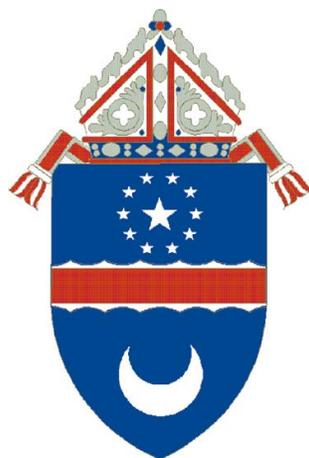


SPANISH LANGUAGE CURRICULUM OBJECTIVES



DIOCESE OF ARLINGTON

2017

WORLD LANGUAGES CURRICULUM OBJECTIVES

PHILOSOPHY

The teaching of world languages provides a variety of benefits:

Teaches listening, speaking, reading, writing and culture with emphasis on communication
Exposes students to the beauty and richness of other languages and civilizations
Strengthens cognitive thinking skills
Supports the native language of the student and reinforces English grammar

The ultimate goal of an academic elementary program is to complete successfully the level one high school curriculum. The high schools currently require a world language placement test and/or written recommendation by the student's world language teacher.

WORLD LANGUAGE RATIONALE

To support the current/existing philosophy incorporated in the Diocesan World Language Guidelines, we offer the following rationale:

Research indicates the most successful language learning takes place between birth and age ten to twelve. At this young age, the child will have an easier time of learning and retaining the language.

When children study world language, they develop higher cognitive thinking skills. Foreign language study helps students gain a better understanding of the grammar/ structure of their native language. As a result they usually perform better on standardized tests (Terra Nova, HSP/AT, SAT, ACT).

Two or three years of world language study in high school do not always provide fluency in a world language. Fluency will more likely be reached if the child has started world language learning much earlier and continues to advanced levels in high school.

Study of a world language creates citizens who will learn to accept, understand and appreciate the diversity of cultures. Thinking globally will help to promote world peace.

In our global society, as the world becomes more interdependent, students' knowledge of world language is crucial for expanded career opportunities. It will also aid in developing responsible citizens of the world community and bring us closer to realizing the Kingdom of God on earth.

Kindergarten Spanish

- _____ S. K.1 Introducing oneself
- _____ S. K. 2 Basic Greetings
- _____ S. K. 3 Colors
- _____ S. K. 4 Shapes
- _____ S. K. 5 Fruit and Beverages
- _____ S. K. 6 Numbers 1-20
- _____ S. K. 7 Weather
- _____ S. K. 8 Seasons
- _____ S. K. 9 Parts of the body
- _____ S. K. 10 Parts of the Face
- _____ S. K. 11 Family
- _____ S. K. 12 Animals
- _____ S. K. 13 Opposite pairs (grande/pequeño, arriba/abajo, adentro/afuera, limpio/sucio)
- _____ S. K. 14 Clothes
- _____ S. K. 15 I like/ I do not like
- _____ S. K. 16 I want (Yo quiero...)
- _____ S. K. 17 Prayers

1st Grade Spanish

- _____ S. 1.1 Introducing oneself
- _____ S. 1. 2 Basic Greetings
- _____ S. 1. 3 Colors
- _____ S. 1. 4 Shapes
- _____ S. 1. 5 Fruit and Beverages
- _____ S. 1. 6 Numbers 1-20
- _____ S. 1. 7 Weather
- _____ S. 1. 8 Seasons
- _____ S. 1. 9 Days of the week/months of the year
- _____ S. 1. 10 Parts of the body
- _____ S. 1. 11 Parts of the Face
- _____ S. 1. 12 Family
- _____ S. 1. 13 Animals
- _____ S. 1. 14 Opposite pairs (grande/pequeño, arriba/abajo, adentro/afuera, limpio/sucio, bueno/malo, alto/bajo)
- _____ S. 1. 15 Clothes
- _____ S. 1. 16 I like/ I do not like
- _____ S. 1. 17 I want (Yo quiero...)
- _____ S. 1. 18 Alphabet
- _____ S. 1. 19 Holidays
- _____ S. 1. 20 Classroom objects
- _____ S. 1. 21 Prayers

2nd Grade Spanish

- _____ S. 2.1 Introducing oneself
- _____ S. 2. 2 Basic Greetings
- _____ S. 2. 3 Colors
- _____ S. 2. 4 Shapes
- _____ S. 2. 5 Fruit and Beverages
- _____ S. 2. 6 Numbers 1-50
- _____ S. 2. 7 Weather
- _____ S. 2. 8 Seasons
- _____ S. 2. 9 Days of the week/months of the year
- _____ S. 2. 10 Parts of the body
- _____ S. 2. 11 Parts of the Face
- _____ S. 2. 12 Family
- _____ S. 2. 13 Animals
- _____ S. 2. 14 Opposite pairs (grande/pequeño, arriba/abajo, adentro/afuera, limpio/sucio, bueno/malo, alto/bajo)
- _____ S. 2. 15 Clothes
- _____ S. 2. 16 I like/ I do not like
- _____ S. 2. 17 I want (Yo quiero...)
- _____ S. 2. 18 Holidays
- _____ S. 2. 19 Alphabet
- _____ S. 2. 20 Classroom objects
- _____ S. 2. 21 Prayers

3rd Grade Spanish

- _____ S. 3.1 Basic Greetings and Expressions of Courtesy
- _____ S. 3. 2 Colors
- _____ S. 3. 3 Numbers to 100
- _____ S. 3. 4 Weather/ Days of the Week/ Months of the Year/ Seasons
- _____ S. 3. 5 Telling Time
- _____ S. 3.6 Parts of the body
- _____ S. 3. 7 Parts of the face
- _____ S. 3. 8 Family
- _____ S. 3. 9 Animals
- _____ S. 3. 10 Opposite pairs
- _____ S. 3. 11 Food Vocabulary
- _____ S. 3. 12 Clothes
- _____ S. 3. 13 I like/ I don't like
- _____ S. 3. 14 Alphabet
- _____ S. 3. 15 Capital of Countries in the Caribbean and Spain
- _____ S. 3. 16 Regions - the Hispanic Caribbean and Spain
- _____ S. 3.17 I am, You are, He is, She is
- _____ S. 3. 18 I have, You have, He has, She has
- _____ S. 3. 19 Means of Transportation
- _____ S. 3. 20 Classroom
- _____ S. 3. 21 I go to town
- _____ S. 3. 22 Common words for daily activities
- _____ S. 3. 23 Dialogue with the verb to go
- _____ S. 3. 24 At the store
- _____ S. 3. 25 At the restaurant
- _____ S. 3. 26 Setting the table
- _____ S. 3. 27 Prayers

4th Grade Spanish

- ___ FL.4.1 Identifying greetings and expressions of courtesy
- ___ FL.4.2 Identifying colors
- ___ FL.4.3 Identifying body parts
- ___ FL.4.4 Identifying clothing
- ___ FL.4.5 Identifying classroom objects
- ___ FL.4.6 Writing and counting numbers 1-100 (Latin includes ordinals 1-12)
- ___ FL.4.7 Telling time
- ___ FL.4.8 Reciting days of week and months of year
- ___ FL.4.9 Identifying academic subjects
- ___ FL.4.10 Identifying daily/weekly schedules
- ___ FL.4.11 Identifying weather and seasons
- ___ FL.4.12 Identifying family members (parents, grandparents, siblings, aunts, uncles, cousins)
- ___ FL.4.13 Identifying rooms of a house
- ___ FL.4.14 Identifying events of personal daily life
- ___ FL.4.15 Identifying common occupations
- ___ FL.4.16 Identifying places in a city
- ___ FL.4.17 Identifying leisure and recreation activities
- ___ FL.4.18 Identifying shopping vocabulary
- ___ FL.4.19 Identifying modes of transportation

- ___ FL.4.20 Identifying singular subject pronouns in sequential order
- ___ FL.4.21 Conjugating commonly used verbs in the singular (e.g.: to have, to be, to make, to go)
- ___ FL.4.22 Identifying gender and number of nouns
- ___ FL.4.23 Identifying gender and number of definite articles (n/a in Latin)
- ___ FL.4.24 Identifying gender and number of indefinite articles (n/a in Latin)
- ___ FL.4.25 Identifying commonly used adjectives
- ___ FL.4.26 Identifying singular possessive adjectives (my, your, his/her, it)
- ___ FL.4.27 Explaining rules for noun-adjective agreement
- ___ FL.4.28 Explaining rules for noun-adjective placement
- ___ FL.4.29 Asking and responding to questions using Interrogatives (who, what, where, how)
- ___ FL.4.30 Spelling in target language
- ___ FL.4.31 Pronouncing words correctly
- ___ FL.4.32 Applying correct intonation in statements and questions
- ___ FL.4.33 Responding to simple spoken statements and questions
- ___ FL.4.34 Responding to classroom commands (singular and plural)
- ___ FL.4.35 Praying in target language (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)
- ___ FL.4.36 Producing and responding to questions using interrogatives
- ___ FL.4.37 Applying unit vocabulary through activities emphasizing oral communication
- ___ FL.4.38 Reading and comprehending simple written text

___ FL.4.39 Answering questions with complete sentences

___ FL.4.40 Creating a paragraph using correct grammar and appropriate vocabulary

___ FL.4.41 Identifying examples of art, music, literature, history and geography

5th grade Spanish

- ___ FL.5.1 Exchanging greetings and expressions of courtesy
- ___ FL.5.2 Incorporating colors as adjectives
- ___ FL.5.3 Identifying and applying body parts vocabulary in dialogue setting
- ___ FL.5.4 Identifying and applying clothing vocabulary in dialogue setting
- ___ FL.5.5 Identifying and applying classroom objects vocabulary in dialogue setting
- ___ FL.5.6 Writing and counting numbers 1-100 (Latin includes ordinals 1-12)
- ___ FL.5.7 Telling time (Present and Time of events e.g. the show starts at 4 o'clock)
- ___ FL.5.8 Reciting days of week and months of year, in and out of sequence
- ___ FL.5.9 Identifying and applying academic subjects vocabulary in dialogue setting
- ___ FL.5.10 Describing daily/weekly schedules
- ___ FL.5.11 Describing weather and seasons
- ___ FL.5.12 Identifying and applying family members (parents, grandparents, siblings, aunts, uncles, cousins) in dialogue setting
- ___ FL.5.13 Identifying and applying rooms of a house vocabulary in dialogue setting
- ___ FL.5.14 Describing daily life
- ___ FL.5.15 Identifying common occupations vocabulary in dialogue setting
- ___ FL.5.16 Describing places in a city in dialogue setting in target culture
- ___ FL.5.17 Identifying and describing leisure and recreation activities vocabulary in dialogue setting in target culture
- ___ FL.5.18 Identifying and applying shopping vocabulary in dialogue setting

- _____ FL.5.19 Identifying and applying modes of transportation vocabulary in dialogue setting
- _____ FL.5.20 Identifying plural subject pronouns in sequential order
- _____ FL.5.21 Conjugating commonly used verbs in the singular and plural (e.g.: to have, to be, to make, to go)
- _____ FL.5.22 Conjugating verbs used in idiomatic expressions (e.g.: I'm hungry. I'm cold. I'm ten years old)
- _____ FL.5.23 Applying gender and number of nouns
- _____ FL.5.24 Applying gender and number of definite articles (n/a in Latin)
- _____ FL.5.25 Applying gender and number of indefinite articles (n/a in Latin)
- _____ FL.5.26 Applying commonly used adjectives
- _____ FL.5.27 Applying singular possessive adjectives (my, your, his/her, it)
- _____ FL.5.28 Applying rules for noun-adjective agreement
- _____ FL.5.29 Applying rules for noun-adjective placement
- _____ FL.5.30 Identifying subject pronouns: singular and plural
- _____ FL.5.31 Spelling in target language
- _____ FL.5.32 Pronouncing words correctly
- _____ FL.5.33 Applying correct intonation in statements and questions
- _____ FL.5.34 Responding to simple spoken statements and questions
- _____ FL.5.35 Responding to classroom commands (singular and plural)
- _____ FL.5.36 Praying in target language (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)

- _____ FL.5.37 Producing and responding to questions using interrogatives
- _____ FL.5.38 Applying unit vocabulary through activities emphasizing oral communication
- _____ FL.5.39 Reading and comprehending simple written text
- _____ FL.5.40 Answering questions with complete sentences
- _____ FL.5.41 Creating a paragraph using correct grammar and appropriate vocabulary
- _____ FL.5.42 Identifying examples of art, music, literature, history and geography

SPANISH LEVEL 1 CURRICULUM OBJECTIVES

This course is taught in grades 6-8 and is the equivalent of a full year of study in High School.

Summary:

The curriculum objectives for the Diocese of Arlington encompass the Virginia State Standards and the National ACTFL Standards. In accordance with these standards, Spanish 1 students develop the four skills of language learning: listening, speaking, reading, and writing.

Objectives:

Person-to-Person Communication

The student will exchange simple spoken and written information in Spanish.

1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
2. Express likes and dislikes, requests, descriptions, and directions.
3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.

The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish, using familiar phrases and sentences.

1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
2. Use formal and informal forms of address in familiar situations.
3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.

1. Identify main ideas and some details when listening and reading.
2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

The student will use verbal and nonverbal cues to understand simple spoken and written messages in Spanish.

1. Differentiate among statements, questions, and exclamations.
2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
3. Demonstrate increasing attention to accurate intonation and pronunciation, especially when presenting prepared material orally.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.

1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the roles of family members.
2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify some important historical and contemporary individuals associated with significant events from Spanish-speaking cultures.
4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.

The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of Spanish speakers, such as the concepts of the extended family, a daughter's 15th birthday, and typical foods, shape Spanish-speaking cultures.
2. Identify major cities and geographical features in Spanish-speaking countries and the reasons they are significant in the cultures of those countries.

Making Connections through Language

The student will connect information about the Spanish language and Spanish-speaking culture(s) with concepts studied in other subject areas.

1. Give examples of the use of Spanish vocabulary, phrases, proverbs, and symbols in other subject areas.
2. Relate content from other subject areas to topics discussed in Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.

1. Compare patterns of behavior and interaction found in the United States with those of Spanish-speaking societies.
2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
3. Demonstrate an awareness of unique elements of the student's own culture.

The student will compare basic elements of the Spanish language to those of the English language.

1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
2. Recognize basic sound distinctions and intonation patterns and their effect on the communication of meaning.

Communication across Communities

The student will explore situations in which to apply Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

1. Present examples of the Spanish language and the cultures of Spanish-speaking countries evident in and through media, entertainment, and technology.
2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the Spanish-speaking world.

SPANISH LEVEL 1 CURRICULUM OBJECTIVES

Grades 6-8

VOCABULARY

Social Functions

- SP.6-8.1 Common greetings and farewells
- SP.6-8.2 Basic expressions of courtesy
- SP.6-8.3 Basic introductions
- SP.6-8.4 Proper Names
- SP.6-8.5 Expressing likes and dislikes
- SP.6-8.6 Basic food and drink expressions, reading a menu

Geography

- SP.6-8.7 Names of 21 Spanish- speaking countries, their capitals, and nationalities
- SP.6-8.8 Simple geographical divisions (continent, country, city, town)
- SP.6-8.9 Cardinal points (north, south, east, and west)
- SP.6-8.10 Nature and the environment (basic plants and animals)

Time, Weather and Leisure

- SP.6-8.11 Days of the week
- SP.6-8.12 Months of the year
- SP.6-8.13 Basic weather expressions
- SP.6-8.14 Telling time and basic time divisions
- SP.6-8.15 Simple pastimes and basic sports
- SP.6-8.16 Question words

Friends, Family and Home

- SP.6-8.17 Simple description of people (physical and personality)
- SP.6-8.18 Basic temporary states of emotion/well-being
- SP.6-8.19 Simple description of things
- SP.6-8.20 Basic colors
- SP.6-8.21 Basic clothing
- SP.6-8.22 Immediate family
- SP.6-8.23 Basic parts of the body
- SP.6-8.24 Basic parts of the house

School, Education and Work

- SP.6-8.25 Basic classroom activities
- SP.6-8.26 Basic classroom objects
- SP.6-8.27 Basic mathematical operations
- SP.6-8.28 Cardinal numbers up to 1,000 and ordinal numbers from 1st through 10th
- SP.6-8.29 Basic professions

Travel and Transportation

- SP.6-8.30 Simple places in a city
- SP.6-8.31 Basic directions
- SP.6-8.32 Basic modes of transportation

GRAMMAR

Nouns and Articles

- SP.6-8.33 Gender and number of nouns
- SP.6-8.34 Definite articles (el, la, los, las)
- SP.6-8.35 Use of definite articles with a title
- SP.6-8.36 Contractions with “al” and “del”
- SP.6-8.37 Use of definite article with day of the week to express “on”
- SP.6-8.38 Indefinite articles (un, una, unos, unas)
- SP.6-8.39 Possession of nouns (use of *de+noun* to express ‘s)
- SP.6-8.40 Diminutive ending –ito, -ita

Adjectives

- SP.6-8.41 Adjective agreement with nouns in gender and number
- SP.6-8.42 Position
- SP.6-8.43 Short form possessives (mi, tu, su, etc.)
- SP.6-8.44 Demonstratives
- SP.6-8.45 Ordinal Numbers 1st – 10th
- SP.6-8.46 Cardinal numbers 1-1000

Verbs

SP.6-8.47 Subject-verb agreement

- SP.6-8.48 Present Tense
 - a. regular ar, er and ir verbs
 - b. irregular verbs: ser, estar, ir, tener, oír, decir, venir
 - c. irregular “yo” forms: salir, conocer, saber, hacer, dar, ver, poner
 - d. stem-changing verbs
 - e. the expression “hay” (the present of haber)
- SP.6-8.49** Not required but highly recommended.
 - Preterite tense
 - a. regular ar, er and ir verbs
 - b. irregular verbs: ser, ir, hacer, dar, ver
- SP.6-8.50 Negative construction
- SP.6-8.51 Affirmative tú commands of regular ar, er and ir verbs
- SP.6-8.52 Ser vs. estar
- SP.6-8.53 Verbs followed by an infinitive: tener que, poder, querer, ir a, acabar de, hay que

- SP. 6-8.54 Use of gustar
- SP.6-8.55 Hacer used in weather expressions
- SP.6-8.56 Present Progressive

Adverbs

- SP.6-8.57 Adverbs of affirmation (sí, cómo no, por supuesto, también)
SP.6-8.58 Adverbs of negation (no, nada, nunca, tampoco)
SP.6-8.59 Adverbs of time and frequency (tarde, temprano, siempre, ahora, hoy, nunca, después de, antes de, etc.)
SP.6-8.60 Adverbs of place (aquí, allí)

Pronouns

- SP.6-8.61 Subject
SP.6-8.62 Direct Object
SP.6-8.63 Indirect Object
SP.6-8.64 Interrogative
SP.6-8.65 Demonstrative

Prepositions

- SP.6-8.66 Prepositions (de, a, en, con, para, sin, según, entre)
SP.6-8.67 Conmigo, contigo
SP.6-8.68 Basic directions
SP.6-8.69 Basic modes of transportation (a pie, en tren, por avión, etc.)

Conjunctions

- SP.6-8.70 Simple conjunctions (y, o, e, u, pero)

Interjections

- SP.6-8.71 Simple interjections (¡Ay!, ¡Oye!, ¡Caramba!)

Other

- SP.6-8.72 Interrogatives
SP.6-8.73 Word order of statements and questions
SP.6-8.74 Personal “a”

SOUND DISCRIMINATION

- SP.6-8.75 Sound of all letters of the alphabet
SP.6-8.76 Statement vs. question intonation

LISTENING

- SP.6-8.77 Comprehend simple spoken statements and questions
SP.6-8.78 Comprehend commands in Spanish
SP.6-8.79 Recognize sound patterns

SPEAKING

- SP.6-8.80 Ask/answer basic questions/statements in the affirmative and negative
- SP.6-8.81 Pray in Spanish
- SP.6-8.82 Demonstrate oral proficiency

READING

- SP.6-8.83 Able to read and comprehend simple written text

WRITING

- SP.6-8.84 Answer questions with complete sentences
- SP.6-8.85 Write a paragraph using correct grammar and appropriate vocabulary

CULTURE AND CIVILIZATION

- SP.6-8.86 Exposure to names of the most important holidays and explanation of how they are celebrated
- SP.6-8.87 Exposure to geography of Latin America and Spain

SPANISH 2 HIGH SCHOOL CURRICULUM OBJECTIVES

This course is the second year of study in High School. Students who successfully complete Spanish Level 1 in middle school may be placed directly into Spanish Level 2 in high school with a teacher's recommendation and a passing score on the high school Spanish placement test.

Summary:

The curriculum objectives for the Diocese of Arlington encompass the Virginia State Standards and the National ACTFL Standards. In accordance with these standards, Spanish 2 students develop the four skills of language learning: listening, speaking, reading and writing.

Objectives:

Person-to-Person Communication

The student will exchange spoken and written information and ideas in Spanish.

1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
2. Give and follow basic instructions and directions in Spanish.

The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish using familiar and recombined phrases and sentences.

1. Participate in brief oral and written exchanges that reflect present as well as past and future time.
2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.

1. Understand main ideas and identify essential details when reading and listening in Spanish.
2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in Spanish.
3. Understand and follow simple instructions in consumer and informational materials in Spanish, such as those for following recipes or using computers.

The student will use verbal and non-verbal cues to interpret spoken and written texts in Spanish.

1. Differentiate among increasingly complex statements, questions, and exclamations.
2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

The student will present orally and in writing information in Spanish that combines learned as well as original language in simple sentences and paragraphs.

1. Relate with some detail the main ideas from level-appropriate print or non-print materials in Spanish.

2. Present information in Spanish using structures that reflect present as well as past and future time.
3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.

The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

The student will demonstrate an understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.

1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and celebration of national holidays.
3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as Spanish words used in the English language or contributions of important mathematicians and scientists from Spanish-speaking countries.
2. Relate information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.

Cultural and Linguistic Comparisons

The student will demonstrate an understanding of cultural similarities and differences between the Spanish-speaking world and the United States.

1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

The student will develop a better understanding of the English language through the study of Spanish.

1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
2. Compare vocabulary usage and structural patterns of Spanish and English.
3. Use level-appropriate idiomatic expressions in Spanish.

Communication across Communities

The student will develop and apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Illustrate how the Spanish language and Spanish-speaking cultures are evident in and through media, entertainment, and technology.
2. Locate and use Spanish language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the Spanish-speaking world.

SPANISH LEVEL 2

GRAMMAR OBJECTIVES

Adjectives

- SP.L2.1 Adjective agreement with nouns in gender and number
- SP.L2.2 Placement of adjectives
- SP.L2.3 Short and long form possessives
- SP.L2.4 Demonstratives
- SP.L2.5 Ordinal Numbers 1st – 10th
- SP.L2.6 Cardinal Numbers

Verbs

- SP.L2.7 Subject-verb agreement
- SP.L2.8 Present Tense
 - a. Regular
 - b. Irregular
 - c. Irregular “yo” forms
 - d. Stem-changing verbs
 - e. Reflexive
 - f. Present progressive tense
- SP.L2.9 Preterite Tense
 - a. Regular
 - b. Irregular
- SP.L2.10 Imperfect Tense
 - a. Regular
 - b. Irregular
 - c. Past Progressive
- SP.L2.11 Preterite vs Imperfect
- SP.L2.12 Imperative Commands
 - a. Familiar (affirmative and negative)
 - b. Formal (singular and plural); (affirmative and negative)
- SP.L2.13 Ser vs Estar
- SP.L2.14 Saber vs conocer
- SP.L2.15 Present Perfect Tense (If time allows.)

Adverbs

- SP.L2.16 Adverbs ending in –mente

Pronouns

- SP.L2.17 Direct Object
- SP.L2.18 Indirect Object
- SP.L2.19 Direct and Indirect Objects
- SP.L2.20 Reflexive Pronouns
- SP.L2.21 Possessive Pronouns
- SP.L2.22 Demonstrative Pronouns
- SP.L2.23 Impersonal se

Other

- SP.L2.24 Comparatives and superlatives
- SP.L2.25 Interrogatives
- SP.L2.26 Personal “a”
- SP.L2.27 Using affirmative and negative words

SOUND DISCRIMINATION

- SP.L2.28 Familiarity with various regional/national speech patterns (dialect/speed)

LISTENING

- SP.L2.29 Comprehend spoken statements and questions
- SP.L2.30 Comprehend commands in Spanish
- SP.L2.31 Comprehend authentic speech through native speaker’s audio and video resources

SPEAKING

- SP. L2.32 Ask/answer questions/statements in the affirmative and negative
- SP. L2.33 Pray in Spanish
- SP. L2.34 Demonstrate oral proficiency

READING

- SP.L2.35 Able to read and comprehend written text

WRITING

- SP. L2.36 Answer questions with complete sentences
- SP. L2.37 Write a narrative, descriptive, persuasive, comparative paragraph incorporating asking questions using correct grammar and appropriate vocabulary

CULTURE AND CIVILIZATION

- SP. L2.38 Exposure to names of the most important holidays and explanation of how they are celebrated
- SP. L2.39 Exposure to geography of Latin America and Spain
- SP. L2.40 Exposure to the fine arts of Latin America and Spain