

**COMMUNICATION: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

**Standard 1.1 Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

- 1.1.1 Ask and respond appropriately to questions regarding one's home, including names of rooms, furnishings, household chores and obligations.
- 1.1.2 Role-play a situation in which one relates a trip taken by air using preterite tense.
- 1.1.3 Role-play a situation in which one talks about how he/she feels, and what body part hurts, demonstrating an understanding of reflexive verbs.
- 1.1.4 Ask and respond appropriately to questions about names and locations of places in the community, activities and errands done there, and means of transportation.
- 1.1.5 Role-play a situation between a waiter and customer who is ordering a meal and expressing needs politely, using formal commands.
- 1.1.6 Utilize, when possible, the services of native speakers in the community and school to learn more about the Hispanic community.
- 1.1.7 Relate a childhood experience with the proper use of preterite vs. imperfect.

**Standard 1.2 Communication: Students understand and interpret written and spoken language on a variety of topics.**

- 1.2.1 *Use reading strategies including prediction connections to prior experiences, context clues, word order, word attack skills, and reference materials to identify specific information pertaining to home and household chores, numbers 0-1.000, ordinals, body parts, health conditions, places and activities in the community, art, sports, family, experiences, nationalities, means of transportation, food, weather and vacation choices, and activities in controlled reading selections such as written dialogues, notes, letters, recipes, public announcements, tables and charts, advertisements, poems and literary excerpts.*
- 1.2.2 Identify specific information pertaining to home and household chores, numbers 0-1.000, ordinals, body parts, health conditions, places and activities in the community, arts, sports, family, experiences, nationalities, means of transportation, food, weather and vacation choices, activities, nationalities, art, sports, family experiences, in controlled spoken/audio taped selections.
- 1.2.3 Access Spanish language web sites appropriate to content to acquire authentic information pertaining to topics under study.

**Standard 1.3 Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. \***

- 1.3.1 Talk about where someone lives, including location of home, rooms, furniture, appliances and chores.
- 1.3.2 Identify different types of art, including murals, paintings, and sculptures.

- 1.3.3 Describe one's health including symptoms, and body parts affected.
- 1.3.4 Describe a trip to the city including places visited, and activities done there.
- 1.3.5 Describe a meal including food and drink consumed.

\*Objectives should be met using a variety of means, including skits extended dialogs, stories, presentations, stories with detail and description, short paragraphs, poems, letters.

## **CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**

### **Standard 2.1 Culture: Students demonstrate an understanding of the relationship between practices and perspectives of Hispanic culture.**

- 2.1.1 Explain the role of the *farmacéutico, curandero* and *yerbera* as the first stop for help with an illness that is not life-threatening.
- 2.1.2 Identify stereotypes that Americans may have of Spanish speakers and be able to critique the inaccuracies.
- 2.1.3 Explain the significance of the *día del santo* and the *quinceañera*, and describe all of the components of the *quinceañera, el día de los muertos, cinco de mayo, semana santa*.
- 2.1.4 Describe the different vacation opportunities available in Latin America and Spain.

### **Standard 2.2 Culture: Students demonstrate an understanding of the relationship between the products and the perspectives of the different Hispanic cultures.**

- 2.2.1 Identify different types of housing found in Spanish speaking countries such as a *hacienda, estancia and apartamento*, and describe the layout of a traditional colonial house in Latin American and Spain.
- 2.2.2 Name and identify the ingredients in the predominant Mexican dishes.
- 2.2.3 Identify at least five major holidays and/or celebrations that Spanish-speakers participate in.
- 2.2.4 Identify 3 major Spanish speaking nationalities found in the U.S. and tell where each is predominantly located.
- 2.2.5 Identify popular types of media watched by Spanish speakers in the U.S. and abroad.

## **CONNECTIONS: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION**

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

- 3.1.1 Identify the architectural features of Hispanic houses.
- 3.1.2 Locate countries/capitals and identify nationalities.

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

- 3.2.1 Explain the importance of meals and mealtime for Hispanic people.
- 3.2.2 Identify teen preferences and habits regarding the media, free time activities, and clothing.

**COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**

**Standard 4.1 Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

- 4.1.1 Recognize the difference between idiomatic expressions as used in English and Spanish.
- 4.1.2 Expand knowledge of vocabulary through the identification and comparison of cognates.
- 4.1.3 Acquire a better knowledge of English grammatical components through the correct use of Spanish object and commands.
- 4.1.4 Use the verbal expression *doler* appropriately, comparing it with English counterpart.
- 4.1.5 Compare the Spanish negative expressions with similar ones in English, recognizing that there is not always an exact, word-for-word translation from one language to another.
- 4.1.6 Demonstrate an understanding of irregular present tense verbs through the correct use of *decir, hacer, poner, dar, traer*, and the construction of stem-changing verbs *e>i, e>ie, o>ue*, in the present tense, and the verbs *ir, ser and ver* in the preterit tense.
- 4.1.7 Demonstrate an understanding of verb tenses through the correct use of regular *-ar, -er*, and *-ir* verb forms in the present, present progressive, preterit tenses, imperfect and the command.

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

- 4.2.1 Compare and design the use of space in a typical home and patio in the U.S. and Spanish-speaking countries.
- 4.2.2 Compare English and Hispanic communities within the U.S.
- 4.2.3 Discuss similarities and differences between English and Spanish television programming.
- 4.2.4 Compare similarities and differences between foods/meals and dining out in Mexico and the U.S.

- 4.2.5 Discuss the modern concept of *El crisol* (melting pot) and the demographics of social structure Spanish descendents, mestizos, mulattos, indigenous and blacks.

**COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES  
AT HOME AND AROUND THE WORLD**

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

- 5.1.1 Communicate with people locally and/or around the world through activities such as using the Internet, watching films in the target language, and interacting with guest speakers in the target language.
- 5.1.2 Provide service to their schools and communities through activities such as clubs and tutoring programs.

**Standard 5.2 Communities: Students will use the language for personal enjoyment enrichment.**

- 5.2.1 Utilize various media to learn more about language and culture.
- 5.2.2 Identify careers where skills in another language and/or cross-cultural understanding are needed.
- 5.2.3 Identify local groups and communities where the target culture can be experienced.