

## **Seneca High School Curriculum Guide: SPANISH I**

For the study of Foreign Language, Seneca High School has developed overarching core standards. These standards are derived from the ISBE Illinois State Standards and the Standards for Foreign Language Learning Preparing for the 21<sup>st</sup> Century. Each standard is also aligned with enduring understandings and essential questions related to the study of Foreign Language.

### **FOREIGN LANGUAGE Core Standards:**

1. Communications
2. Cultures and Comparisons
3. Connections and Communities

### **Enduring Understandings and Essential Questions**

The enduring understandings related to each standard are core concepts, principles and theories that serve as a focal point for instruction and assessment. The enduring understandings also help in the transferring of ideas to other relevant and related topics and inquiries in the study of Foreign Language.

The essential questions have been designed to assess student background knowledge, determine if students are mastering and applying the skills and core concepts related to the course and to promote further inquiry. The answers to these core questions should be supported with evidence from students through course content, classroom research, discussions, and experiences. These questions should be re-visited throughout the course to reinforce the key concepts and to help students develop a clear understanding of the topics.

### **Assessments**

In addition to regular assessments related to the individual class, assessments will be given across the department to monitor student mastery of the basic skills of each particular topic of study. Formative and Summative assessments will be given at throughout the year checking on performance and also assessments checking appropriate use of the language in project based oral performance presentations. Final exams each semester will also be given to students in Spanish 1.

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**Course of Study: Spanish Core Standard: Communication Level: 1**

Standards for 21 <sup>st</sup> Century	Enduring Understandings	Essential Questions
1.1 1.2 1.3  ISBE Goal: 28 A, B, C, D	<ul style="list-style-type: none"> <li>•All of the following aspects of communication help to develop and reinforce an understanding and application of the target language:               <ul style="list-style-type: none"> <li>● Oral and written conversation (<b>Intrapersonal</b>)</li> <li>● Listening and reading to a variety of communication formats (<b>Interpretive</b>)</li> <li>● Presenting information (<b>Presentation</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What are the benefits to being able to communicate in another language?</li> <li>• How are words, phrases &amp; sentences different and similar in English and the target language.</li> <li>• How well can a person interact with a native speaker in the target language?</li> <li>• How does one express preferences, feelings, emotions, and opinions in detail in the target language?</li> </ul>

Essential Skills	Key Content
<ol style="list-style-type: none"> <li>1. The students will demonstrate a proficiency to communicate preferences, feelings, emotions and opinions in the foreign language.</li> <li>2. The students will apply knowledge of the target language to conversations with others and to the exchange of ideas.</li> <li>3. The students will be able to translate sentences and phrases from the foreign language to English and from English to the target language.</li> <li>4. Students will compare similarities and differences between various grammar elements of English and the target language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowledge of present tense and basic future using to go.</li> <li>2. Vocabulary of preferences, feelings, activities, descriptive adjectives.....</li> <li>3. Write sentences in the present tense.</li> <li>4. Speak in the present tense</li> <li>5. Create and answer questions. Create negative sentences. Write sentences and paragraphs. Describe things. Make comparisons. Give orders.</li> <li>6. Translate sentences orally and in writing.</li> <li>7. Parts of speech; tenses; singular/plural concepts; subject-verb agreement; article-noun agreement; noun-adjective agreement.</li> </ol>

Resources/Text Correlation	Instructional Strategies/Best Practices	Key Criteria/Benchmarks for Success
Book= "Realidades 1" with the Video of "Realidades", the "Workbook", the "Guided Practice Workbook", the Audio CD's from the "Para-Empezar" lessons to Chapter 6A.  Computer Application: DUOLINGO	<ol style="list-style-type: none"> <li>1. Students will do Activities from the book and workbooks.</li> <li>2. They will write and answer questions out-loud and in writing.</li> <li>3. They will compare and express preference about objects, activities and ideas in writing and out-loud.</li> <li>4. They will translate out-loud the questions they make or their answers.</li> <li>5. They will learn how to conjugate verbs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to complete activities, questions, sentences.</li> <li>2. Do dialogues and project presentations</li> <li>3. Pass quizzes and tests.</li> <li>4. Practice using computer application Duolingo</li> <li>5. Pass cumulative final exam</li> </ol>

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**Course of Study: Spanish**

**Core Standard: Cultures and Comparisons Level: 1**

Standards for 21 <sup>st</sup> Century	Enduring Understandings	Essential Questions
2.1 2.2 4.1 4.2  ISBE Goals: 29 A, B, C, D, E	<p>Cultural comparisons help one to understand the world by developing tolerance and appreciation of other cultures.</p> <p>Cultural comparisons help the students understand that language is a tool that can be used to communicate with others.</p>	<ol style="list-style-type: none"> <li>1. What is considered polite and/or impolite behavior in the two cultures?</li> <li>2. What are typical pastimes in the foreign culture? How are they similar or different from those in America?</li> <li>3. What celebrations do the two cultures share and which ones do they not share? What traditions have influenced the English-speaking world?</li> <li>4. What is school life and family life and traditions like in areas the target language is spoken and compare to own?</li> <li>5. How does the study of language help to improve global relations?</li> </ol>
Skills		Key Content
<ol style="list-style-type: none"> <li>1. The student will be able to use: greetings and farewells; and will be able to address people in the target language.</li> <li>2. The student will be able to accept and/or decline an invitation; how to order at a restaurant; how to buy at a store or market; how to give orders in the target language.</li> <li>3. The student will compare pastimes and leisure activities of the target language countries to those of the United States,</li> <li>4. The student will compare celebrations in the target cultures to those in the United States</li> <li>5. The student will realize that being able to communicate with others helps understanding them and their culture. This understanding will be conducive to the improvement of relations between cultures.</li> <li>6. Students will analyze how various cultures have influenced different parts of the United States.</li> <li>7. The students will evaluate how the study of a foreign language is beneficial to global relations.</li> </ol>		<ol style="list-style-type: none"> <li>1. Conjugation of regular and irregular (ser, ir,) verbs in the present tense, basic future to go and command.</li> <li>2. Conjugation of o-ue and e-ie verbs in the present tense.</li> <li>3. Difference between the use of the verb “ser” and the verb “estar”.</li> <li>4. Comparisons and superlatives.</li> <li>5. Vocabulary of: greetings; farewells; breakfast, lunch, dinner, healthy and unhealthy food and life styles; colors; activities; school subjects; family members; things you need at a restaurant; places; classroom objects and their location (using prepositions); days of the week, months of the year; personality traits; descriptive adjectives; ordinal and cardinal numbers; interrogative words; affirmative and negative expressions; words that express states of being or feelings; sports; things needed for a party; objects in a bedroom; parts of a house; house chores and activities; pastimes and leisure activities.</li> <li>6. Express likes and dislikes; order food politely; invite people; decline invitations politely; give orders to people; interrogate people and answer their questions.</li> <li>7. Traditions and celebrations.</li> <li>8. Geography of Latin America.</li> </ol>

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<b>Resources/Text Correlation</b>	<b>Instructional Strategies/Best Practices</b>	<b>Key Criteria/Benchmarks for Success</b>
<ol style="list-style-type: none"> <li>1. "Realidades 1" - book, "Workbook," "Guided Practice Workbook, Audio CD's and Videos. From Preliminary lessons to Chapter 6B.</li> <li>2. Maps of North America, Central America and Spain.</li> <li>3. Computer Application: Duolingo</li> <li>4. Various videos over Quinceanera celebrations, Day of the Dead, Cinco de Mayo, Navidad in Mexico.</li> <li>5. Other cultural videos and Youtube videos uploaded to Blackboard for the Spanish 1 class to view in class and out of class.</li> <li>6. Movie: Selena</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign vocabulary for the lesson (students should copy it).</li> <li>2. Present objectives.</li> <li>3. Explain grammar for the lesson,</li> <li>4. Repeat vocabulary out-loud, read paragraphs and do vocabulary exercises.</li> <li>5. Activities with video, watch it and response activity exercises for understanding</li> <li>6. Do activities in the book, workbook and "Guided Practice" related to the vocabulary.</li> <li>7. Explain grammar again, do activities related to the grammar in the book and the workbook and "Guided Practice".</li> <li>8. Create original dialogues appropriate and new to them through Blackboard activities or project presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary recognition quiz.</li> <li>2. Vocabulary production quiz.</li> <li>3. Grammar quiz.</li> <li>4. Test</li> <li>5. Presentation projects formative exams</li> </ol>

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**Course of Study : Spanish**

**Core Standard: Connections And Communities**

**Level: 1**

Standards for 21 <sup>st</sup> Century	Enduring Understandings	Essential Questions
3.1 3.2 5.1, 5.2  ISBE 30A and 30B	The study of language applies to many different content areas.	In what ways are the other subject areas in the curriculum affected by the study of a world language?  What are some ways you can make connections to other subject areas?
Skills	Key Content	
Students will enhance, review, or expand their knowledge in the following areas:  English Social Studies Art Technology Physical Education Math	<p><b>English</b>, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language.            In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions.            In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension.            In <i>literature</i>, students will compare literary movements and literary figures in the target language to English.  <b>Social Studies</b> - Students will examine the geography, history, civilization, culture, historical figures, and music of the target language and will compare it with their own.  <b>Art</b> - Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture.  <b>Technology</b>- Students will apply technology research skills to the study and review of the target language. They will use technology applications to develop chapter projects.  <b>Physical Education</b> - Students will learn about and compare sports and recreation in other countries to their own.  <b>Mathematics</b> - Students will interpret Roman and Mayan numerals, do simple math equations involving numerals, calculate prices comparing the dollar to other currencies.</p>	
Resources/Text Correlation	Instructional Strategies/Best Practices	Key Criteria/Benchmarks for Success
Realidades textbooks,online textbook practice sites, chapter DVDs, workbooks, chapter audio CD's, teacher selected internet sites, newspaper and magazine articles	Hands-on activities, internet searches and cultural projects, reading selections with targeted strategies	Quizzes, Chapter Tests, Performance Projects Final Exams

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# OF DAYS	CHAPTER	OBJECTIVE	SKILL/KEY CONTENT
3	Para Empezar	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>.Greetings</li> <li>.Farewells</li> <li>. Formal vs. familiar</li> <li>. Classroom commands</li> <li>. Numbers (1-100)</li> <li>-Introduction to cultural differences and appreciation for the Spanish speaking culture</li> <li>- DUOLINGO Application (started and will continue throughout the entire year each and every chapter (This Application is fantastic away from classroom supplement learning)</li> </ul>
3	Para Empezar	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Telling time</li> <li>-Body parts</li> <li>-Classroom objects</li> <li>-Introduction to pre Columbian cultures of America (Aztec and Mayan)</li> <li>-Language and linguistic differences and Cognates</li> </ul>
3-4	Para Empezar	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Months of the year</li> <li>-Days of the week</li> <li>-Seasons</li> <li>- Weather</li> <li>-Basic Geographical introduction and hemisphere differences</li> </ul> <p><b>Essential Skills for entire Para Empezar Chapter:</b></p> <ul style="list-style-type: none"> <li><b>A) Basic Vocabulary use for everyday activities, politeness and basic survival interactions in Spanish.</b></li> <li><b>B) Introduction to the different Spanish speaking cultures and begin to recognize and appreciate differences.</b></li> <li><b>C) Understand the job opportunities available to people that learn an additional foreign language such as Spanish.</b></li> <li><b>D) Get a basic understanding of the pre Columbian life in Mexico.</b></li> <li><b>E) Basic geographical knowledge and awareness of the countries that are Spanish speaking nations.</b></li> </ul>

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6-7	CHAPTER 1A	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Activities Vocabulary</li> <li>- Likes/Dislikes</li> <li>- Negatives</li> <li>. Infinitives</li> <li>. Verb “gustar”</li> <li>-Cultural introduction to Spain, Pablo Picasso and Latin based dances</li> </ul>
6	CHAPTER 1B	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Personality traits Vocabulary</li> <li>- Adjectives to describe people</li> <li>- Definite &amp; Indefinite articles</li> <li>- Word order / Sentence structure</li> <li>- Verb “ser” (Sing. forms)</li> <li>- Singular Subject Pronouns</li> <li>-Caribbean Culture / Geography introduction</li> <li>- Comparing concept of friendship in U.S. to other cultures</li> <li>- Gender agreement</li> <li>-Frida Kahlo</li> </ul> <p><b>Essential Skills for Chapters 1A and 1B:</b></p> <ul style="list-style-type: none"> <li><b>A) Be able to read, listen, write and speak about leisure activities, likes, dislikes, school subjects, materials and school schedules.</b></li> <li><b>B) Recognize and compare cognates from English and Spanish</b></li> <li><b>C) Know what an infinitive verb is in Spanish and English.</b></li> <li><b>D) Understand basic cultural differences and similarities in regard to family life and school life and compare them to their lives here in the United States.</b></li> <li><b>E) Be able to begin to use the Subject Pronoun Chart and start using the present tense in Spanish.</b></li> </ul>

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7	CHAPTER 2A	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-School Subjects and Supplies Vocabulary</li> <li>- Ordinal numbers</li> <li>-School activities &amp; objects</li> <li>- Adjectives to describe classes</li> <li>- -ar verbs (present tense)</li> <li>- Geography of Mexico and basic cultural introduction</li> <li>-Cultural Comparisons in regard to schools</li> <li>- Subject Pronoun chart (complete)</li> <li>-more Cognates and Linguistic comparisons to root words (latin)</li> <li>-Family life comparisons between U.S. and other countries</li> <li>-Fernando Botero</li> <li>-Bilingual school in Costa Rica</li> <li>- Day of the Dead in Mexico (Video / Discussion / 5 paragraph formal essay paper)</li> </ul>
6-7	CHAPTER 2B	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Vocabulary with classrooms</li> <li>- Describe a classroom</li> <li>-Use of location through prepositions and Estar intro</li> <li>- Making articles plural / Definite and Indefinite</li> <li>- Hand gestures and cultural differences with body language</li> <li>-more school similarities and differences</li> <li>-Irregular verb estar and using with emotional states</li> <li>-Central America introduction/ geography</li> <li>-UNICEF</li> <li>-Sor Juana Ines de la Cruz</li> </ul> <p><b>Essential Skills for Chapters 2A and 2B:</b></p> <ul style="list-style-type: none"> <li><b>A) Be able to speak, read, write and listen about School subjects, supplies, and schedules in the Spanish language.</b></li> <li><b>B) Understand basic cultural issues in regard to family life and school life and be able to compare them to their own lives here in the United States.</b></li> <li><b>C) Be able to use the subject pronoun chart and the present tense in Spanish.</b></li> <li><b>D) Be able to effectively change nouns from singular to plural as well as articles.</b></li> <li><b>E) Understand the holiday of Day of the Dead and the idea that life and death are looked at differently at times from one culture and or belief system to the next.</b></li> </ul>



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6	CHAPTER 3A	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Vocabulary of foods &amp; beverages for breakfast &amp; lunch &amp; related verbs</li> <li>- Adverbs</li> <li>- -er &amp; -ir verbs (present tense)</li> <li>- verb “encantar” and “gustar” with plural Direct objects / gusta(n) etc.</li> <li>- expressing how often something is done</li> <li>- noun modification</li> <li>- Cultural comparisons on food and meals</li> <li>- Historic perspectives on cuisine and how diets were formed from the Americas and Europe in regard to sharing foods through cultural exchange.</li> <li>- South American geography and culture intro.</li> <li>- Churros and Chocolate</li> <li>- Bartolome Murillo</li> </ul>
1	Final Exam	<b>All Standards addressed</b>	At end of Chapter 3A and Review
6-7	CHAPTER 3B	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>Vocabulary of foods &amp; beverages for dinner</li> <li>- Health &amp; exercise Vocabulary</li> <li>- Expressions w/ “tener”</li> <li>- Expressions of agreement, disagreement &amp; preference.</li> <li>- Quantities</li> <li>- Plural Adjectives</li> <li>- Noun/adjective agreement</li> <li>- Verb “Ser” (present tense)</li> <li>-Continuation of South America Geography and Culture</li> <li>- More cultural perspectives on diet and health and comparison to US culture</li> <li>-Christmas in Mexico / video / discussion / reading</li> </ul> <p style="color: green;">Essential Skills for Chapters 3A and 3B:</p> <ul style="list-style-type: none"> <li>A) Students are able to speak, read, write and listen about foods and beverages for meal time situations.</li> <li>B) Students should be able to start to express themselves in the present tense using basic regular –er and –ir verbs.</li> <li>C) Students will be able to use the verb SER to describe people and things in the present tense and match adjective agreement.</li> <li>D) Students will gain a basic understanding of cultural differences in regard to diet, meal times and the foreign exchange of foods and diet.</li> <li>E) Understand the differences and similarities in the celebration of Christmas in Mexico in comparison to how many families celebrate in the United States.</li> </ul>

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6	CHAPTER 4A	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<p>Vocabulary of leisure activities and places</p> <ul style="list-style-type: none"> <li>- Expressions for where you go and with whom</li> <li>- Expressions for when things are done and where someone is from</li> <li>- Interrogative words</li> <li>- Verb “ir” (present tense)</li> <li>- Cultural Perspectives on leisure activities</li> <li>- More language origin and linguistics</li> <li>- Cultural rhymes and children’s songs in Spanish speaking world</li> <li>- More South America geography and basic culture</li> </ul>
6	CHAPTER 4B	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Vocabulary of sports &amp; other leisure activities</li> <li>- Expressions to extend, accept or decline invitations</li> <li>- Adjectives for how someone feels.</li> <li>- Time expressions</li> <li>- Future formation (ir+a+Inf.)</li> <li>- Verb “jugar” (present tense)</li> <li>- Cultural perspectives on after school activities</li> <li>- “Selena” movie and cultural discussions on Mexican American families</li> <li>- Video: Oswaldo (Nicaraguan boy in poverty) Paper reflection and comparison to family life there and here in U.S.</li> </ul> <p>Essential Skills for Chapters 4A and 4B:</p> <ul style="list-style-type: none"> <li>A) Be able to speak, read, write and listen about vocabulary associated with locations in community and leisure activities during or away from school.</li> <li>B) Begin to use the verb “IR” in the present tense and start to use it to format one way of using the future tense.</li> <li>C) Be able to use the stem changing verb “Jugar” in the present tense.</li> <li>D) Understand the basic cultural topics and leisure activities throughout the Spanish speaking cultures.</li> <li>E) A basic understanding of the cultural differences and lifestyles as well as struggles of some Spanish speaking cultures.</li> </ul>

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6-7	CHAPTER 5A	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<p>Family members Vocabulary</p> <ul style="list-style-type: none"> <li>-Party objects</li> <li>- Possessive Adjectives</li> <li>- Verb “tener” (g, ie) (present tense)</li> <li>- Describing families and telling ages</li> <li>- Family Tree Project labeling and learning family history, cultural backgrounds and languages spoken in each student’s family history</li> <li>- Diminitives</li> <li>- Quincaneras celebrations in latino world</li> <li>- How names are formed in latino culture</li> </ul>
6-7	CHAPTER 5B	<p><b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b></p> <p><b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b></p>	<ul style="list-style-type: none"> <li>-Adjectives for people &amp; things</li> <li>- Expressions for feelings &amp; needs</li> <li>- Restaurant/table articles</li> <li>- Verb “venir”(g, ie) (present tense)</li> <li>- Ser vs. Estar and continued use of TENER as to be</li> <li>-Ordering food at restaurant project and presentation</li> <li>- Use of suffix –isimo for exaggeration or extreme</li> <li>- cultural insights into restaurants and cafes in the Spanish speaking world</li> </ul> <p style="color: green;">Essential Skills for Chapters 5A and 5B:</p> <ul style="list-style-type: none"> <li>A) Students can communicate through speaking, reading, writing and listening with material related to their families and friends through a variety of descriptions and tell ages in Spanish.</li> <li>B) Students will be able to feel more comfortable ordering a meal in Spanish.</li> <li>C) Students will begin to understand the difference in using SER, ESTAR and TENER in the present tense.</li> <li>D) Students will understand the possessive adjectives.</li> <li>E) Students will use the verb VENIR in the present tense.</li> <li>F) Students will understand the basic cultural topics in these chapters and the celebration of Quinceaneras in the latino culture.</li> </ul>

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6-7	CHAPTER 6A	<b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b>  <b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b>	<ul style="list-style-type: none"> <li>-Voc. of bedroom items, colors, electronic equipments, descriptive adjectives</li> <li>- Use of comparatives &amp; superlatives.</li> <li>- More stem changing verbs “poder” &amp; “dormir” (ue)</li> <li>-Cinco de Mayo celebration and history</li> <li>-Luminarias culture</li> <li>- South America geography and cultural overview</li> </ul>
1-3	CHAPTER 6B	<b>21<sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</b>  <b>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</b>	<ul style="list-style-type: none"> <li>- Vocabulary of rooms in a house &amp; household chores</li> <li>- Present Progressive tense</li> <li>- Affirmative “tú” commands</li> </ul> <p>We may not cover all of this but this will be discussed and introduced in the last few days of the school year since Spanish 2 has this information early next school year.</p> <p>DUOLINGO project Application ends (How we use this into Spanish 2 is TBD)</p> <p>Essential Skills for Chapters 6A and 6B:</p> <ul style="list-style-type: none"> <li>A) Be able to use Spanish through speaking, reading, writing and listening to vocabulary associated with a bedroom, house, chores and colors.</li> <li>B) Begin to use basic comparisons and superlatives in Spanish</li> <li>C) Be able to use the verbs poder and dormer in the present tense.</li> <li>D) Basic understand of the cultural topics as well as Cinco de Mayo in Mexico history and pride associated with that holiday.</li> </ul>
1	FINAL EXAM 2	<b>ALL STANDARDS ADDRESSED</b>	Material through Chapter 6A Cumulative Exam

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***ILLINOIS ISBE STANDARDS FOR FOREIGN LANGUAGES***

**COMMUNICATION**

**COMPETENCY GOAL 28:** Use the target language to communicate within and beyond the classroom setting.

- A) Understand oral communications in the target language
- B) Interact in the target language in various settings
- C) Understand written passages in the target language
- D) Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

**CULTURE AND GEOGRAPHY**

**COMPETENCY GOAL 29:** Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

- A) Understand manners and customs of various target language societies.
- B) Understand music, dance, folk art, visual art, drama, and architecture related to the target language societies.
- C) Understand literature and various media of target language societies.
- D) Understand history of areas the target language is spoken.
- E) Understand geography of the various target language societies.

**CONNECTIONS AND APPLICATION**

**COMPETENCY GOAL 30:** Use the target language to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

- A) Use the target language to reinforce and further knowledge of other disciplines.
- B) Use the target language to demonstrate knowledge and understanding of a variety of career options.

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***STANDARDS FOR FOREIGN LANGUAGE LEARNING: Preparing for the 21<sup>st</sup> Century***

***COMMUNICATION: Communicate in Languages Other than English***

**Standard 1.1:** Students will 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.

***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.

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

***CONNECTIONS: Connect with Other Disciplines and Acquire Information***

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

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

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

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**COMMUNITIES:** *Participate in Multilingual Communities at Home & Around the World*

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

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

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