

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Spanish

Course Length: Full Year

Grade: 8

Date Last Approved: March 18, 2021

Stage 1: Desired Results

Course Description and Purpose:

The vision of the Swallow Spanish language program is to equip students with the skills to communicate in multiple contexts as a contributing global citizen.

The mission is to provide high quality Spanish instruction within a nurturing environment at a developmentally critical time in a student's language development. Students will be able to communicate in Spanish while being exposed to the practices and perspectives unique to Spanish-speaking cultures.

During 8th grade, students will advance through the novice levels and enter the Intermediate levels of ACTFL proficiency scale. The program is thematically based and covers the themes of Welcome to Spanish Class, Health & Wellbeing, Spanish in my Community, Let's Go Shopping, On Vacation.

Enduring Understanding(s):

- Students will understand the different levels of proficiency and how to progress through them.
- Students will understand the multiple facets of health & wellbeing.
- Students will understand how professions are valued around the world.
- Students will understand the value that markets have within a community.
- Students will understand the value of the experiences travel provides.

Essential Question(s):

- What is Hispanic Heritage?
- How can we be healthy physically, emotionally, and socially?
- What professions are important to a community?
- How can I use my language skills to communicate in a culturally appropriate manner?
- How does travel expand my understanding of the world?

Learning Targets:

#1. Interpersonal -Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.

#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.

#3. Presentational - Students can communicate basic information on familiar topics; orally and in writing.

Stage 2: Learning Plan

I. Welcome to Language Class

- A. What is Proficiency
- a. Levels of Proficiency
 - b. Progression through the levels
 - c. Modes of Communications

Standards: World-Readiness Standards:

Making Connections
Language Comparisons

Learning Targets Addressed:

#1. Interpersonal -Students can engage in conversations to provide

d. Language Goal setting

and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.
#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.
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Key Resources Used
<ul style="list-style-type: none"> ● Duolingo ● Señor Wooly ● FVR Library ● YouTube ● Conjuguemos ● Somos

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> ● Identify levels of proficiency ● Identify modes of communication
Formative	Knowledge	<ul style="list-style-type: none"> ● Explain the levels of proficiency
Summative	Skill	<ul style="list-style-type: none"> ● Students set and monitor proficiency goals

II. Health & Wellbeing

- A. Parts of the body
- B. Mental health
- C. Physical health

Standards:

Interpretive Communication
 Making Connections

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	• Whole group practice
Formative	Skill	<ul style="list-style-type: none"> • Small group activities with strong visual support • Understand and identify spoken and written language
Summative	Reasoning Skill Product	• Choices include: create a public service announcement, summative activities with Me duele or La dentista

II. Spanish in my Community

- A. Places in the city w/descriptions
- B. Giving directions
- C. Identifying where you live and work
- D. Professions and what Professionals do

Standards:

Interpretive Communication
Making Connections

Learning Targets Addressed:

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	• Whole group practice

	Formative	Skill	<ul style="list-style-type: none"> Understand and identify spoken and written vocab with strong visual support
	Summative	Product	<ul style="list-style-type: none"> Students create “Map of my city” with verbal and written description

<p>III. Let's go shopping</p> <p>A. The Peruvian Market versus Farmers' Markets in the US</p> <p>B. Traditional clothing, goods, and foods sold at open air markets</p> <p>C. The process of bartering, buying, and selling</p>	<p>Standards</p> <p>Interpretive Communication Making Connections Language Comparisons</p> <p>Learning Targets Addressed:</p> <p>#1. Interpersonal -Students can engage in conversations to provide and obtain information, explain feelings, express emotions and exchange opinions on familiar topics.</p> <p>#2. Interpretive - Students can understand written and spoken instructions and texts appropriate to their level.</p> <p>#3. Presentational - Students can communicate basic information on familiar topics; orally and in writing.</p>												
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<p>IV. On Vacation</p> <p>A. Weather</p> <p>B. What do you need to pack</p>	<p>Standards:</p> <p>Interpretive Communication Making Connections</p>
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- C. Activities based on season
- D. Tourist activities and sightseeing

Language Comparisons

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Practice	Knowledge	<ul style="list-style-type: none"> • Whole group practice
Formative	Skill	<ul style="list-style-type: none"> • Small group activities with strong visual support • Understand and identify spoken and written language
Summative	Product Reasoning	<ul style="list-style-type: none"> • Travel journal