

# Spanish

## Philosophy:

The philosophy for the teaching of Spanish centers on the idea that students should be given the opportunity to study a language other than English and gain the ability to speak, read, and write in this second language. Our program offers repeated exposure, reinforcement, and application of language skills, focusing on the acquisition of language for meaningful and communicative purposes. This approach facilitates acquisition of subsequent languages, gaining a greater understanding and respect for the richness of other cultures.

Our curriculum incorporates the *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century* developed by the American Council on the Teaching of Foreign Languages.

## Text books/Publishers:

i viva el espanol!      McGraw Hill Wright Group

i Muy bien!              Double R Publishing, LLC

## Kindergarten Classes

### Teach Them SPANISH- Kindergarten

Greetings and Colors  
Numbers one thru ten  
Animals  
Family  
Foods

## COMMUNICATION

### Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Benchmarks:

- Students will comprehend basic greetings
- Students will comprehend basic colors
- Students will comprehend numbers one thru ten
- Students will comprehend animals
- Students will comprehend immediate family members
- Students will comprehend basic food items

## CULTURES

### Gain Knowledge and Understanding of Other Cultures

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### Benchmarks:

- Students will learn the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about the differences in meal times in Hispanic cultures
- Learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

#### Benchmarks:

- Students will learn the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about the differences in meal times in Hispanic cultures

- Students will learn about the differences in types of foods in Hispanic cultures
- Learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures

## CONNECTIONS

### Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

#### Benchmarks:

- Students will learn about cognates
  - Students will learn about the differences in masculine and feminine nouns
  - Students will learn about the term “ Romantic Languages” and their origin
- Standard 3.2: Students acquire information and learn about the distinctive viewpoints that are only available through the foreign language and it’s cultures

#### Benchmarks:

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about the differences in meal times in Hispanic cultures
- Students learn about of the differences in types of foods in Hispanic cultures
- Learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures

## COMPARISONS

### Develop Insight into the Nature of Language and Culture

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

#### Benchmarks:

- Students will learn about cognates
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### Benchmarks:

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about the differences in meal times in Hispanic cultures
- Students will learn about the differences in types of foods in Hispanic cultures
- Learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures

## **COMMUNITIES**

### **Participate in Multilingual Communities at Home & Around the World**

- Standard 5.1 Students use the language both within & beyond the school setting

#### Benchmarks:

- Students will comprehend basic greetings
  - Students will comprehend basic colors
  - Students will comprehend numbers one thru ten
  - Students will comprehend animals
  - Students will comprehend immediate family members
  - Students will comprehend basic food items
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### Benchmarks:

- Students will comprehend basic greetings
- Students will comprehend basic colors
- Students will comprehend numbers one thru ten
- Students will comprehend animals
- Students will comprehend immediate family members
- Students will comprehend basic food items

## First Grade Classes

### Teach Them SPANISH- First Grade

Colors

Family

Classroom Objects

Introductions, polite words and Greetings

Numbers zero through ten

The Face

Clothing

Food

Animals

### **COMMUNICATION**

#### **Communicate in Languages Other Than English**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

#### Benchmarks:

- Students will comprehend eleven different colors
- Students will comprehend eleven family members and domestic pets
- Students will comprehend basic greetings polite words and introductions
- Students will comprehend numbers zero through ten
- Students will comprehend parts of the face
- Students will comprehend pieces of clothing
- Students will comprehend different food
- Students will comprehend classroom objects
- Students will comprehend animals

### **CULTURES**

#### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### Benchmarks:

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about the differences in meal times in Hispanic cultures
- Students will learn about the differences in types of foods in Hispanic cultures

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Benchmarks:

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about of the differences in meal times in Hispanic cultures
- Students will learn about the differences in types of foods in Hispanic cultures

## CONNECTIONS

### Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Benchmarks:

- Students will learn about cognates amongst different languages
- Students will learn about the differences in masculine and feminine nouns
- Students will learn about the term “ Romantic Languages” and their origin

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

Benchmarks:

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about the differences in meal times and types of foods in Hispanic cultures

## COMPARISONS

### Develop Insight into the Nature of Language and Culture

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

Benchmarks:

- Students will learn about Spanish articles , such as, el and la
- Students will learn about cognates amongst different languages
- Students will learn about the differences in masculine and feminine nouns
- Students will learn about the term “ Romantic Languages” and their origin

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

Benchmarks:

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about the nature of family relationships in Hispanic cultures
- Students will learn about the differences in meal times and types of foods in Hispanic cultures

## **COMMUNITIES**

### **Participate in Multilingual Communities at Home & Around the World**

- Standard 5.1: Students use the language both within & beyond the school setting

#### Benchmarks:

- Students will comprehend basic greetings polite words and introductions
  - Students will comprehend ten different colors
  - Students will comprehend numbers zero through ten
  - Students will comprehend six family members
  - Students will comprehend seven food items
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### Benchmarks:

- Students will comprehend eleven different colors
- Students will comprehend eleven family members and domestic pets
- Students will comprehend basic greetings polite words and introductions
- Students will comprehend numbers zero through ten
- Students will comprehend parts of the face
- Students will comprehend pieces of clothing
- Students will comprehend different food
- Students will comprehend classroom objects
- Students will comprehend animals

## Second Grade Classes

### ¡Muy Bien!

Los saludos-the greeting

Los colors-the colors

La familia-the family

Los números-the numbers

La escuela-the school

La cabeza-the head

La casa-the house

La ropa-the clothes

Los instrumentos musicales-the musical instruments

### **COMMUNICATION**

#### **Communicate in Languages Other Than English**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Benchmarks:

- Students will pronounce and comprehend different greetings
- Students will pronounce and comprehend different colors
- Students will pronounce and comprehend family members
- Students will pronounce and comprehend numbers zero through twelve
- Students will pronounce and comprehend various school supplies
- Students will pronounce and comprehend different parts of the face
- Students will pronounce and comprehend different rooms in a home
- Students will pronounce and comprehend several pieces of clothing
- Students will pronounce and comprehend musical instruments

### **CULTURES**

#### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### Benchmarks:

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about how food is presented in Hispanic cultures
- Students will learn about the differences in mealtimes in Hispanic cultures
- Students will learn about the foods and related customs surrounding mealtimes in Hispanic cultures
- Students will learn about the differences in clothing in Hispanic cultures



- Students will learn about the nature of facial expressions in Hispanic cultures
  - Students will learn about the differences in schools in Hispanic cultures
  - Students will learn about the differences in music in Hispanic cultures
  - Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

**Benchmarks:**

- Students will learn about the differences in physical greetings in Hispanic cultures
- Students will learn about the differences in schools in Hispanic cultures
- Students will learn about how food is presented in Hispanic cultures
- Students will learn about of the differences in mealtimes in Hispanic cultures
- Students will learn about the foods and related customs surrounding mealtimes in Hispanic cultures
- Students will learn about the differences in clothing in Hispanic cultures
- Students will learn about the nature of facial expressions in Hispanic cultures
- Students will learn about the differences in schools in Hispanic cultures
- Students will learn about the differences in homes in Hispanic cultures
- Students will learn about the differences in music in Hispanic cultures
- Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures

## **CONNECTIONS**

### **Connect with Other Disciplines and Acquire Information**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

**Benchmarks:**

- Students will learn about the differences in schools in Hispanic cultures
  - Students will learn about Spanish articles el and la
  - Students will learn about cognates amongst different languages
  - Students will learn about the term “ Romantic Languages”
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Benchmarks:**

- Students will learn about the differences in schools in Hispanic cultures
- Students will learn about how food is presented in Hispanic cultures
- Students will learn about the foods and related customs surrounding mealtimes in Hispanic cultures
- Students will learn about cognates amongst different languages
- Students will learn about the differences in clothing in Hispanic cultures
- Students will learn about the differences in greetings in Hispanic cultures
- Students will learn about the nature of facial expressions in Hispanic cultures
- Students will learn about the term “ Romantic Languages”

- Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures

## **COMPARISONS**

### **Develop Insight into the Nature of Language and Culture**

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

#### Benchmarks:

- Students will learn about the Spanish articles el and la
- Students will learn about cognates amongst different languages

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

#### Benchmarks:

- Students will learn about the differences in schools in Hispanic cultures
- Students will learn about how food is presented in Hispanic cultures
- Students will learn about the foods and related customs surrounding mealtimes in Hispanic cultures
- Students will learn about cognates amongst different languages
- Students will learn about the differences in clothing in Hispanic cultures
- Students will learn about the differences in greetings in Hispanic cultures
- Students will learn about the nature of facial expressions in Hispanic cultures
- Students will learn about the term “Romantic Languages”
- Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures

## **COMMUNITIES**

### **Participate in Multilingual Communities at Home & Around the World**

- Standard 5.1: Students use the language both within and beyond the school setting

#### Benchmarks:

- Students will pronounce and comprehend different greetings
- Students will pronounce and comprehend different colors
- Students will pronounce and comprehend family members
- Students will pronounce and comprehend numbers zero through twelve
- Students will pronounce and comprehend various school supplies
- Students will pronounce and comprehend different parts of the face
- Students will pronounce and comprehend different rooms in a home
- Students will pronounce and comprehend several pieces of clothing
- Students will pronounce and comprehend musical instruments

- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Benchmarks:

- Students will pronounce and comprehend different greetings
- Students will pronounce and comprehend different colors
- Students will pronounce and comprehend family members
- Students will pronounce and comprehend numbers zero through twelve
- Students will pronounce and comprehend various school supplies
- Students will pronounce and comprehend different parts of the face
- Students will pronounce and comprehend different rooms in a home
- Students will pronounce and comprehend several pieces of clothing
- Students will pronounce and comprehend musical instruments

## Third Grade Classes

### The Complete Book of Spanish

Colors

Alphabet

Numbers

Family

Body

Days and Months

Animals

Clothes

Community

### **COMMUNICATION**

#### **Communicate in Languages Other Than English**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Benchmarks:

- Students will pronounce, comprehend, read , write and describe colors
- Students will pronounce, comprehend, read , write and describe the Spanish alphabet
- Students will pronounce, comprehend, read , write and describe numbers zero through thirty
- Students will pronounce, comprehend, read , write and describe family members
- Students will pronounce, comprehend, read , write and describe parts of the body
- Students will pronounce, comprehend, read, write and describe the Spanish calendar
- Students will pronounce, comprehend, read, write and describe animals
- Students will pronounce, comprehend, read , write and describe clothing
- Students will pronounce, comprehend, read, write and describe various places in the community
- Students will comprehend ,read and write the grammatical structures in Spanish which differ in rules of capitalization

### **CULTURES**

#### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### Benchmarks:

- Students will learn about the differences in the expression of color in Hispanic cultures
- Students will learn about the differences in greetings in Hispanic cultures
- Students will learn about the differences in family relationships in Hispanic cultures
- Students will learn about the differences in clothing in Hispanic cultures

- Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures
  - Students will learn about the differences in the expression of numbers in Hispanic cultures
  - Students will learn about differences between tú and usted and how they relate to communication in Hispanic cultures
  - Students will learn about the differences in the calendar in Hispanic cultures
  - Students will learn about the differences in communities in Hispanic cultures
  - Students will learn about the different types of animals in Hispanic cultures
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

**Benchmarks:**

- Students will learn about the differences in the expression of color in Hispanic cultures
- Students will learn about the differences in greetings in Hispanic cultures
- Students will learn about the differences in family relationships in Hispanic cultures
- Students will learn about the differences in clothing in Hispanic cultures
- Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures
- Students will learn about the differences in the expression of numbers in Hispanic cultures
- Students will learn about differences between tú and usted and how they relate to communication in Hispanic cultures
- Students will learn about the differences in the calendar in Hispanic cultures
- Students will learn about the differences in communities in Hispanic cultures
- Students will learn about the different types of animals in Hispanic cultures

## **CONNECTIONS**

### **Connect with Other Disciplines and Acquire Information**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

**Benchmarks:**

- Students will learn about the differences in the number of letters in the Spanish alphabet versus the English alphabet
  - Students will learn about the differences in the sounds of letters in the Spanish alphabet versus the English alphabet
  - Students will recognize cognates
  - Students will understand the differences in how numbers are expressed in Hispanic cultures
  - Students will comprehend, read and write the grammatical structures in Spanish which differ in rules of capitalization
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Benchmarks:**

- Students will learn about the differences in the expression of color in Hispanic cultures
- Students will learn about the differences in greetings in Hispanic cultures
- Students will learn about the differences in family relationships in Hispanic cultures

- Students will learn about the differences in clothing in Hispanic cultures
- Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures
- Students will learn about the differences in the expression of numbers in Hispanic cultures
- Students will learn about differences between tú and usted and how they relate to communication in Hispanic cultures
- Students will learn about the differences in the calendar in Hispanic cultures
- Students will learn about the differences in communities in Hispanic cultures
- Students will learn about the different types of animals in Hispanic cultures

## **COMPARISONS**

### **Develop Insight into the Nature of Language and Culture**

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

#### **Benchmarks:**

- Students will learn about the differences in the expression of color in Hispanic cultures
- Students will learn about the differences in greetings in Hispanic cultures
- Students will learn about the differences in family relationships in Hispanic cultures
- Students will learn about the differences in clothing in Hispanic cultures
- Students will learn about the differences in the celebration of Thanksgiving and Christmas in Hispanic cultures
- Students will learn about the differences in the expression of numbers in Hispanic cultures
- Students will learn about differences between tú and usted and how they relate to communication in Hispanic cultures
- Students will learn about the differences in the calendar in Hispanic cultures
- Students will learn about the differences in communities in Hispanic cultures
- Students will learn about the different types of animals in Hispanic cultures

## **COMMUNITIES**

### **Participate in Multilingual Communities at Home & Around the World**

- Standard 5.1: Students use the language both within and beyond the school setting

#### **Benchmarks:**

- Students will pronounce, comprehend, read , write and describe colors
- Students will pronounce, comprehend, read , write and describe the Spanish alphabet
- Students will pronounce, comprehend, read , write and describe numbers zero through thirty
- Students will pronounce, comprehend, read , write and describe family members
- Students will pronounce, comprehend, read , write and describe parts of the body
- Students will pronounce, comprehend, read, write and describe the Spanish calendar
- Students will pronounce, comprehend, read, write and describe animals
- Students will pronounce, comprehend, read , write and describe clothing
- Students will pronounce, comprehend, read, write and describe various places in the community
- Students will comprehend ,read and write the grammatical structures in Spanish which differ in rules of capitalization

- Standard 5.2:

Benchmarks:

- Students will pronounce, comprehend, read , write and describe colors
- Students will pronounce, comprehend, read , write and describe the Spanish alphabet
- Students will pronounce, comprehend, read , write and describe numbers zero through thirty
- Students will pronounce, comprehend, read , write and describe family members
- Students will pronounce, comprehend, read , write and describe parts of the body
- Students will pronounce, comprehend, read, write and describe the Spanish calendar
- Students will pronounce, comprehend, read, write and describe animals
- Students will pronounce, comprehend, read , write and describe clothing
- Students will pronounce, comprehend, read, write and describe various places in the community
- Students will comprehend ,read and write the grammatical structures in Spanish which differ in rules of capitalization

## Fourth Grade Classes

Viva el español! ¡Hola! Textbook.

Bienvenidos

Unidad 1- El Salon de clase-

Unidad 2- Animales de varios colores

Unidad 3 -¿ Adónde vas hoy?

Unidad 4- ¿ En la escuela

### COMMUNICATION

#### Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Benchmarks:

- Students will respond in full sentences to the question ¿Cómo estas? (how they are feeling ) verbally and in written communications,
- Students will ask and give their names responding in complete sentences
- Students will identify people and objects orally, verbally and in written communications responding to the questions ¿ Quien es? (who is it) and ¿ Què es? (what is it )
- Students will identify and differentiate numbers 0-29, performing simple mathematical equations, such as counting, math problems and phone numbers
- Students will pronounce, read and write addition problems
- Students will pronounce, comprehend, read, write, and Identify various persons, such as; teacher, student, woman, man, girl & boy
- Students will use the singular forms of llarmarse
- Students will use the first and second person singular forms of estar
- Students will use the first and third person singular form of ser
- Students will ask questions with cómo ,qué, cuál, cuánto ,and quien
- Students will use los and las with plural noun endings
- Students will use hay when naming and counting
- Students will use tienes to ask what friends have
- Students will add s and es plural endings to nouns
- Students will pronounce, comprehend, read, write, and Identify basic classroom objects and school supplies
- Students will discuss people or things
- Students will ask about what people have
- Students will use los and las with plural noun endings
- Students will use ¿Quiénes son? ¿ Què son? and ¿Cúantos/cúantas hay?



- Students will identify, comprehend ,write ,read , describe and pronounce twelve different animals
- Students will identify, comprehend ,and write ,read four shapes
- Students will know about some animals from the Caribbean and South America
- Students will describe animals from around the world, especially in Latin America
- Students will expand their vocabulary in the use of colors
- Students will use descriptive words such as pequeño, largo and flaco
- Students will ask questions with ¿ De que color es? ¿ Cómo es? in addition ¿ Cómo son?
- Students will use singular and plural endings on adjectives
- Students will use masculine and feminine endings on adjectives
- Students will use indefinite articles when discussing in generalities
- Students will use definite articles when discussing about specific things or people
- Students will use hay when discussing about how many of something there are
- Students will read, write, comprehend and pronounce the days of the week
- Students will discuss about going places on different days of the week
- Students will name days of the week and related vocabulary, such as hoy, mañana, semana and el fin de semana
- Students will name common places in a town such as el cine,la escuela, and el parque
- Use numbers 0-49 inclusive
- Students will use the contraction al with masculine place names
- Students will use the singular present-tense forms of ir
- Students will use singular and plural definite articles with days of the week
- Students will use the interrogative ¿ Cuando?
- Students will pronounce, comprehend, read, write, and Identify the seasons
- Students will discuss the weather
- Students will discuss their likes and dislikes in relation to the seasons and the weather
- Students will use descriptive words to describe the weather and weather conditions
- Students will ask questions using ¿ Què estacion es? Hace fresco / frio / calor and, ¿ Què tiempo hace?
- Students will use the pronouns me,te,and le in sentences with the verb gustar
- Students will use the verb gustar with singular subjects
- Students will place descriptive words correctly within sentences
- Students will abbreviate sentences by replacing the noun with the definite article el or la and a descriptive word
- Students will use the personal a before people's names in sentences with gustar

## **CULTURES**

### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### **Benchmarks:**

- Students will understand the differences amongst greetings from one culture to another, pointing out the influence of Hispanic cultures on American culture
- Students will understand the differences in the written format of numbers. dates and the calendar from one culture to another
- Students will become aware of the differences in schools and classrooms in Hispanic countries

- Students will learn about places and activities in Hispanic countries
- Students will learn about school activities, arts and sports of children in Hispanic countries
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

**Benchmarks:**

- Students will understand the differences amongst greetings from one culture to another, pointing out the influence of Hispanic cultures on American culture
- Students will understand the differences in the written format of numbers, dates and the calendar from one culture to another
- Students will learn about the differences in schools and classrooms in Hispanic countries
- Students will learn about school activities, arts and sports of children in Hispanic countries

## **CONNECTIONS**

### **Connect with Other Disciplines and Acquire Information**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

**Benchmarks:**

- Students will recognize cognates
- Students will recognize Spanish speaking countries on a map
- Students will compare flags of different countries
- Students will identify, comprehend, write, read and pronounce twelve different animals
- Students will identify, comprehend, write and read four different shapes
- Students will learn about some animals from the Caribbean and South America
- Students will read, write, comprehend and pronounce the days of the week
- Students will use the contraction *al* with masculine place names
- Students will use the singular present-tense forms of *ir*
- Students will use singular and plural definite articles with days of the week
- Students will use the interrogative *¿* *Cuando?*
- Students will use numbers 0-49 inclusive
- Students will pronounce, comprehend, read, write, and identify the seasons
- Students will discuss likes and dislikes in relation to the seasons and the weather
- Students will use descriptive words to describe weather and weather conditions
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Benchmarks:**

- Students will understand the differences amongst greetings from one culture to another, pointing out the influence of Hispanic cultures on American culture
- Students will understand the differences in the written format of numbers, dates and the calendar from one culture to another
- Students will become aware of the differences in schools and classrooms in Hispanic countries
- Students will learn about places and activities in Hispanic countries
- Students will learn about school activities, arts and sports of children in Hispanic countries

## COMPARISONS

### Develop Insight into the Nature of Language and Culture

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

#### Benchmarks:

- Students will recognize cognates
  - Students will recognize Spanish speaking countries on a map
  - Students will recognize that many places in the United States have Spanish names
  - Students will identify, comprehend, write, read and pronounce twelve different animals
  - Students will describe four shapes
  - Students will describe their favorite animals
  - Students will describe animals from around the world, especially in Latin America
  - Students will read, write, comprehend and pronounce the days of the week
  - Students will use numbers 0-49 inclusive
  - Students will pronounce, comprehend, read, write, and Identify the seasons
  - Students will discuss about the weather
  - Students will discuss about likes and dislikes in relation to the seasons and the weather
  - Students will use descriptive words to describe the weather and weather conditions
  - Students will describe different weather conditions
  - Students will ask questions using ¿, Què estacion es? Hace fresco / frio / calor In addition, ¿ Què tiempo hace?
  - Students will use the pronouns me,te,and le in sentences with the verb gustar
  - Students will use the verb gustar with singular subjects
  - Students will place descriptive words correctly within sentences
  - Students will abbreviate sentences by replacing the noun with the definite article el or la and a descriptive word
  - Students will use the personal a before people's names in sentences with gustar
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### Benchmarks:

- Students will understand the differences in greetings from one culture to another, pointing out the influence of Hispanic cultures on U.S. culture
- Students will recognize that many places in the United States have Spanish names, because they were settled by people from Spain
- Students will understand the differences in the written format of numbers, dates and the calendar from one culture to another
- Students will learn about the differences in schools and classrooms in Hispanic countries
- Students will learn that many places in the United States have Spanish names
- Students will learn about places and activities in Hispanic countries
- Students will learn about school activities, arts and sports of children in Hispanic countries

## COMMUNITIES

### Participate in Multilingual Communities at Home & Around the World

- Standard 5.1: Students use the language both within and beyond the school setting

Benchmarks:

- Students will respond in full sentences to the question ¿Cómo estas? (how they are feeling ) verbally and in written communications,
- Students will ask and give their names responding in complete sentences
- Students will identify people and objects orally, verbally and in written communications responding to the questions ¿ Quien es? (who is it) and ¿ Què es? (what is it )
- Students will identify and differentiate number s0-29, performing simple mathematical equations, such as counting, math problems and phone numbers
- Students will pronounce, read and write addition problems
- Students will pronounce, comprehend, read, write, and Identify various persons, such as; teacher, student, woman, man, girl & boy
- Students will use the singular forms of llarmarse
- Students will use the first and second person singular forms of estar
- Students will use the first and third person singular form of ser
- Students will ask questions with cómo ,qué, cuál, cuánto ,and quién
- Students will use los and las with plural noun endings
- Students will use hay when naming and counting
- Students will use tienes to ask what friends have
- Students will add s and es plural endings to nouns
- Students will pronounce, comprehend, read, write, and Identify basic classroom objects and school supplies
- Students will discuss about people or things
- Students will ask about what people have
- Students will use los and las with plural noun endings
- Students will use ¿Quiénes son? ¿ Què son? and ¿Cúantos/cúantas hay?
- Students will identify, comprehend ,write ,read , describe and pronounce twelve different animals
- Students will identify, comprehend ,and write ,read four shapes
- Students will know about some animals from the Caribbean and South America
- Students will describe animals from around the world, especially in Latin America
- Students will expand their vocabulary in the use of colors
- Students will use descriptive words such as pequeño, largo and flaco
- Students will ask questions with ¿ De que color es? ¿ Cómo es? and ¿ Cómo son?
- Students will use singular and plural endings on adjectives
- Students will use masculine and feminine endings on adjectives
- Students will use indefinite articles when discussing in generalities
- Students will use definite articles when discussing about specific things or people
- Students will use hay when discussing about how many of something there are
- Students will read, write, comprehend and pronounce the days of the week
- Students will discuss about going places on different days of the week
- Students will name days of the week and related vocabulary, such as hoy, mañana, semana and el fin de semana
- Students will name common places in a town such as el cine,la escuela, and el parque
- Use numbers 0-49 inclusive
- Students will use the contraction al with masculine place names
- Students will use the singular present-tense forms of ir
- Students will use singular and plural definite articles with days of the week
- Students will use the interrogative ¿ Cuando?

- Students will pronounce, comprehend, read, write, and Identify the seasons
  - Students will discuss about the weather
  - Students will discuss about likes and dislikes in relation to the seasons and the weather
  - Students will use descriptive words to describe the weather and weather conditions
  - Students will describe different weather conditions
  - Students will ask questions using ¿ Què estacion es? Hace fresco / frio / calor and, ¿ Què tiempo hace?
  - Students will use the pronouns me,te,and le in sentences with the verb gustar
  - Students will use the verb gustar with singular subjects
  - Students will place descriptive words correctly within sentences
  - Students will abbreviate sentences by replacing the noun with the definite article el or la and a descriptive word
  - Students will use the personal a before people's names in sentences with gustar
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### Benchmarks:

- Students will respond in full sentences to the question ¿Cómo estas? (how they are feeling ) verbally and in written communications,
- Students will ask and give their names responding in complete sentences
- Students will identify people and objects orally, verbally and in written communications responding to the questions ¿ Quien es? (who is it) and ¿ Què es? (what is it )
- Students will identify and differentiate numbers 0-29, performing simple mathematical equations, such as counting, math problems and phone numbers
- Students will pronounce, read and write addition problems
- Students will pronounce, comprehend, read, write, and Identify various persons, such as; teacher, student, woman, man, girl & boy
- Students will use the singular forms of llarmarse
- Students will use the first and second person singular forms of estar
- Students will use the first and third person singular form of ser
- Students will ask questions with cómo ,qué, cuál, cuánto ,and quién
- Students will use los and las with plural noun endings
- Students will use hay when naming and counting
- Students will use tienes to ask what friends have
- Students will add s and es plural endings to nouns
- Students will pronounce, comprehend, read, write, and Identify basic classroom objects and school supplies
- Students will discuss about people or things
- Students will ask about what people have
- Students will use los and las with plural noun endings
- Students will use ¿Quiénes son? ¿ Què son? and ¿Cúantos/cúantas hay?
- Students will identify, comprehend ,write ,read , describe and pronounce twelve different animals
- Students will identify, comprehend ,and write ,read four shapes
- Students will know about some animals from the Caribbean and South America
- Students will describe animals from around the world, especially in Latin America
- Students will expand their vocabulary in the use of colors
- Students will use descriptive words such as pequeño, largo and flaco
- Students will ask questions with ¿ De que color es? ¿ Cómo es? and ¿ Cómo son?

- Students will use singular and plural endings on adjectives
- Students will use masculine and feminine endings on adjectives
- Students will use indefinite articles when discussing in generalities
- Students will use definite articles when discussing about specific things or people
- Students will use hay when discussing about how many of something there are
- Students will read, write, comprehend and pronounce the days of the week
- Students will discuss about going places on different days of the week
- Students will name days of the week and related vocabulary, such as hoy, mañana, semana and el fin de semana
- Students will name common places in a town such as el cine, la escuela, and el parque
- Use numbers 0-49 inclusive
- Students will use the contraction al with masculine place names
- Students will use the singular present-tense forms of ir
- Students will use singular and plural definite articles with days of the week
- Students will use the interrogative ¿ Cuando?
- Students will pronounce, comprehend, read, write, and Identify the seasons
- Students will discuss about the weather
- Students will discuss about likes and dislikes in relation to the seasons and the weather
- Students will use descriptive words to describe the weather and weather conditions
- Students will describe different weather conditions
- Students will ask questions using ¿ Qué estación es? Hace fresco / frío / calor and, ¿ Qué tiempo hace?
- Students will use the pronouns me, te, and le in sentences with the verb gustar
- Students will use the verb gustar with singular subjects
- Students will place descriptive words correctly within sentences
- Students will abbreviate sentences by replacing the noun with the definite article el or la and a descriptive word
- Students will use the personal a before people's names in sentences with gustar

## Fifth Grade Classes

¡Viva el español! - ¡Hola! Textbook

Unidad 6      ¿Cuándo es tu cumpleaños?

Unidad 7      ¿-Cómo estas?

Unidad 8      ¿ Qué hora es?

Unidad 9      Mis Clases favoritas

Unidad 10     Mi familia y yo

### COMMUNICATION

#### Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Benchmarks:

- Students will pronounce, comprehend, write and read about activities for different months
- Students will pronounce, comprehend, write and read about who is doing something
- Students will give dates in complete sentences
- Students will discuss about the frequency of activities
- Students will pronounce, comprehend, write and read adverbs such as siempre, a veces and nunca to describe frequency
- Students will pronounce, comprehend, write and read numbers seventy thru one-hundred
- Students will understand dates and holidays in Hispanic countries
- Students will pronounce, comprehend, write and read singular pronouns to clarify or emphasize the subject of an action
- Students will pronounce, comprehend, write and read questions, using pronouns for clarity and emphasis
- Students will pronounce, comprehend, write and read también and tampoco in the correct situations
- Students will discuss the things they like and do not like to do in different months
- Students will discuss who is doing something
- Students will discuss dates (like birthdays )
- Students will discuss and write about how they are feeling and ask others about their feelings
- Students will discuss their age and ask about the age of others
- Students will know when to use tú and when to use usted
- Students will describe themselves and how they are feeling using hambre sueño and años
- Students will use correct pronoun-verb agreement
- Students will pronounce, comprehend, write and read different times of the day
- Students will discuss what time you do different things

- Students will ask and answer questions about the duration of activities
- Students will discuss schedules
- Students will tell time, using appropriate expressions for telling time
- Students will use singular and plural forms of ser to tell time on ,after ,and before the hour
- Students will use interrogatives such as¿ Qué hora es? ¿A qué hora? ¿Cuánto tiempo hay?
- Students will use por and de in time expressions
- Students will ask and answer questions about their favorite and least favorite classes
- Students will ask for and give an opinion
- Students will discuss likes and dislikes
- Students will discuss school activities
- Students will name various school subjects, such as el ingles, las matematicas, and la educacion fisica, etc
- Students will describe with adjectives such as aburrido ,facil ,fantastico, etc
- Students will ask questions with¿ Por qué? and ¿ Por qué no?
- Students will use gustar in the singular and plural
- Students will make negative statements
- Students will pronounce, comprehend, write and read the months of the year and related activities
- Students will pronounce, comprehend, write and read about activities for different months
- Students will pronounce, comprehend, write and read about who is doing something
- Students will give dates in complete sentences
- Students will discuss the frequency of activities
- Students will pronounce, comprehend, write and read adverbs such as siempre,a veces and nunca to describe frequency
- Students will pronounce, comprehend, write and read singular pronouns to clarify or emphasize the subject of an action
- Students will form questions and affirmative and negative statements using tener expressions such as. ¿ Tienes frío? ¿Tiene prisa? Tengo hambre. and No tengo calor.
- Students will use tener to express having feelings and possessions: Tengo miedo. Tengo dos libros.
- Students will use correct pronoun-verb agreement
- Students will pronounce, comprehend, write and read different times of the day ,they will be able to tell the time
- Students will say what time you do different things
- Students will ask and answer questions about the duration of activities
- Students will discuss schedules
- Students will use singular and plural forms of ser to tell time on ,after ,and before the hour
- Students will use por and de in time expressions
- Students will ask and answer questions about favorite and least favorite classes
- Students will describe classes using adjectives such as aburrido ,facil, fantastico, etc
- Students will ask questions with¿ Por qué? and ¿ Por qué no?
- Students will use gustar in the singular and plural
- Students will make negative statements
- Students will use singular forms of the er and ir verbs aprender, comprender, leer, and escribir
- Students will speak and name family members
- Students will speak about who owns things
- Students will show possession using adjectives mi,tu,su and their plural forms
- Students will describe people using adjectives such as alto, bajo, and simpatico
- Students will ask and answer questions with ¿ Quien es...? in addition, ¿ Como se llama? and escribir



## **CULTURES**

### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### **Benchmarks:**

- Students will understand dates and holidays in Hispanic countries
  - Students will know when to use tú and when to use usted and how this relates to social interaction in Hispanic cultures
  - Students will learn about school life in Hispanic countries
  - Students will learn about families and family relationships in Hispanic cultures
  - Students will understand the concepts Spanish speakers use to describe and measure time
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

#### **Benchmarks:**

- Students will understand dates and holidays in Hispanic countries
- Students will know when to use tú and when to use usted and how this relates to social interaction in Hispanic cultures
- Students will learn about school life in Hispanic countries
- Students will learn about families and family relationships in Hispanic cultures
- Students will understand the concepts Spanish speakers use to describe and measure time

## **CONNECTIONS**

### **Connect with Other Disciplines and Acquire Information**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

#### **Benchmarks:**

- Students will learn about the differences in rules of capitalization for months of the year
  - Students will know when to use tú and when to use usted and how this relates to social interaction in Hispanic cultures in comparison to American culture
  - Students will recognize cognates in English and Spanish
  - Students will perform mathematical equations
  - Students will learn about the historical events in South American history
  - Students will reinforce activities associated with reading a clock
  - Students will learn the geographical location of South American and Central American countries
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through foreign language and its cultures

#### **Benchmarks:**

- Students will understand dates and holidays in Hispanic countries
- Students will know when to use tú and when to use usted and how this relates to social interaction in Hispanic cultures

- Students will learn about school life in Hispanic countries
- Students will learn about families and family relationships in Hispanic cultures
- Students will understand the concepts Spanish speakers use to describe and measure time

## **COMPARISONS**

### **Develop Insight into the Nature of Language and Culture**

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

#### **Benchmarks:**

- Students will understand dates and holidays in Hispanic countries
  - Students will know when to use tú and when to use usted and how this relates to social interaction in Hispanic cultures
  - Students will learn about the differences in rules of capitalization for months of the year
  - Students will learn about school life in Hispanic countries
  - Students will learn about families and family relationships in Hispanic cultures
  - Students will understand the concepts Spanish speakers use to describe and measure time
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### **Benchmarks:**

- Students will understand dates and holidays in Hispanic countries
- Students will know when to use tú and when to use usted and how this relates to social interaction in Hispanic cultures
- Students will learn about the differences in rules of capitalization for months of the year
- Students will learn about school life in Hispanic countries
- Students will learn about families and family relationships in Hispanic cultures
- Students will understand the concepts Spanish speakers use to describe and measure time

## **COMMUNITIES**

### **Participate in Multilingual Communities at Home and Around the World**

- Standard 5.1: Students use the language both within and beyond the school setting

#### **Benchmarks:**

- Students will pronounce, comprehend, write and read about activities for different months
- Students will pronounce, comprehend, write and read about who is doing something
- Students will give dates in complete sentences
- Students will discuss about the frequency of activities
- Students will pronounce, comprehend, write and read adverbs such as siempre, a veces and nunca to describe frequency
- Students will pronounce, comprehend, write and read numbers seventy thru one-hundred
- Students will understand dates and holidays in Hispanic countries
- Students will pronounce, comprehend, write and read singular pronouns to clarify or emphasize the subject of an action

- Students will pronounce, comprehend, write and read questions, using pronouns for clarity and emphasis
- Students will pronounce, comprehend, write and read también and tampoco in the correct situations
- Students will discuss the things they like and do not like to do in different months
- Students will discuss who is doing something
- Students will discuss dates (like birthdays )
- Students will discuss and write about how they are feeling and ask others about their feelings
- Students will discuss their age and ask about the age of others
- Students will know when to use tú and when to use usted
- Students will describe themselves and how they are feeling using hambre sueño and años
- Students will use correct pronoun-verb agreement
- Students will pronounce, comprehend, write and read different times of the day
- Students will discuss what time you do different things
- Students will ask and answer questions about the duration of activities
- Students will discuss schedules
- Students will tell time, using appropriate expressions for telling time
- Students will use singular and plural forms of ser to tell time on ,after ,and before the hour
- Students will use interrogatives such as¿ Qué hora es? ¿A qué hora? ¿Cuánto tiempo hay?
- Students will use por and de in time expressions
- Students will ask and answer questions about their favorite and least favorite classes
- Students will ask for and give an opinion
- Students will discuss likes and dislikes
- Students will discuss school activities
- Students will name various school subjects, such as el ingles, las matematicas, and la educacion fisica, etc
- Students will describe with adjectives such as aburrido ,facil ,fantastico, etc
- Students will ask questions with¿ Por qué? and ¿ Por qué no?
- Students will use gustar in the singular and plural
- Students will make negative statements
- Students will pronounce, comprehend, write and read the months of the year and related activities
- Students will pronounce, comprehend, write and read about activities for different months
- Students will pronounce, comprehend, write and read about who is doing something
- Students will give dates in complete sentences
- Students will discuss the frequency of activities
- Students will pronounce, comprehend, write and read adverbs such as siempre,a veces and nunca to describe frequency
- Students will pronounce, comprehend, write and read singular pronouns to clarify or emphasize the subject of an action
- Students will form questions and affirmative and negative statements using tener expressions such as. ¿ Tienes frío? ¿Tiene prisa? Tengo hambre. and No tengo calor.
- Students will use tener to express having feelings and possessions: Tengo miedo. Tengo dos libros.
- Students will use correct pronoun-verb agreement
- Students will pronounce, comprehend, write and read different times of the day ,they will be able to tell the time
- Students will say what time you do different things
- Students will ask and answer questions about the duration of activities
- Students will discuss schedules

- Students will use singular and plural forms of ser to tell time on ,after ,and before the hour
  - Students will use por and de in time expressions
  - Students will ask and answer questions about favorite and least favorite classes
  - Students will describe classes using adjectives such as aburrido ,facil, fantastico, etc
  - Students will ask questions with¿ Por qué? and ¿ Por qué no?
  - Students will use gustar in the singular and plural
  - Students will make negative statements
  - Students will use singular forms of the er and ir verbs aprender, comprender, leer, and escribir
  - Students will speak and name family members
  - Students will speak about who owns things
  - Students will show possession using adjectives mi,tu,su and their plural forms
  - Students will describe people using adjectives such as alto, bajo, and simpatico
  - Students will ask and answer questions with ¿ Quien es...? in addition, ¿ Como se llama? and escribir
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### Benchmarks:

- Students will pronounce, comprehend, write and read about activities for different months
- Students will pronounce, comprehend, write and read about who is doing something
- Students will give dates in complete sentences
- Students will discuss about the frequency of activities
- Students will pronounce, comprehend, write and read adverbs such as siempre,a veces and nunca to describe frequency
- Students will pronounce, comprehend, write and read numbers seventy thru one-hundred
- Students will understand dates and holidays in Hispanic countries
- Students will pronounce, comprehend, write and read singular pronouns to clarify or emphasize the subject of an action
- Students will pronounce, comprehend, write and read questions, using pronouns for clarity and emphasis
- Students will pronounce, comprehend, write and read también and tampoco in the correct situations
- Students will discuss the things they like and do not like to do in different months
- Students will discuss who is doing something
- Students will discuss dates (like birthdays )
- Students will discuss and write about how they are feeling and ask others about their feelings
- Students will discuss their age and ask about the age of others
- Students will know when to use tú and when to use usted
- Students will describe themselves and how they are feeling using hambre sueño and años
- Students will use correct pronoun-verb agreement
- Students will pronounce, comprehend, write and read different times of the day
- Students will discuss what time you do different things
- Students will ask and answer questions about the duration of activities
- Students will discuss schedules
- Students will tell time, using appropriate expressions for telling time
- Students will use singular and plural forms of ser to tell time on ,after ,and before the hour
- Students will use interrogatives such as¿ Qué hora es? ¿A qué hora? ¿Cuánto tiempo hay?
- Students will use por and de in time expressions
- Students will ask and answer questions about their favorite and least favorite classes
- Students will ask for and give an opinion

- Students will discuss likes and dislikes
- Students will discuss school activities
- Students will name various school subjects, such as el ingles, las matematicas, and la educacion fisica, etc
- Students will describe with adjectives such as aburrido ,facil ,fantastico, etc
- Students will ask questions with¿ Por qué? and ¿ Por qué no?
- Students will use gustar in the singular and plural
- Students will make negative statements
- Students will pronounce, comprehend, write and read the months of the year and related activities
- Students will pronounce, comprehend, write and read about activities for different months
- Students will pronounce, comprehend, write and read about who is doing something
- Students will give dates in complete sentences
- Students will discuss the frequency of activities
- Students will pronounce, comprehend, write and read adverbs such as siempre,a veces and nunca to describe frequency
- Students will pronounce, comprehend, write and read singular pronouns to clarify or emphasize the subject of an action
- Students will form questions and affirmative and negative statements using tener expressions such as. ¿ Tienes frío? ¿Tiene prisa? Tengo hambre. and No tengo calor.
- Students will use tener to express having feelings and possessions: Tengo miedo. Tengo dos libros.
- Students will use correct pronoun-verb agreement
- Students will pronounce, comprehend, write and read different times of the day ,they will be able to tell the time
- Students will say what time you do different things
- Students will ask and answer questions about the duration of activities
- Students will discuss schedules
- Students will use singular and plural forms of ser to tell time on ,after ,and before the hour
- Students will use por and de in time expressions
- Students will ask and answer questions about favorite and least favorite classes
- Students will describe classes using adjectives such as aburrido ,facil, fantastico, etc
- Students will ask questions with¿ Por qué? and ¿ Por qué no?
- Students will use gustar in the singular and plural
- Students will make negative statements
- Students will use singular forms of the er and ir verbs aprender, comprender, leer, and escribir
- Students will speak and name family members
- Students will speak about who owns things
- Students will show possession using adjectives mi,tu,su and their plural forms
- Students will describe people using adjectives such as alto, bajo, and simpatico
- Students will ask and answer questions with ¿ Quien es...? in addition, ¿ Como se llama? and escribir

## Sixth Grade Classes

¡ Viva el español! - ¿Qué Tal? Textbook

Unidad de Repaso	Un nuevo año
Unidad 1	Las partes del cuerpo
Unidad 2	¿Qué ropa llevas?
Unidad 3	¿Cómo eres?-

### COMMUNICATION

#### Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Benchmarks:

- Students will review material presented in ***¡Hola!***, such as; greetings, numbers one thru one-hundred , counting, subtracting, telling time, giving dates, objects, activities, schedules, classroom objects, some school subjects, additional colors, days of the week, months, seasons, weather, expressions of time and common animals
- Students will review grammatical structures from ***¡Hola!*** such as: adjective noun agreement, singular present tense forms of regular verbs, singular present tense forms of **ser**, including **son**, singular present tense forms of **ir** and **tener**, the future tense with **ir+a**+infinitive, third-person endings of **gustar** with singular indirect objects
- Students will pronounce, comprehend, describe and write parts of the face and body
- Students will pronounce, comprehend, describe and write about what hurts them
- Students will pronounce, comprehend, and write numbers one-hundred thru one-thousand
- Students will use singular and plural forms of the verb **doler**
- Students will review the indirect object pronouns **me, te, and le** with **doler**
- Students will use definite articles with names of parts of the body
- Students will use the personal **a** before a noun or pronoun to identify a person
- Students will use definite articles with nouns
- Students will use pronouns **tú** and **usted**
- Students will use descriptive adjectives
- Students will describe and talk about clothes people are going to buy, to whom things belong and how the clothing looks and fits
- Students will use singular and plural third-person present-tense forms of **quedar** and **gustar**
- Students will use singular present-tense forms of **llevar**
- Students will use noun/adjective and gender/number agreement correctly
- Students will use **de** for ownership
- Students will use descriptive adjectives to describe different types of clothing
- Students will use the adverbs **bien** and **mal**

- Students will use interrogatives, such as: **¿Cómo, ¿De qué? and ¿Cuál?**
- Students will express possession
- Students will talk about personality ,describing personal characteristics
- Students will compare two people, places, or things
- Students will describe hair color and body types
- Students will use the singular forms of **ser** and the plural form **son** to describe people
- Students will use the construction **mas / menos + adjective + que** to make comparisons
- Students will use gender and number agreement between adjectives and nouns
- Students will make exclamations using **¡Qué!**
- Students will use previously learned adjectives when describing family members, acquaintances, friends and others

## **CULTURES**

### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### **Benchmarks:**

- Students will learn about students’ activities at the start of the school year in Spanish-speaking countries
- Students will learn about idiomatic expressions in Spanish that name parts of the body
- Students will learn about the differences in hand and body gestures in Spanish-speaking countries versus American culture
- Students will learn about the different types of clothing worn in Spanish-speaking countries
- Students will understand the variety of cultural and ethnic backgrounds in Latin America
- Students will learn about different types of clothing which identify the variety of cultural and ethnic people in Latin America
- Students will learn about different dwellings in Spanish-speaking countries and the United States

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

#### **Benchmarks:**

- Students will learn about students’ activities at the start of the school year in Spanish-speaking countries
- Students will learn about idiomatic expressions in Spanish that name parts of the body
- Students will learn about the differences in hand and body gestures in Spanish-speaking countries versus American culture
- Students will learn about the different types of clothing worn in Spanish-speaking countries
- Students will understand the variety of cultural and ethnic backgrounds in Latin America
- Students will learn about different types of clothing which identify the variety of cultural and ethnic people in Latin America
- Students will learn about different dwellings in Spanish-speaking countries and the United State

## CONNECTIONS

### Connect with Other Disciplines and Acquire Information

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

#### Benchmarks

- Students recognize cognates in different languages
  - Students will learn about the historical events in Spanish-speaking countries
  - Students will learn about the geographical location of Spanish-speaking countries
  - Students will learn about the differences in hand and body gestures in Spanish-speaking countries versus American culture
  - Students will learn about the different types of clothing worn in Spanish-speaking countries
  - Students will learn the variety of cultural and ethnic backgrounds in Latin America
  - Students will learn about different types of clothing which identify the variety of cultural and ethnic people in Latin America
  - Students will learn about different dwellings in Spanish-speaking countries and the United States
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

#### Benchmarks:

- Students will learn about students' activities at the start of the school year in Spanish-speaking countries
- Students will learn about idiomatic expressions in Spanish that name parts of the body
- Students will learn about the differences in hand and body gestures in Spanish-speaking countries versus American culture
- Students will learn about the different types of clothing worn in Spanish-speaking countries
- Students will understand the variety of cultural and ethnic backgrounds in Latin America
- Students will learn about different types of clothing which identify the variety of cultural and ethnic people in Latin America
- Students will learn about different dwellings in Spanish-speaking countries and the United States

## COMPARISONS

### Develop Insight into the Nature of Language and Culture

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

#### Benchmarks:

- Students recognize cognates in different languages
- Students recognize the grammatical structure in Spanish which reinforces nouns, adjectives etc in the English language
- Students recognize the patterns inherent in different languages
- Students recognize the changing of tenses from one language to another
- Students recognize the similarities of the articles in both English and Spanish
- Students recognize the similarities in spelling from one language to another
- Students recognize the similarities in reading from one language to another
- Students recognize the similarities in pronunciation



- Students recognize the similarities in phonetic blends
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Benchmarks:**

- Students will learn about students' activities at the start of the school year in Spanish-speaking countries
- Students will learn about idiomatic expressions in Spanish that name parts of the body
- Students will learn about the differences in hand and body gestures in Spanish-speaking countries versus American culture
- Students will learn about the different types of clothing worn in Spanish-speaking countries
- Students will understand the variety of cultural and ethnic backgrounds in Latin America
- Students will learn about different types of clothing which identify the variety of cultural and ethnic people in Latin America
- Students will learn about different dwellings in Spanish-speaking countries and the United States

## **COMMUNITIES**

### **Participate in Multilingual Communities at Home & Around the World**

- Standard 5.1: Students use the language both within and beyond the school setting

**Benchmarks:**

- Students will review material presented in ***¡Hola!*** such as; greetings, numbers one thru one-hundred ;,counting, subtracting, telling time, giving dates, objects, activities, schedules. classroom objects, some school subjects, additional colors, days of the week, months, seasons, weather, expressions of time and common animals
- Students will review grammatical structures from ***¡Hola!*** such as: adjective noun agreement, singular present tense forms of regular verbs, singular present tense forms of **ser**, including **son**, singular present tense forms of **ir** and **tener**, the future tense with ir+a+infinitive, third - person endings of **gustar** with singular indirect objects
- Students will pronounce, comprehend, describe and write parts of the face and body
- Students will pronounce, comprehend, describe and write about what hurts them
- Students will pronounce, comprehend, and write numbers one-hundred thru one-thousand
- Students will use singular and plural forms of the verb **doler**
- Students will review the indirect object pronouns **me, te and le** with **doler**
- Students will use definite articles with names of parts of the body
- Students will use the personal **a** before a noun or pronoun to identify a person
- Students will use definite articles with nouns
- Students will use pronouns **tú** and **usted**
- Students will use descriptive adjectives
- Students will describe and talk about clothing people are going to buy, to whom things belong and how the clothing looks and fits
- Students will use singular and plural third-person present-tense forms of **quedar** and **gustar**
- Students will use singular present-tense forms of **llevar**
- Students will use noun/adjective and gender/number agreement correctly
- Students will use **de** for ownership
- Students will use descriptive adjectives to describe different types of clothing

- Students will use the adverbs **bien** and **mal**
  - Students will use interrogatives, such as: **¿Cómo?** , **¿De qué?** and **¿Cuál?**
  - Students will express possession
  - Students will talk about personality, describing personal characteristics
  - Students will compare two people, places or things
  - Students will describe hair color and body types
  - Students will use the singular forms of **ser** and the plural form **son** to describe people
  - Students will use the construction **mas / menos + adjective + que** to make comparisons
  - Students will use gender and number agreement between adjectives and nouns
  - Students will make exclamations using **¡Qué!**
  - Students will use previously learned adjectives when describing family members, acquaintances, friends and others
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Benchmarks:

- Students will review material presented in **¡Hola!**, such as; greetings, numbers one thru one-hundred ;counting, subtracting, telling time, giving dates, objects, activities, schedules. classroom objects, some school subjects, additional colors, days of the week, months, seasons, weather, expressions of time and common animals
- Students will review grammatical structures from **¡Hola!** such as: adjective noun agreement, singular present tense forms of regular verbs, singular present tense forms of **ser**, including **son**, singular present tense forms of **ir** and **tener**, the future tense with **ir+a+infinitive**, third –person endings of **gustar** with singular indirect objects
- Students will pronounce, comprehend, describe and write parts of the face and body
- Students will pronounce, comprehend, describe and write about what hurts them
- Students will pronounce, comprehend, and write numbers one-hundred thru one-thousand
- Students will use singular and plural forms of the verb **doler**
- Students will review the indirect object pronouns **me, te, and le** with **doler**
- Students will use definite articles with names of parts of the body
- Students will use the personal **a** before a noun or pronoun to identify a person
- Students will use definite articles with nouns
- Students will use pronouns **tú** and **usted**
- Students will use descriptive adjectives
- Students will describe and talk about clothes people are going to buy, to whom things belong and how the clothing looks and fits
- Students will use singular and plural third-person present-tense forms of **quedar** and **gustar**
- Students will use singular present-tense forms of **llevar**
- Students will use noun/adjective and gender/number agreement correctly
- Students will use **de** for ownership
- Students will use descriptive adjectives to describe different types of clothing
- Students will use the adverbs **bien** and **mal**
- Students will use interrogatives, such as: **¿Cómo,** **¿De qué?** and **¿Cuál?**
- Students will express possession
- Students will talk about personality ,describing personal characteristics
- Students will compare two people, places, or things
- Students will describe hair color and body types
- Students will use the singular forms of **ser** and the plural form **son** to describe people
- Students will use the construction **mas / menos + adjective + que** to make comparisons

- Students will use gender and number agreement between adjectives and nouns
- Students will make exclamations using ¡**Qué!**
- Students will use previously learned adjectives when describing family members, acquaintances, friends and others.

## Seventh Grade Classes

¡ Viva el español! - ¿Qué Tal? Textbook

Unidad 5      Dentro de tu casa

Unidad 6      En la cocina

Unidad 7      Vamos a limpiar

Unidad 8      Un plato de frutas

### COMMUNICATION

#### Communicate in Languages Other Than English

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Benchmarks:

- Students will ask and answer questions about one's living room and bedroom
- Students will describe people places, things, and location
- Students will discuss and ask the location of living room and bedroom items
- Students will use estar with prepositions of place such as cerca de, lejos de, delante de, and detras de
- Students will identify masculine and feminine articles el / los and la / las with the corresponding masculine and feminine words that usually end in o / os and a / as
- Students will use the contraction del ( de + el )
- Students will use dentro de and fuera de
- Students will use the verb gustar and the verb estar with ¿donde?
- Students will use noun/ adjective agreement when naming parts of a house
- Students will discuss things and talk about items found in a kitchen
- Students will use singular and plural forms of ar ,er, and ir verbs in the simple present tense
- Students will use ir + a + infinitive
- Students will use interrogative words and subject pronouns
- Students will use prepositions of location and the word hay to express " there is " or " there are "
- Students will use adverbs placement in their sentences
- Students will talk about household chores
- Students will talk about having to do something
- Students will discuss things you have just finished doing
- Students will discuss household tools
- Students will use the verbs colgar and lavar when describing various household chores
- Students will make statements and ask questions using tener + que + infinitive
- Students will use phrases that describe specific household tasks, such as quitar el polvo,recoger las cosas, and lavar la ropa

- Students will make statements using acabar + de + infinitive
- Students will use the prepositions con and sin
- Students will describe the rooms and parts of the house when referring to household tasks
- Students will use the days of the week and ir + a + infinitive when describing schedules for household tasks
- Students will use the prepositions of location, such as dentro de, cerca de and fuera de
- Students will discuss items such as utensils and condiments , which are used at the table
- Students will discuss different kinds of fruit
- Students will talk about putting and bringing items somewhere
- Students will talk about where things go
- Students will talk about actions using simple present-tense forms of poner and traer
- Students will describe location of items using sobre and debajo de
- Students will use expressions of location and weather
- Students will use me gusta or no me gusta
- Students will use expressions using tener que

## **CULTURES**

### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### **Benchmarks:**

- Students will focus on different rooms of houses in Spanish-speaking countries
- Students will understand cooking, mealtimes and kitchens in Spanish-speaking countries
- Students will understand the differences in mealtimes and the significance they have in Spanish cultures
- Students will focus on tropical fruits found in different parts of Latin America
- Students recognize the cultural hierarchy of Spanish-speaking countries

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

#### **Benchmarks**

- Students will focus on different rooms of houses in Spanish-speaking countries
- Students will understand cooking, mealtimes and kitchens in Spanish-speaking countries
- Students will understand the differences in mealtimes and the significance they have in Spanish cultures
- Students will focus on tropical fruits found in different parts of Latin America
- Students recognize the cultural hierarchy of Spanish-speaking countries

## **CONNECTIONS**

### **Connect with Other Disciplines and Acquire Information**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

#### **Benchmarks**

- Students recognize cognates from one language to another
  - Students recognize the inherent patterns in languages
  - Students recognize the historical events in Spanish-speaking countries
  - Students recognize the geographical locations of Spanish-speaking countries
  - Students recognize the cultural hierarchy of Spanish-speaking countries
  - Students recognize the common phonetic sounds in reading and writing
  - Students recognize the patterns of verb conjugation in both languages
  - Students recognize the commonality of rules for pluralization of nouns
  - Students recognize the commonality of grammar when writing sentences
  - Students recognize the inherent musical patterns in Romance languages
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Benchmarks:**

- Students will focus on different rooms of houses in Spanish-speaking countries
- Students will understand cooking, mealtimes and kitchens in Spanish-speaking countries
- Students will understand the differences in mealtimes and the significance they have in Spanish cultures
- Students will discuss tropical fruits found in different parts of Latin America
- Students recognize the cultural hierarchy of Spanish-speaking countries

## **COMPARISONS**

### **Develop Insight into the Nature of Language and Culture**

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

**Benchmarks:**

- Students recognize cognates from one language to another
- Students recognize the inherent patterns in languages
- Students recognize the common phonetic sounds in reading and writing
- Students recognize the patterns of verb conjugation in both languages
- Students recognize the commonality of rules for pluralization of nouns
- Students recognize the commonality of grammar when writing sentences

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

**Benchmarks**

- Students will focus on different rooms of houses in Spanish-speaking countries
- Students will understand cooking, mealtimes and kitchens in Spanish-speaking countries
- Students will understand the differences in mealtimes and the significance they have in Spanish cultures
- Students will focus on tropical fruits found in different parts of Latin America:
- Students recognize the cultural hierarchy of Spanish-speaking countries

## COMMUNITIES

### Participate in Multilingual Communities at Home & Around the World

- Standard 5.1: Students use the language both within and beyond the school setting

#### Benchmarks:

- Students will ask and answer questions about one's living room and bedroom
  - Students will describe people places, things, and location
  - Students will discuss and ask the location of living room and bedroom items
  - Students will use estar with prepositions of place such as cerca de, lejos de, delante de, and detras de
  - Students will identify masculine and feminine articles el / los and la / las with the corresponding masculine and feminine words that usually end in o / os and a / as
  - Students will use the contraction del ( de + el )
  - Students will use dentro de and fuera de
  - Students will use the verb gustar and the verb estar with ¿donde?
  - Students will use noun/ adjective agreement when naming parts of a house
  - Students will discuss things and talk about items found in a kitchen
  - Students will use singular and plural forms of ar ,er, and ir verbs in the simple present tense
  - Students will use ir + a + infinitive
  - Students will use interrogative words and subject pronouns
  - Students will use prepositions of location and the word hay to express " there is " or " there are "
  - Students will use adverbs placement in their sentences
  - Students will talk about household chores
  - Students will talk about having to do something
  - Students will discuss things you have just finished doing
  - Students will discuss household tools
  - Students will use the verbs colgar and lavar when describing various household chores
  - Students will make statements and ask questions using tener + que + infinitive
  - Students will use phrases that describe specific household tasks, such as quitar el polvo, recoger las cosas, and lavar la ropa
  - Students will make statements using acabar + de + infinitive
  - Students will use the prepositions con and sin
  - Students will describe the rooms and parts of the house when referring to household tasks
  - Students will use the days of the week and ir + a+ infinitive when describing schedules for household tasks
  - Students will use the prepositions of location, such as dentro de, cerca de and fuera de
  - Students will discuss items such as utensils and condiments , which are used at the table
  - Students will discuss different kinds of fruit
  - Students will talk about putting and bringing items somewhere
  - Students will talk about where things go
  - Students will talk about actions using simple present-tense forms of poner and traer
  - Students will describe location of items using sobre and debajo de
  - Students will use expressions of location and weather
  - Students will use me gusta or no me gusta
  - Students will use expressions using tener que
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Benchmarks:

- Students will ask and answer questions about one's living room and bedroom
- Students will describe people places, things, and location
- Students will discuss and ask the location of living room and bedroom items
- Students will use estar with prepositions of place such as cerca de, lejos de, delante de, and detras de
- Students will identify masculine and feminine articles el / los and la / las with the corresponding masculine and feminine words that usually end in o / os and a / as
- Students will use the contraction del ( de + el )
- Students will use dentro de and fuera de
- Students will use the verb gustar and the verb estar with ¿donde?
- Students will use noun/ adjective agreement when naming parts of a house
- Students will discuss things and talk about items found in a kitchen
- Students will use singular and plural forms of ar ,er, and ir verbs in the simple present tense
- Students will use ir + a + infinitive
- Students will use interrogative words and subject pronouns
- Students will use prepositions of location and the word hay to express " there is " or " there are "
- Students will use adverbs placement in their sentences
- Students will talk about household chores
- Students will talk about having to do something
- Students will discuss things you have just finished doing
- Students will discuss household tools
- Students will use the verbs colgar and lavar when describing various household chores
- Students will make statements and ask questions using tener + que + infinitive
- Students will use phrases that describe specific household tasks, such as quitar el polvo, recoger las cosas, and lavar la ropa
- Students will make statements using acabar + de + infinitive
- Students will use the prepositions con and sin
- Students will describe the rooms and parts of the house when referring to household tasks
- Students will use the days of the week and ir + a+ infinitive when describing schedules for household tasks
- Students will use the prepositions of location, such as dentro de, cerca de and fuera de
- Students will discuss items such as utensils and condiments , which are used at the table
- Students will discuss different kinds of fruit
- Students will talk about putting and bringing items somewhere
- Students will talk about where things go
- Students will talk about actions using simple present-tense forms of poner and traer
- Students will describe location of items using sobre and debajo de
- Students will use expressions of location and weather
- Students will use me gusta or no me gusta
- Students will use expressions using tener que



## **Eighth Grade Classes**

¡Viva el español! - ¿Qué Tal? Textbook

Unidad 9 ¿Qué quieres de desayuno?

Unidad 10 ¡Queremos almorzar!

Unidad 11 Todos los días...

Unidad 12 ¿Qué hacen en la escuela?

### **COMMUNICATION**

#### **Communicate in Languages Other Than English**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

#### **Benchmarks:**

- Students will discuss different kinds of breakfast foods and drinks
- Students will discuss how much they would like and what they want
- Students will discuss things they can and cannot do
- Students will discuss what belongs to them and to others
- Students will make statements and questions using *querer* and *poder*
- Students will use singular and plural possessive adjectives
- Students will read, write, describe and name different fruits
- Students will use *ira* + infinitive in conversation and writing
- Students will use possessive adjectives, *mi/mis*, *tu/tus*, *su/sus*, in conversation and writing
- Students will use adverbs of frequency: *nunca*, *a veces* and *siempre*
- Students will use days of the week and time of day to describe when they have breakfast
- Students will discuss foods commonly eaten for lunch and dinner
- Students will discuss when meals are eaten
- Students will use *o* to *ue* stem-changing verbs in the simple, present tense: *almorzar* and *probar*
- Students will use a pronoun + a form of *gustar* to clarify who likes something
- Students will use time expressions in discussing eating lunch and dinner
- Students will describe items in a table setting
- Students will use *gustar* with singular pronouns
- Students will use *querer* in the present tense
- Students will use days of the week and times of the day when explaining when meals are served or eaten
- Students will discuss things they do for themselves and things they do for others
- Students will discuss similarities and differences in people's routines
- Students will discuss morning and nighttime routines using the verbs *levantarse* and *lavarse*
- Students will describe activities using the verbs *volver* and *pensar*
- Students will use reflexive verbs in the present tense

- Students will use e to ie stem-changing verbs cerrar, pensar, and comenzar
- Students will use the o to ue stem-changing verb volver
- Students will use time expressions with reflexive verbs
- Students will use sequencing words: primero, luego and por ultimo
- Students will use time, days of the week, places in the home, weather expressions and frequency expressions to describe their routines and daily activities
- Students will use ir and ar verbs when describing their routines and activities
- Students will use idioms tener sed, tener hambre and tener que with infinitive when describing different individuals and places in a school
- Students will discuss what a person knows how to do while comparing people and things
- Students will discuss different places in a school
- Students will describe the people who work at a school
- Students will describe school employees and where they work
- Students will use comparatives and superlatives of adjectives to compare people and things
- Students will use various adjectives to compare two people or things such as a school, classroom objects and locations
- Students will use weather expressions and sequence words to express activities in a school

## **CULTURES**

### **Gain Knowledge and Understanding of Other Cultures**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

#### **Benchmarks:**

- Students will focus on breakfast in Spanish-speaking countries
- Students will focus on the foods and related customs surrounding lunch and dinner in Spanish-speaking countries
- Students will focus on daily routine activities in Spanish-speaking countries
- Students will focus on schools in Spanish-speaking countries particularly the physical plant, administrations, faculty and other staff

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

#### **Benchmarks:**

- Students will focus on breakfast in Spanish-speaking countries
- Students will focus on the foods and related customs surrounding lunch and dinner in Spanish-speaking countries
- Students will focus on daily routine activities in Spanish-speaking countries
- Students will focus on schools in Spanish-speaking countries particularly the physical plant, administrations, faculty and other staff

## **CONNECTIONS**

### **Connect with Other Disciplines and Acquire Information**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Benchmarks:

- Students focus on the geographical location of Spanish countries
- Students focus on the many different cognates in languages
- Students focus on the differences in social hierarchies and social relationships in Hispanic cultures
- Students focus on grammatical structure
- Students focus on the differences and similarities amongst Hispanic and American culture
- Students focus on different Historical events in Spanish-speaking countries
- Students focus on commerce, tourism and the global economy as it relates to Spanish-speaking countries

## **COMPARISONS**

### **Develop Insight into the Nature of Language and Culture**

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

Benchmarks:

- Students focus on the many different cognates in languages
  - Students focus on grammatical structure
  - Students will focus on breakfast in Spanish-speaking countries
  - Students will focus on the foods and related customs surrounding lunch and dinner in Spanish-speaking countries
  - Students will focus on daily routine activities in Spanish-speaking countries
  - Students will focus on schools in Spanish-speaking countries, particularly the physical plant, administration, faculty and other staff
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Benchmarks:

- Students will focus on breakfast in Spanish-speaking countries
- Students will focus on the foods and related customs surrounding lunch and dinner in Spanish-speaking countries
- Students will focus on daily routine activities in Spanish-speaking countries
- Students will focus on schools in Spanish-speaking countries, particularly the physical plant, administrations, faculty, and other staff

## **COMMUNITIES**

### **Participate in Multilingual Communities at Home & Around the World**

- Standard 5.1: Students use the language both within and beyond the school setting

Benchmarks:

- Students will discuss different kinds of breakfast foods and drinks
- Students will discuss how much they would like and what they want
- Students will discuss things they can and cannot do
- Students will discuss what belongs to them and to others
- Students will make statements and questions using *querer* and *poder*

- Students will use singular and plural possessive adjectives
  - Students will read, write, describe and name different fruits
  - Students will use Ir a + infinitive in conversation and writing
  - Students will use possessive adjectives, mi/mis, tu/tus, su/sus, in conversation and writing
  - Students will use adverbs of frequency: nunca, a veces and siempre
  - Students will use days of the week and time of day to describe when they have breakfast
  - Students will discuss foods commonly eaten for lunch and dinner
  - Students will discuss when meals are eaten
  - Students will use o to ue stem-changing verbs in the simple, present tense: almorzar and probar
  - Students will use a pronoun + a form of gustar to clarify who likes something
  - Students will use time expressions in discussing eating lunch and dinner
  - Students will describe items in a table setting
  - Students will use gustar with singular pronouns
  - Students will use querer in the present tense
  - Students will use days of the week and times of the day when explaining when meals are served or eaten
  - Students will discuss things they do for themselves and things they do for others
  - Students will discuss similarities and differences in people's routines
  - Students will discuss morning and nighttime routines using the verbs levantarse and lavarse
  - Students will describe activities using the verbs volver and pensar
  - Students will use reflexive verbs in the present tense
  - Students will use e to ie stem-changing verbs cerrar, pensar, and comenzar
  - Students will use the o to ue stem-changing verb volver
  - Students will use time expressions with reflexive verbs
  - Students will use sequencing words: primero, luego and por ultimo
  - Students will use time, days of the week, places in the home, weather expressions and frequency expressions to describe their routines and daily activities
  - Students will use ir and ar verbs when describing their routines and activities
  - Students will use idioms tener sed, tener hambre and tener que with infinitive when describing different individuals and places in a school
  - Students will discuss what a person knows how to do while comparing people and things
  - Students will discuss different places in a school
  - Students will describe the people who work at a school
  - Students will describe school employees and where they work
  - Students will use comparatives and superlatives of adjectives to compare people and things
  - Students will use various adjectives to compare two people or things such as a school, classroom objects and locations
  - Students will use weather expressions and sequence words to express activities in a school
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

**Benchmarks:**

- Students will discuss different kinds of breakfast foods and drinks
- Students will discuss how much they would like and what they want
- Students will discuss things they can and cannot do
- Students will discuss what belongs to them and to others
- Students will make statements and questions using querer and poder
- Students will use singular and plural possessive adjectives
- Students will read, write, describe and name different fruits

- Students will use Ir a + infinitive in conversation and writing
- Students will use possessive adjectives, mi/mis, tu/tus, su/sus, in conversation and writing
- Students will use adverbs of frequency: nunca, a veces and siempre
- Students will use days of the week and time of day to describe when they have breakfast
- Students will discuss foods commonly eaten for lunch and dinner
- Students will discuss when meals are eaten
- Students will use o to ue stem-changing verbs in the simple, present tense:almorzar and probar
- Students will use a pronoun + a form of gustar to clarify who likes something
- Students will use time expressions in discussing eating lunch and dinner
- Students will describe items in a table setting
- Students will use gustar with singular pronouns
- Students will use querer in the present tense
- Students will use days of the week and times of the day when explaining when meals are served or eaten
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- Students will describe activities using the verbs volver and pensar
- Students will use reflexive verbs in the present tense
- Students will use e to ie stem-changing verbs cerrar, pensar, and comenzar
- Students will use the o to ue stem-changing verb volver
- Students will use time expressions with reflexive verbs
- Students will use sequencing words: primero, luego and por ultimo
- Students will use time, days of the week, places in the home, weather expressions and frequency expressions to describe their routines and daily activities
- Students will use ir and ar verbs when describing their routines and activities
- Students will use idioms tener sed, tener hambre and tener que with infinitive when describing different individuals and places in a school
- Students will discuss what a person knows how to do while comparing people and things
- Students will discuss different places in a school
- Students will describe the people who work at a school
- Students will describe school employees and where they work
- Students will use comparatives and superlatives of adjectives to compare people and things
- Students will use various adjectives to compare two people or things such as a school, classroom objects and locations
- Students will use weather expressions and sequence words to express activities in a school