



## Parma School District 137

### World Languages / Spanish Curriculum

Spanish begins with listening abilities and continue within all four-language skills: speaking, reading, writing, and listening. Spanish 23 offers a study of vocabulary and grammatical structures in communicative context. It also introduces students to Hispanic culture and traditions. In exiting the course, the student will be able to

- Read, interpret, analyze, and evaluate written work in the target language;
- Write and/or speak clearly and suitably in Spanish for a variety of purposes and for different audiences.
- Explain their own cultural perspective and make a meaningful comparison between it and other cultural perspective.
- Employ speaking, listening and interpersonal skills in Spanish at the elementary level.

Idaho World languages Content Standard I: Communication  
Acquisitions and Communicate in Languages other than English

First Year	Second Year	Advanced
<p><u>Listening</u> Discriminate between each phonetic sound in the Spanish alphabet. (1.1.1.1)</p> <p>Ask questions using interrogatives. (1.1.1.4)</p> <p>Use correct forms of "tu" and "usted". (1.1.1.6)</p> <p>Discriminate between masculine and feminine articles and adjectives. (1.1.1.5)</p> <p>Demonstrate comprehension of single words and idiomatic expressions. (1.1.1.1)</p> <p>Demonstrating understanding of grammatical concepts (gender, number, negatives, tenses, etc.). .....</p> <p>Ask and answer questions using present tense of</p>	<p><u>Reading</u> Orally and silently read unit-related passages, realia, short stories, plays, dialogues. (2.1.3.2)</p> <p>Read increasingly complex articles in newspapers and magazines, maps, letters, recipes, menus, ads and instructions. (2. I .3.4)</p> <p>Read contemporary and authentic literature (i.e., teen magazines, novels, poetry, short stories, plays, and children's fairy tales). (2.1.3.1), (2.1.3.2.), (2.1.3.3)</p> <p><u>Writing-</u></p> <p>Writing questions, commands, short dialogues which include present, past, present perfect of regular and irregular verbs, reflexive verbs, object pronouns, stem-changers, adverbs and adjectives. (2.1.4.1)</p>	<p><u>Listening:</u> Comprehend vocabulary related to the study of art, music, literature and history and its cultural impact. (3.1.1.1)</p> <p>Comprehend extended passages and peer conversations by students taking notes, answering questions, or a discussion. (3.1.1.2)</p> <p>Gather key information from longer passages. (3.1.1.3)</p> <p>Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony). (3.1.1.4)</p> <p>Demonstrate comprehension of Spanish at a level, which would be understood in everyday social situations, including emergencies, job situations, telephone conversations, restaurants, educational situations (study abroad, tutoring). (3.1.1.5)</p>

<p>regular and irregular verbs.</p> <p>Listen and comprehend speakers from their own age group, the teacher, and other realia. (1.1.1.2)</p> <p>Practice everyday situations in Spanish using idiomatic expressions, present regular and irregular verbs and grammatical constructions.</p>	<p>Writing about personal and social situations telephone conversations, greeting cards, thank-you notes, letters to Hispanic friends, e-mail, pen pals menus, post card and advertisements. (2.1.4.2)</p>	<p>\$2egkiug:</p> <p>*Taking part in and sustaining a nonnal conversation. (3.1.2.1)</p> <p>*Demonstrate oral competency in a wide variety of social situations, business situations, educational situations (study abroad, tutoring or translation), emergencies and competency in basic survival skills. (3.1.2.1)</p> <p>*Use alternatives to express meaning (e.g. circumlocution, synonyms, and antonyms.). (3.1.2.2)</p> <p>*Demonstrate increased fluency through presentation of dialogues, plays, poetry, panels, and songs in a variety of social, literary and S contemporary topics, arenas and audiences. (3.1.2.3) Discuss poetry, short stories, novels, plays, taking roles in presenting plays in the target Ian ua e. 3.1.2.3</p>
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Idaho World Languages Content Standard II: Connections,  
 Comparison and Critical Thinking The study of foreign languages,  
 its connections,

<p>regular and irregular verbs.</p> <p>Listen and comprehend speakers from their own age group, the teacher, and other realia. (1.1.1.2)</p> <p>Practice everyday situations in Spanish using idiomatic expressions, present regular and irregular verbs and grammatical constructions.</p> <p>.....</p>	<p>Writing about personal and social situations telephone conversations, greeting cards, thank-you notes, letters to Hispanic friends, e-mail, pen pals menus, post card and advertisements. (2.1.4.2)</p>	<p><u>Speaking:</u></p> <p>*Taking part in and sustaining a normal conversation. (3.1.2. 1)</p> <p>*Demonstrate oral competency in a wide variety of social situations, business situations, educational situations (study abroad, tutoring or translation), emergencies and competency in basic survival skills. (3.1.2.1)</p> <p>*Use alternatives to express meaning (e.g. circumlocution, synonyms, and antonyms.). (3.1.2.2)</p> <p>*Demonstrate increased fluency through presentation of dialogues, plays, poetry, panels, and songs in a variety of social, literary and S contemporary topics, arenas and audiences. (3.1.2.3) Discuss poetry, short stories, novels, plays, taking roles in presenting</p>
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comparisons acquiring, reinforcing, and integrating content from other disciplines.

First Year	Second Year	Advanced
<p><u>Analysis of Language Elements and Products:</u></p> <p>Recognize intonation patterns (questions, commands and statements). (1.2.1.4) Organize components of sentence structure, verb usage, formation of questions, negative expressions. (1.2.1.2)</p> <p>Use commands, subject pronouns, direct object pronouns, definite, indefinite articles, and contractions (1.2.1.1).</p> <p>Conjugating regular and irregular verbs, stem-changers, adjectives-noun agreement, word order, possessive adjectives, question formation, negative expressions. (1.2.1.3)</p> <p>Identify present tense regular and irregular verbs and cognates. (1.2.1.3), (1.2.1.5)</p> <p>Conjugating regular and irregular verbs, present progressive verbs, stem changers, adjectives-noun agreement, word order, possessive adjectives, question formation, negative expressions. (1.2. I .3)</p>	<p><u>AnalY§is ofLanguage Elements and Products:</u></p> <p>Use present, imperfect, preterit and tenses of regular and irregular verbs, reflexive verbs, object pronouns, stemchangers, adverbs and adjectives in context. (2.2.1.1)</p> <p>Expressing regret; preferences; expressing doubt; consoling and sympathizing with someone; reprimanding; relating a series of events; talk about the past, using idiomatic expressions correctly. (2.2.1.2)</p> <p>Orally and silently read unit-related passages, realia, short stories, plays, dialogues. (2.2.1.2)</p> <p>Recognize similarities and differences between Spanish and English language grammar and usage. (2.2.1.3)</p> <p>Reinforce and build on first-year skills reading literature and realia which</p>	<p><u>Analysis ofLanguage Elements and Products:</u></p> <p>Read literacy forms including poetry, short stories, novels, and legends, utilizing both traditional and internet sources. (3.2.1.1)</p> <p>Recognize appropriate verb endings in all tenses and voices learned i.e. create verb charts. (3.2.1.2)</p> <p>Compare idiomatic and figurative expressions by using refrains, sayings, songs, etc. (3.2.1.3)</p> <p>Predict meanings of word based on origin and usage in sentence using contextual cues. (3.2.1.4)</p> <p><u>Modification and</u></p> <p><u>Mgui2ulgtžQEQfLanguage Elements and Products:</u></p> <p>Read literacy forms including poetry, short stories, novels, and legends, utilizing both traditional and internet sources. (3.2.2.1)</p>

comparisons acquiring, reinforcing, and integrating content from other disciplines.

First Year	Second Year	Advanced
<p><u>Analysis of Language Elements and Products:</u></p> <p>Recognize intonation patterns (questions, commands and statements). (1.2.1.4) Organize components of sentence structure, verb usage, formation of questions, negative expressions.</p> <p>Use commands, subject pronouns, direct object pronouns, definite, indefinite articles, and contractions 1.2.1.1</p> <p>Conjugating regular and irregular verbs, stem-changers, adjectives-noun agreement, word order, possessive adjectives, question formation, negative expressions. (1.2.1.3)</p> <p>Identify present tense regular and irregular verbs and cognates. (1.2.1.3), 1.2.1.5</p> <p>Conjugating regular and irregular verbs, present progressive verbs, stem changers, adjectives-noun agreement, word order, possessive adjectives, question formation, negative expressions. (1.2.1.3)</p>	<p><u>Analysis of Language Elements and Products:</u></p> <p>Use present, imperfect, preterit and tenses of regular and irregular verbs, reflexive verbs, object pronouns, stemchangers, adverbs and adjectives in context. (2.2.1.1)</p> <p>Expressing regret; preferences; expressing doubt; consoling and sympathizing with someone; reprimanding; relating a series of events; talk about the past, using idiomatic expressions correctly. (2.2.1.2)</p> <p>Orally and silently read unit-related passages, realia, short stories, plays, dialogues. (2.2.12)</p> <p>Recognize similarities and differences between Spanish and English language grammar and usage. (2.2.1.3)</p> <p>Reinforce and build on first-year skills reading literature and realia which</p>	<p><u>Analysis of Language Elements and Products:</u></p> <p>Read literacy forms including poetry, short stories, novels, and legends, utilizing both traditional and internet sources. (3.2.1.1)</p> <p>Recognize appropriate verb endings in all tenses and voices learned i.e. create verb charts. (3.2.1.2)</p> <p>Compare idiomatic and figurative expressions by using refrains, sayings, songs, etc. (3.2.1.3)</p> <p>Predict meanings of word based on origin and usage in sentence using contextual cues. (3.2.1.4)</p> <p>Modification and MgúzdgüQLQfLanguage Elements and Products: Read literacy forms including poetry, short stories, novels, and legends, utilizing both traditional and internet sources. (3.2.2.1)</p>

<p><u>Modification and Manipulation of Language Elements and Products:</u> Practice everyday situations in Spanish using idiomatic expressions, present regular and irregular verbs and grammatical constructions. (1.2.2.2) Organize components of sentence structure, verb usage, formation of questions, negative expressions. (1.2.2.3), (1.2.2.4) Use commands, subject pronouns, definite and indefinite articles. (1.2.2.4) Conjugating regular and irregular verbs, stem-changers, adjectives-noun agreement, word order, possessive adjectives, question formation,</p>	<p>includes present, past, progressive, tenses and related grammatical constructions. (2.2.1.1)</p> <p>Comprehension of videos, cassettes, dialogues, teacher dictation from authentic literature or realia. (2.2.1.1)</p> <p><u>Modification and Manipulation of Language Elements and Products:</u> Use present, imperfect, preterite and tenses of regular and irregular verbs, reflexive verbs, object pronouns, stem-changers, adverbs and adjectives in context. (2.2.2.3)</p>	<p>Expressing opinions and responding to others appropriately. (3.2.2.2)</p>
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<p><u>Modification and Manipulation of Language Elements and Products:</u> Practice everyday situations in Spanish using idiomatic expressions, present regular and irregular verbs and grammatical constructions. (1.2.2.2) Organize components of sentence structure, verb usage, formation of questions, negative expressions. (1.2.2.3), (1.2.2.4) Use commands, subject pronouns, definite and indefinite articles. (1.2.2.4) Conjugating regular and irregular verbs, stem-changers, adjectives-noun agreement, word order, possessive adjectives, question formation,</p>	<p>includes present, past, progressive, tenses and related grammatical constructions. (2.2.1.1)</p> <p>Comprehension of videos, cassettes, dialogues, teacher dictation from authentic literature or realia. (2.2.1.1)</p> <p><u>Modification and Manipulation of Language Elements and Products:</u> Use present, imperfect, preterite and tenses of regular and irregular verbs, reflexive verbs, object pronouns, stem-changers, adverbs and adjectives in context. (2.2.2.3)</p>	<p>Expressing opinions and responding to others appropriately. (3.2.2.2)</p>
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<p>negative expressions. (1.2.2.2), (1.2.2.3)  Identify present tense regular and irregular verbs and cognates. (1.2.2.1), (1.2.2.2)</p>	<p>Expressing regret; preferences; expressing doubt; consoling and sympathizing with someone; reprimanding; relating a series of events; talk about the past, using idiomatic expressions correctly. (2.2.2.2)</p> <p>Demonstrate listening comprehension for proper forms of address, levels of politeness and use of vocabulary appropriate to the situation. (2.2.2.1)</p> <p>Recognize similarities and differences between Spanish and English language grammar and usage. (2.2.2.3)</p>	
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<p>negative expressions. (1.2.2.2), (1.2.2.3)  Identify present tense regular and irregular verbs and cognates. (1.2.2.1), (1.2.2.2)</p>	<p>Expressing regret; preferences; expressing doubt; consoling and sympathizing with someone; reprimanding; relating a series of events; talk about the past, using idiomatic expressions correctly. (2.2.2.2)</p> <p>Demonstrate listening comprehension for proper forms of address, levels of politeness and use of vocabulary appropriate to the situation. (2.2.2.1)</p> <p>Recognize similarities and differences between Spanish and English language grammar and usage. (2.2.2.3)</p>	
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**Idaho World Languages Content Standard III: Cultures and Communities**  
**Gain Knowledge and Understanding of Other cultures**

First Year	Second Year	Advanced
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<p><u>History:</u> Recognize major historical and cultural figures and events including: Quinceanera, Dia de los muertos and Cinco de mayo/Mexican Independence Day. (1.3.1.1)</p> <p>Identify historical connections between English and Spanish (i.e. cognates, language origins). (1.3.1.2)</p> <p><u>Geography:</u></p> <p>Demonstrate geographical awareness of Spanishspeaking worlds including capitals/countries and nationalities.</p> <p>Understand the different seasons and varying climates in relation to the hemispheres. (1.3.2.2)</p> <p><u>Culture:</u></p> <p>Compare differences in currencies between latino countries and the US. (1.3.3.1)</p>	<p><u>History:</u> Analyze the impact of selected historical figures and events on the target culture, i.e. Lady of Guadalupe (2.3.1.1)</p> <p>Reading authentic literature, brief histories of artists/famous persons, i.e. Simon Bolivar, Velazquez, Picasso, Dali, Botero, Rivera and Kahlo. (2.3.1.1)</p> <p><u>Geography:</u></p> <p>Examine geopolitical regions selected from target culture, i.e. Mexico. (2.3.2.1)</p> <p><u>Culture:</u></p> <p>Identify unique cultural aspects of regions in target culture, i.e. food (such as Paella), holidays (such as Reyes Magos and Semana Santa/Pascua), (2.3.3.1)</p>	<p><u>History:</u> Investigate ancient indigenous cultures, i.e. Aztecs, Mayans and Incans. (3.3.1.1)</p> <p>Investigate the historical context of selected examples of art, music, literature and film from target culture, i.e. artists (El Greco, Velazquez, Goya, Dali and Picasso). (3.3.1.2)</p> <p>Investigate regions of Spain; history, geography, and political contributions to culture. (3.3.1.2)</p> <p><u>Geography:</u></p> <p>Investigate regions of Spain; history, geography, and political contributions to culture. (3.3.2.1)</p> <p><u>Culture:</u></p> <p>Write short reports about an artist or author or cultural theme. (3.3.3.1)</p> <p>Expose students to Basque communities and history comparing with local Basque culture and history. (3.3.1.1)</p>
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First Year	Second Year	Advanced
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<p>Compare and contrast cultural aspects of Spanishspeaking countries including greetings, Mercado, family structure, and meal times (1.3.3.1), (1.3.3.2), (1.3.3.3).</p> <p>Understand the correct usage of "tu" and "usted". (1.3.3.3)</p> <p>Gain an understanding of similarities and differences (uniforms, hours and classes) between Latino and American educational systems</p>		<p>Study contemporary Hispanic authors and topics relevant to current world situations. (3.3.3.1)</p> <p>(3.3.3.3)</p> <p>Discuss stories, articles, dialogs, news reports and other authentic realia of Hispanic countries. (3.3.3.1), (3.3.3.2), (3.3.3.3).</p> <p>React to current events in target language. (3.3.3.1), (3.3.3.2)•,</p>
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