **Express astonishment, relief, and disbelief.**
- c. **Make complaints.**
- d. **Hypothesize and discuss abstract situations.**
- e. **Make excuses.**
- f. **Ask for and giving permission.**

2. The student will initiate, sustain and conclude conversations appropriate to the setting on a variety of topics.

- a. **Discuss the environment.**
- b. **Inquire about health.**
- c. **Make travel and event arrangements.**
- d. **Discuss current events.**

3. The student will create more elaborate descriptions and add opinions.

- a. **Describe family dynamics.**
- b. **Describe talents, abilities, and temperament.**
- c. **Describe events in the past and in the future.**
- d. **Describe daily routine.**
- e. **Reminisce about events.**
- f. **Describe people, places, and things.**

4. The student will collaborate and compromise to develop, propose, and negotiate solutions.

- a. **Resolve a conflict situation.**
- b. **Debate the pros and cons of a situation.**
- c. **Plan a class project.**
- d. **Develop and support an argument.**
- e. **Ask for and give advice and offer solutions.**

5. The student will elaborate on needs and interact in survival situations.

- a. **Ask for directions.**
- b. **Ask for clarification.**
- c. **Ask for help.**

BILLINGS PUBLIC SCHOOLS
SPANISH 1 – 4
Learner Objectives

SPANISH - YEAR 4

B. Students understand and interpret spoken and/or written language on a variety of topics.

6. The student will analyze information based on complex aural, visual, written, or conceptual cues.

- a. Describe a picture.
- b. Make up a story.

7. The student will comprehend and respond appropriately to oral and written communications Intended for native speakers.

- a. Listen to a story on CD or cassette.
- b. Listen to a conversation and identifying the setting.
- c. Respond to an oral prompt.

8. The student will interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples.

- a. Describe a suppositional situation using the subjunctive.
- b. Read and summarize a video, literature, and other authentic materials.

C. Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

9. The student will give a description orally and/or in writing using complex sentences.

- a. Describe people, places and things.
- b. Talk about past and future events.
- c. Describe how to do something.
- d. Present an aspect of the culture.

10. The student will produce a written sample to convey a mood, implied meaning or abstract ideas.

- a. Express personal reactions on various themes.
- b. Do creative writing.

11. The student will create an analysis of authentic media or literary samples and present it to an audience.

- a. Research and present information gathered from the Internet, newspapers, magazines, and other authentic sources.
- b. Summarize.
- c. Paraphrase.
- d. Illustrate.

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SPANISH 1 – 4
Learner Objectives

SPANISH - YEAR 4

II. The learner will develop an understanding of cultures.

D. Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

12. The student will analyze the development of different cultural practices (e.g., social and geographic factors).

- a. Demonstrate common, appropriate courtesies of the culture.
- b. Learn the history of the people in order to understand their culture.
- c. Recognize regional cuisines.
- d. Develop use of vosotros forms of address.
- e. Discriminate similarities and differences of cultures.
- f. Observe family life as portrayed through media and literature.
- g. Recognize the metric system.

13. The student will interpret the cultural significance of objects, images, symbols, products, and other contributions of the culture such as:

- a. interpreting signs and addresses.
- b. recognizing product names.

14. The student will interpret the expressive forms of the culture.

(e. g., art, architecture, music, dance)

- a. Recognize some famous Spanish and Latin American landmarks.
- b. Identify some Spanish and Latin American music and dance.
- c. Identify some major works of art by Latin American and Spanish artists.

III. The learner will develop an understanding of connections.

E. Students reinforce and increase his/her knowledge of other disciplines through world languages.

15. The student will apply information and skills gained through other disciplines.

- a. Integrate knowledge of fine arts.
- b. Integrate knowledge of history.
- c. Integrate knowledge of sciences.

16. The student will apply knowledge gained from other disciplines.

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Learner Objectives

SPANISH - YEAR 4

F. Students acquire information and perspectives through authentic materials in world languages and within cultures.

17. The student will acquire and analyze information from sources intended for native speakers of the language.

- a. Use the Internet.
- b. View authentic video.
- c. Listen to the radio broadcasts.
- d. Read authentic written materials.

18. The student will use authentic sources to analyze perspectives of world cultures.

- a. Use Internet: radio stations, magazines, and newspapers.
- b. View videos, DVDs and TV.
- c. Read magazines and newspapers.

IV. The learner will develop an understanding of comparisons.

G. Students recognize that different languages use different patterns and can apply this knowledge to their own language.

19. The student will apply, in a variety of contexts, sound patterns of the target language.

- a. Speak and read with correct pronunciation.
- b. Recognize various accents.

20. The student will use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.

- a. Use double object pronouns.
- b. Use subjunctive - present and imperfect.
- c. Use subordinate clauses.
- d. Use pronouns.
- e. Understand passive voice.
- f. Differencing comparative and superlative.
- g. Use if/then clauses.
- h. Use perfect tenses.
- i. Use familiar and formal commands.
- j. Use reflexive verbs.
- k. Use future and conditional tenses.
- l. Use prepositions and conjunctions.
- m. Use impersonal pronoun "se".
- n. Use transitions.

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- 21. The student will use idiomatic expressions of the target language.**
 - 22. The student will describe how languages influence each other.**
 - a. Identify relationships between words.
 - b. Explore the living, changing aspects of languages.
 - 23. The student will analyze similarities and differences, including behavioral patterns, among target cultures and the student's own culture using evidence from authentic sources such as:**
 - a. holidays and festivals.
 - b. formal and informal address.
 - c. styles of communication
 - d. immigration issues.
 - 24. The student will use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and students own culture.**
 - a. Greet and socialize appropriately.
 - b. Demonstrate the proper use of formal and informal address.
- V. The learner will develop an understanding of communities.**
- I. Students apply language skills and cultural knowledge in daily life.**
 - 25. The student will interact appropriately in the target language in everyday situations.**
 - a. Use appropriate gestures and body language of the target cultures.
 - b. Communicate appropriately with native speakers.
 - 26. The student will maintain connections with the target culture through the use of technology, media and authentic sources.**
 - a. Use the Internet.
 - b. Read magazines and/or newspapers.
 - c. Listen to music representative of the culture.
 - d. Watch Spanish language TV or movies.
 - 27. The student will collaborate and use resources in the community to research the target culture.**
 - a. Converse with native speakers.
 - b. Participate in cultural events (such as Cinco de Mayo).
 - c. Participate in foreign travel when possible.