



### Why should elementary students learn a foreign language?

Foreign languages should be taught at the elementary level because it helps with literacy in English, it enhances problem solving, attentional control and the ability to switch tasks, but most importantly, young children are intrinsically better language learners, and will, therefore, become more proficient and retain material easier at a younger age.

### Why are foreign languages in school important for our education?

Foreign language study encourages and builds mental flexibility, superiority in concept formation, and diversification of cognitive abilities. Those who have studied foreign languages retain these cognitive benefits well into adulthood and old age. Immersion programs in particular increase students' IQ.

### Standards:

- |                               |               |
|-------------------------------|---------------|
| 1 Interpretive Listening      | 6 Culture     |
| 2 Interpretive Reading        | 7 Connections |
| 3 Interpersonal communication | 8 Comparisons |
| 4 Presentational Speaking     | 9 Communities |
| 5 Presentational Writing      |               |

## Spanish 1A (Grade 7, high school semester 1)

The goal is to introduce students to the target language (Spanish) by building foundational skills and creating relationships for them to become familiar with a new language and culture.

Performance Level: Novice

### Can do statements

I can...

- Recognize the Spanish-speaking countries and understand the importance of learning a second language
- Understand and follow short simple directions (e.g. instructions to participate in games or to perform classroom tasks; basic classroom expressions such as: open your book, take out pencil and paper, read, sit down, listen, etc.)
- Compare and contrast the alphabet in Spanish and English and discuss similarities between words in the target language and my own native language (A quick method to build vocabulary in Spanish like words that end in tion information / información or in ic panic / pánico, etc.)
- Recognize true and false cognates in the target language and compare them with the native language

- Participate in basic conversations using appropriate gestures, body language and intonation to enhance verbal messages (e.g. greeting and introducing myself and others, saying good-bye following the rules of courtesy)
- Compare the use of formal and informal greetings in different cultural contexts
- Exchange essential information (e.g. telephone number, place of origin, general well being, birthdays, etc.)
- Identify the similarities and differences between Hispanic ways of greeting and own culture (e.g. kiss in the cheek, hugs, hand shake, etc.)
- Express myself politely using expressions such as por favor, gracias, de nada, etc.
- Differentiate when to address people in a familiar or formal way (using tú or usted)
- Count and use numbers to 100 to make purchases and give change
- Understand and use common concepts in simple sentences such as days of the week, months of the year and seasons (e.g., asking and giving the date, creating a calendar of his/her favorite month including season, days, birthday, any other important date or celebration)
- Ask and give the time to talk about when I have certain classes or arrive to school
- Provide simple information related with the weather (e.g. giving a weather report)
- Describe people and things using adjectives following the use of gender and number agreement
- Use the correct form of the verb ser to talk about what country I am from, and others are from
- Talk about what subjects I take and express opinions about them (e.g. create a Pictionary using school related vocabulary and writing a simple sentence for each school subject)



# Spanish 1B (Grade 8, high school semester 2)

The goal is to continue developing linguistic skills in Spanish. Emphasis on listening, and speaking.

Performance Level: Novice

## Can do statements

I can...

- Identify foods and discuss meals that are common in the Spanish Culture.
- Write a menu for breakfast, lunch and dinner in order to demonstrate gained knowledge of foods from the target language.
- Read and understand an advertisement for a restaurant.
- Talk about places where my family and I eat such as a cafeteria or local restaurants.
- Order food, a beverage and a dessert at a café or a Hispanic restaurant (e.g., role-play in class)
- Follow short, simple directions (e.g., to set up a table, what to do when arriving to a restaurant, etc.)
- Discuss beliefs and attitudes in the target language by comparing and contrasting eating habits in Spain, Latin America and the USA (e.g., the use of buen provecho, la sobremesa, meal times, snacks, etc.)
- Exchange information about familiar topics and references (e.g., fill out a graphic organizer listing likes and dislikes of sports, hobbies, or food and discuss with a partner).
- Recognize and compare words that are similar to those in my own language (e.g., identify true and false cognates)
- Talk about sports that are popular in Latin America.
- Use colors to describe items.
- Invite a friend to a game and exchange information as when, where and what are you going to do at the game.
- Fill out a simple form with basic information (e.g., a sport team application or a school survey).
- Compare team sports in the USA and Spanish speaking countries.
- Answer questions based on information in a short reading I listened to in class.
- Make up and/or correct false statements about a short conversation I listened to in class.
- Re-tell a story I listened to and recreate it by drawing a cartoon.