SPANISH: FIFTH YEAR

I. Introduction

In Level 5, the students will have a complete language program with practical material and features designed to stimulate the students to work together towards language proficiency.

II. Objectives

The overall objectives of the Level 5 course are to develop, reinforce and refine proficiency in speaking, writing, reading, listening and culture. Through an essentially inductive approach, students will gain an understanding of how the language is structured and how they can use this knowledge to express their own needs and talk about the world around them. By defining and refining their skills of observation, students will acquire a basic understanding and appreciation of the diversity of cultures in the Spanish-speaking world.

A. National Standards for Foreign Language Learning

“Language and communication are at the heart of the human experience. The United States must education students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language.” (Standards, 1996, p. 7)

1. 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.

   1. Students give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.

   2. Students ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or video tapes.
3. Students share likes and dislikes with each other and the class.
4. Students exchange descriptions of people and tangible products of the culture such as toys, dress, and types of dwellings, and foods with each other and members of the class.
5. Students exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.

**Standard 1.2**
Students understand and interpret written and spoken language on a variety of topics
1. Students comprehend main ideas in developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based
2. Familiar themes
3. Students identify people and objects in their environment or from other school subjects, based on oral and written description.
4. Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
5. Students comprehend the main themes and ideas and identify the principal characters of stories or children’s literature.
6. Students comprehend the principal message contained in various media such as illustrated texts, posters, or advertisements.
7. Students interpret gestures, intonation, and other visual or auditory cues.

**Standard 1.3**
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Sample Progress Indicators**
1. Students prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.
2. Students dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another elementary class.
3. Students give short oral notes and messages, or write reports, about people and things in their school environment and exchange the information with another language class either locally or via e-mail.
4. Students tell or retell stories orally or in writing.
5. Students write or tell about products and/or practices of their own culture to peers in the target culture.
2. **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 cultures studied.

**Sample Progress Indicators**
1. Students observe, identify, and/or discuss simple patterns of behavior or interaction in various settings such as school, family and the community.
2. Students use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.
3. Students participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, and dramatizations.

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

**Sample Progress Indicators**
1. Students identify and observe tangible products of the culture such as toys, dress, types of dwellings, and foods.
2. Students identify, experience, or read about expressive products of the culture such as children’s songs, selections from children’s literature, and types of artwork enjoyed or produced by their peer group in the cultures studied.
3. Students identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the cultures studied.
4. Students recognize themes, ideas, or perspectives of the culture.

3. **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.

4. **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 understanding of the concept of culture through comparisons of the cultures studied and their own.

5. 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.

B. NJ Core Curriculum Standards

Standard 7.1 (Communication)
All students will be able to communicate in at least one World Language in addition to English. They will use language to: Engage in conversation; understand and interpret spoken and written language; present information, concepts, and ideas while making connections with other disciplines; compare the language/culture studied with their own; and participate in multilingual communities.

Descriptive statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

1. The Interpretive Mode. Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen “between the lines.”

2. The Interpersonal Mode. Students engage in direct oral and/or written communication. Examples involving “two-way”, interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
3. **The Presentational Mode.** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one-to-many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

**Cumulative Progress Indicators**

**Novice Learner Range**
By the end of **Grade 6**, students taking Rutherford’s continuous sequence of a second will:

**A. Interpretive Mode (Understanding and interpretation of spoken or written communication)**
1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture (social studies).
3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics.
   1. Messages contained in media (e.g. illustrated texts, posters or advertisements)
   2. Connect the learning of the target language to information studied in other core content areas.
   3. Grade level appropriate visual and performing arts topics (e.g. famous artists and works of art)
   4. Grade level appropriate mathematics concepts (e.g. symbols for currency and appropriate place value as used in the in the target culture)
   5. Grade level appropriate science topics (e.g., life cycle of plants and animals)
5. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections (language arts literacy).

**B. Interpersonal Mode (Direct oral or written communication)**
1. Give and follow a series of oral directions, commands and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation and common idiomatic expressions of the target culture during daily interactions. (Social Studies).

3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions, and strings of sentences.

4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.

   1. Grade level appropriate math concepts (e.g., buying/selling transaction)
   2. Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)
   3. Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)
   4. Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)

5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts (language arts literacy).

C. Presentational Mode (Spoken or written communication for an audience)

   1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format (visual and performing arts).
   2. Describe in writing using a guided format people and things from the home/school environment (language arts literacy).
   3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing. (Language arts literacy standards).
   4. Tell or write about products of the target culture and simulate common cultural practices.

   1. Grade level appropriate social studies topics (e.g., culinary contributions, crafts or artifacts from the target culture(s))

Standard 7.2 (Culture)
All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.
**Descriptive Statement:** With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of **cultural products, practices, and perspectives** provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document.

**Cultural Products.** The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspective (attitudes, values and beliefs) of the culture studied.

**Cultural Practices.** As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?” Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture, as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.

**Cumulative Progress Indicators**

**Novice Learner Range**

By the end of **Grade 6**, students taking Rutherford’s continuous sequence of a second language will:
A. **Interpretive Mode (Understanding and interpretation of spoken or written communication)**
1. Compare daily practices of people in the target culture(s) with their own (social studies standards).
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken (social studies and science).
3. Identify aspects of culture presented in photographs, plays, or films (visual and performing arts).
4. Identify common tangible and intangible cultural products of the target culture(s) (social studies).

B. **Interpersonal Mode (Direct spoken and written communication)**
1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections (language arts literacy).

C. **Presentational Mode (Spoken and written communication for an audience)**
1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own (social studies).
2. Describe and reproduce expressive products of the target culture(s) (visual and performing arts).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. (social studies).

C. **Skills**
This course will address the four language skills of speaking, listening, reading and writing. In addition, the culture of Spanish speaking countries will be discussed.

1. **Speaking**
   a. Modeling utterances after the teacher, tape activities and singing
   b. Describing pictures, cartoons, etc.
   c. Asking and answering questions
   d. Directed dialogues
   e. Reading aloud
   f. Retelling stories
   g. General conversation
2. **Listening**
   a. Listening to the teacher
   b. Listening to tapes, videos and cd’s
   c. Hearing other students
   d. Listening to television and radio
   e. Computer activities

3. **Reading**
   a. Flash cards
   b. Workbook exercises
   c. Songs
   d. Poems
   e. Stories
   f. Computer activities

4. **Writing**
   a. Workbook exercises
   b. Games and puzzles
   c. Completions
   d. Dictations
   e. Short sentences

5. **Culture**
   a. Films
   b. Pictures
   c. Tapes and ed’s
   d. Readings
   e. Holidays and events
   f. People
   g. Geography

**D. Content: Communication Topics**

   a. Name parts of the body.
   b. Describe parts of the head and face.
   c. Tell people what hurts.
   d. Numbers from 100-1000.
   e. Discuss different clothing.
   f. Talking about shopping for and trying on clothes.
   g. Talk about likes and dislikes.
   h. Discuss ownership of things.
   i. Talk about personal appearance.
   j. Talk about personal traits.
   k. Use adjectives to describe people.
l. Ask questions that require descriptive answers.
m. Name the exterior parts of a home.

n. Name the rooms in a house.
o. Talk about more than one person, place, or thing at a time.
p. Talk about where people, place, and things are.

q. Ask and answer questions about one’s living room and bedroom.
r. Describe people, places and things.
s. Describe where something is located.
t. Name things found in a kitchen.
u. Talk about things done in a kitchen.
v. Talk about things done in general.
w. Talk about household chores.
x. Talk about things you have to do.
y. Discuss things you have just finished doing.
z. Name items in a place setting.

aa. Name different kinds of fruit.
bb. Talk about “putting” and “bringing” things someplace.
c. Talk about what you want or want to do.
dd. Discuss things that belong to you and to others.

ee. Talk about things that are old or new.
ff. Learn about different kinds of breakfast foods and drinks.
gg. Identify and name foods eaten for lunch and dinner.
hh. Discuss when meals are eaten.
i. Talk about things one can and cannot do.

jj. Express likes and dislikes.

kk. Identify and categorize different foods common in Spanish-speaking countries.

E. Structure: Grammatical topics

a. Definite articles agreement with nouns.
b. Appropriate use of the pronouns “tú” and “usted” descriptive adjectives.
c. Use singular, present tense forms of “quedarse,” “gustar,” and “llevar.”
d. Practice using the reflexive pronouns “me,” “te,” and “le.”
e. Use de to show ownership.
f. Use the singular forms of “ser” and the plural form “son” to describe people.
g. Use the construction mas/menos + adjective+que to compare two people.
h. Practice gender and number agreement between adjectives and nouns.
i. Make exclamations using “¡qué!”
j. Use the subject pronouns “nosotros” /”nosotras,” “ustedes,” and “ellos” /”ellas.”
k. Gain a passive knowledge of “vosotros”/“vosotras.”
l. Use the forms of the verbs “estar” in the simple present time.
m. Use the interrogative “donde?” with “estar” to indicate location.
n. Use “estar” with prepositions of place such as “cerca de,” “lejos de,” “adelante de,” and “detrás de.”
o. Identify the 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.
p. Use the singular and plural forms of -ar, -er, and -ir verbs in the simple present tense.
q. Make statements and ask questions using “tener + que + infinitive.”
r. Use phrases that describe specific household tasks such as “quitar el polvo, recoger las cosas, lavar la ropa” etc.
s. Make statements and ask questions using “tener + que + infinitive.”
t. Talk about actions using the singular and plural forms of poner and traer.
u. Describe the location of objects using the prepositions sobre de debajo.
v. Make statements and ask questions using querer.
w. Use singular and plural possessive adjectives.
x. Use “o” to “ue” stem-changing verbs in the simple present tense, almorzar, probar.
y. Learn the use of “poder “+ an infinitive in the simple present tense.
z. Use “gustar” with plural pronouns.
aa. Clarify who likes something by using “a” + a pronoun + a form of gustar.
bb. Use time expressions in talking about eating lunch and dinner.

F. Cultural Topics

a. Idiomatic expressions which make use of parts of the body
   1. Gestures of affection.
   2. Gesture to mean stingy
   3. When someone hurts you.

b. Learn types of clothing worn in Spanish-speaking countries
   1. Traditional clothing
   2. Seasonal clothing
   3. Types of clothing stores
   4. Guatemala “huipil” pattern
   5. Bargain vs. fixed price

c. Learn a variety of cultural and ethnic backgrounds in Latin America
   1. Heterogeneous populations
   2. Additional languages spoken in Latin America such as Quechua
   3. Expressing social attitudes through language
d. Learn the difference between dwellings in the Spanish-speaking countries and the USA
   1. Meaning of house and home
   2. Placement of hot water knob
   3. Privacy and gates/walls
   4. Expressions of hospitality
   5. Use of el patio
   6. Living in a high-rise

e. Learn about the different rooms of a house in Spanish-speaking countries
   1. Kitchen and living room
   2. Telecommunications in the home
   3. Furniture produced in Spain and Latin America
   4. Borrowed English words

f. Learn about the use and design of kitchens in Spanish-speaking countries.
   1. Role of the kitchen
   2. Mexican product for the kitchen that is popular in the US
   3. Size of freezers/refrigerators and daily shopping
   4. Crafts

g. Learn about household chores in Spanish-speaking countries: what they are, how are they organized, and who does them
   1. Air-dried laundry
   2. Live-in household help
   3. Family working on chores in home together
   4. Unpopularity of carpeting

h. Learn about the tropical fruits found in different parts of Latin America
   1. Latin America as leading supplier of tropical fruit
   2. Trees/fruit uncommon in US
   3. Custom of tea time
   4. Varieties of bananas

i. Learn about breakfast in Spanish-speaking places
   1. Eggs for supper
   2. Drinks for breakfast
   3. Hearty breakfasts in Mexico
   4. Varieties of breads
   5. Popularity of fruit juices

j. Learn about foods and related customs surrounding lunch and dinner in Spanish-speaking countries.
   1. Mild to spicy foods
   2. Use of rice, beans and corn in typical dishes
   3. Chiles
   4. Large lunch
5. Dinner hours
6. Rhyme popular with children
7. Dessert recipe

G. Workplace Readiness
Since cross-content workplace readiness standards are important to the success of all students in all content areas, they have been identified here for special emphasis.

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information and other tools.
3. All students will use critical thinking, decision making and problem solving skills.
4. All students will demonstrate self management skills
5. All students will apply safety principles.

H. Career
During the sequence of the Spanish program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

I. Technology
Technology is a powerful tool in the world language classroom because it combines visual, auditory and cultural input and allows for the simultaneous practice of listening, speaking, reading and writing skills. Technology also helps the teachers work with students of differing skills and learning styles. Types of technology used are:

1. Cassette tapes
2. Video
3. Overhead transparencies
4. Computer
5. Internet
6. CD ROMS
J. **Positive Parent Support**
Laying the groundwork for parental participation begins with communication. It is equally important to instill enthusiasm for second language learning in the parents and members of the community as it is to foster and maintain enthusiasm in the students. How can parents participate?

1. Help child see foreign words in newspapers and magazines or on product labels.
2. Purchase books and recordings at the child’s level
3. Keep in touch with the teacher
4. Assist the teacher by attending field trips
5. Talk to the class about their personal foreign experiences
6. Speak to the class in the foreign language
7. Speak to the class about careers involving foreign cultures and language
8. Encourage the child to speak the foreign language at home
9. Encourage the child’s progress
10. Give the child opportunities to participate in the Spanish culture

III. **Proficiency Level**
These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

**A. General Descriptions - Speaking**

1. **Novice**
The novice level is characterized by an ability to communicate minimally with learned material.

2. **Novice-Low**
Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

3. **Novice-Mid**
Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor’s words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
4. **Novice-High**  
Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

5. **Intermediate**  
The intermediate level is characterized by the speaker’s ability to: create with the language by combining and recombining learned elements though primarily in a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

6. **Intermediate-Low**  
Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. **Intermediate-Mid**  
Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personally history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained.
Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High
Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

9. Advanced
The advanced level is characterized by the speaker’s ability to: converse in a clearly participatory fashion; initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; satisfy the requirements of school and work situations; and narrate and describe with paragraph-length connected discourse.

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often in quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

10. Advanced-Plus
Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail,
and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confidence use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of superior-level, complex tasks, language may break down or prove inadequate.

**B. General Descriptions - Listening**

1. **Novice-Low**
   Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. **Novice-Mid**
   Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information on the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. **Novice-High**
   Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

4. **Intermediate-Low**
   Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational contexts. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
5. Intermediate-Mid
   Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as, lodging, transportation and shopping. Additional content areas include some personal interests and activities and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as, simple announcements and reports over the medical. Understanding continues to be uneven.

6. Intermediate-High
   Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer inequality.

7. Advanced
   Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra-linguistic factors, among which topic familiarity is very prominent. These tests frequently involve description and narration in different time frames or aspects, such as present, non-past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

8. Advanced-Plus
   Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp socio-cultural nuances of the message.
9. Superior
Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its effective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

10. Distinguished
Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

C. Generic Descriptions - Writing

1. Novice-Low
Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-mid
Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-high
Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality and other simple
autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, and characters) may be partially correct.

4. Intermediate-Low
Able to meet limited practical writing needs. Can write short messages, postcards and take down simple notes, such as, telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, and spelling and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid
Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as, declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High
Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflections, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty is generally comprehensible to natives used to the writing of non-natives.
7. **Advanced**  
Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of non-alphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

8. **Advanced -Plus**  
Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and case of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

9. **Superior**  
Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or non-alphabetic symbol production, and wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident,
although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

IV. Method of Assessment

A. Student Assessment

Student assessment should be grounded in the authentic, real-life activities that are carried out in the classroom. Because effective language learning is meaningful, enjoyable, and interactive, assessment should reflect a similar focus. Using the same activities should therefore define the process for ongoing assessment. Assessment needs to operate at a number of levels.

Based on the New Jersey State World Language curriculum, assessment may be divided into four key categories:

1. Performance
   a. Projects
   b. Drawing
   c. Demonstrations
   d. Video/audio tapes
   e. Speeches
   f. Experiments
   g. Written reports
   h. Debates

2. Observation and perceptions
   a. Classroom interaction
   b. Student participation/involvement

3. Paper and pencil tests
   a. Standardized tests
   b. End of unit tests
   c. Teacher made tests

4. Personal communication
   a. Individual conferences
   b. Small group discussions
   c. Interviews
B. New Assessment Models

Assessment is an integral, ongoing part of the learning process itself. New assessment models (which have been called alternative assessment, performance assessment, and authentic assessment) have in common the goal of guiding instruction to enable all students to achieve high levels of proficiency. Assessments of student performances are both formative and summative. These assessments facilitate student reflection on the learning process and the improvement of learning. The most reliable assessment of students’ capabilities comes from the work they do over extended blocks of time under the close guidance of teachers. Assessments that are an integral part of the learning process:

1. reflect instructional objectives, are performance-based, and meet the criteria for authenticity;
2. include all methodologies teachers use in daily instruction with students to monitor their progress;
3. include an evaluation of skills in a systematic, ongoing way at each level of instruction to demonstrate progress along the proficiency continuum;
4. provide consistent feedback to students to facilitate assessing their own achievement and to
5. modify and adjust their individual learning strategies and goals; and
6. empower both students and teachers by fostering consciousness raising and critical thinking.

C. Assessment Alternatives

Using a variety of classroom assessments provides a better picture of learning and instruction. The following is a suggested list of different types of classroom assessments.

1. Performance Assessment: Students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are “authentic” in that they are structured around real-life problems or situations.
2. Teacher Observation: The teacher observes students engaging in a variety of tasks or activities using checklists, rating scales, etc., to record his or her judgment about a student’s performance in reaching a specific benchmark.
3. **Conferencing:** The teacher and student dialogue to evaluate the student’s progress on reaching one or more specific goals.

4. **Self-Assessment:** Students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student.

5. **Peer Assessment:** Students evaluate each other’s work with assessment criteria developed by the teacher and/or students.

6. **Portfolio Assessment:** The student’s work is recorded in a collection of materials decided upon by the student and/or teacher, spanning a period of time, that reflect the student’s learning processes, growth, and achievement in an organized and systematic way.

**D. Assessment Rubrics**

A rubric is a tool used for assessing a performance task that measure specific elements of that task against an established and defined scale. Rubrics assist in identifying a set of standards and criteria to be used by all students and applied to all students performing a given task. Different scoring rubrics may be designed for a variety of assessment activities and may be developed by teachers and/or students.

**E. Curriculum/Teacher Assessment**

Since curriculum development is an ongoing process, the teachers will provide the World Language Department Supervisor with suggestions for changes and updates as this course requires.

**V. Grouping**

The students in this course are heterogeneously grouped according to grade level.

**VI. Articulation/Scope and Sequence Time Frame**

A. This course is the fifth level of the Spanish elementary school program.

B. It is a half year course that meets daily for a full period.

**VII. Resources**

A. Speakers

1. Speakers may be invited to address the classes on cultural topics
   a. The NJ State Artists in Residence Program
   b. Parents
   c. Career speakers
B. References
1. New Jersey World Languages Curriculum Framework
   http://www.state.nj.us/njded/frameworks/worldlanguages/
2. New Jersey Core Curriculum Content Standards for World Languages August 2002
   http://www.state.nj.us/njded/cccs/o2/drafts/worldlanguages.htm
3. The American Council on Teaching of Foreign Languages
   http://www.actfl.org/
4. ¿Qué tal? ¡Viva el Español! Mc-Graw-Hill (Text & Workbook)

VIII. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

A. Inductive Approach
   A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar, teach concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.

B. Natural Approach
   A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.

C. Password/Language Ladders
   A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.

D. Gouin Series
   A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

E. Dialogue Journals
   A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
F. Total Physical Response (TPR)
   A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher level students.

G. TPR Story Telling
   Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.

H. Interviews
   A strategy for gathering information and reporting.

I. Clozea
   Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

J. Continuums
   A strategy used to indicate the relationship among words or phases.

K. Interactive Language Tasks
   A strategy in which at least two students work together to accomplish a meaningful target language activity.

L. Cultural Presentations
   A strategy for creating an exhibit that is focused on aspects of the target culture.

M. The Learning Cycle
   A sequence of lessons designed to have students engage in exploratory investigations, construct language and culture concepts to their own lives.

N. Read and Retell
   An all-purpose strategy that involves students retelling a passage in the target language as they remember it.

O. Literature, History and Storytelling
   A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
P. Cooperative Learning
   A strategy in which students work together in small groups to achieve a
   common goal, while communicating in the target language. Cooperative
   learning involves more than simply putting students into work or study
   groups. Teachers promote individual responsibility and positive group
   interdependence by making sure that each group member is responsible for
   a given task. Cooperative learning can be enhanced when group members
   have diverse abilities and backgrounds.

Q. Brainstorming
   A strategy for eliciting ideas from a group and communicating them in
   the target language in oral or written form.

R. Problem Solving
   A learning strategy in which students apply knowledge to solve
   problems.

S. Reflective Thinking
   A strategy in which students reflect on what was learned after a lesson is
   finished, either orally or in written form.

T. Field Experience
   A planned learning experience for students to observe, study, and
   participate in expressions of the target culture(s) in a setting off the
   school grounds, using the community as a laboratory.

U. Free Writing
   A strategy for encouraging students to express ideas by writing in the
   target language.

V. Free Reading
   A strategy for encouraging students to read in the target language.

IX. Suggested Activities
   Incorporating a variety of activities to accommodate the learning styles of
   all students is a necessary requirement.

   A. Linguistic Activities
   B. Logical-mathematical
   C. Spatial
   D. Bodily-Kinesthetic
   E. Musical
   F. Interpersonal
   G. Intrapersonal
   H. Naturalist - Physical World
X.  Interdisciplinary Connections

As the students progress through the levels of the Spanish program, so too will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

A.  Content-Based Topics

1.  Art
   a.  Draw with various media
   b.  Cut and paste
   c.  Observe art work

2.  Language Arts
   a.  Demonstrate characteristics of a good listener
   b.  Follow a one step oral direction
   c.  Compare and contrast sounds
   d.  Recall presented materials
   e.  Identify a purpose for listening
   f.  Listen for variety of purposes
   g.  Activate prior knowledge
   h.  Listen to various forms of music
   i.  Describe objects and pictures
   j.  Communicate in complete sentences
   k.  Obtain information by asking questions
   l.  Participate in various forms of oral communication
   m.  Interact verbally in informal situations
   n.  Make introductions
   o.  Listen to different types of literature
   p.  State purpose for listening to a story
   q.  Expand vocabulary
   r.  Recall sequence of events
   s.  Identify and restate details
   t.  Respond to different types of literature
   u.  Demonstrate an active interest in reading

3.  Mathematics

   a.  Sort objects in a variety of ways
   b.  Recognize, develop pattern
   c.  Reason, connect mathematical understandings
   d.  Observe and compare by measurable attributes
   e.  Count objects
   f.  Represent quantities
   g.  Model number composition
   h.  Investigate number relationships
   i.  Develop numeration concepts
4. **Music**  
   a. Explore differences between singing and speaking  
   b. Sing songs in limited range  
   c. Perform a repertoire of songs  

5. **Reading**  
   a. Identify the main character  
   b. Describe the main character  
   c. Identify the outcome of the story  
   d. Employ reading strategies such as scanning and summarizing  

6. **Science**  
   a. Observe weather conditions  
   b. Explore the effects of weather  
   c. Observe the life cycle of animals  
   d. Construct criteria for classifying animals  
   e. Observe the interaction between living things and the environment  
   f. Infer that living things have changes over time  

7. **Social Studies**  
   a. Identify self by name and birthday  
   b. Recognize similarities between self and others  
   c. Describe personal feelings  
   d. Demonstrate the relationship of feelings to actions  
   e. Demonstrate an understanding of the concept of rule  
   f. Demonstrate courteous behavior when interacting  
   g. Apply appropriate personal decision making skills  
   h. Recognize the importance of each individual to the group  
   i. Evaluate the consequences of decisions  
   j. Determine reasons why communities require laws  
   k. Define earth as being made up of land and weather  
   l. Be introduced to other people and places  
   m. Recognize human need  
   n. Define family  
   o. State how people are more alike than different  
   p. Evaluate the exchange of ideas between cultures  
   q. Describe the relationship of the US to other countries  
   r. Identify features which make a culture unique  
   s. Recognize the different kinds of people in the US
XI. Professional Development

As per the PIP/100 hour’s statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.
Welcome to Our Homeschool Spanish Curriculum for Elementary Students: Elementary Spanish. How is learning a foreign language like building a house? With a strong foundation, a house can be built correctly. With Elementary Spanish, your students will have a strong foundation to build upon as they continue to learn Spanish in high school. That foundation begins with pronunciation, which is why the course features video lessons. The Only Full-Service & Multi-Sensory Spanish Curriculum. Our Sube kits are perfect for elementary grade students. Combined, the Beginner and Intermediate Kits provide 6 years of content spanning K-5th grade. All of Sube’s lessons, activities, and games contain spiraled curriculum, so you can deepen and challenge your students’ language skills year after year after year. A good elementary Spanish curriculum makes teaching more effective and easier. With a well-structured scope and sequence, a Spanish curriculum for elementary school ensures that students learn core language and get enough exposure to master the material. Below you’ll find elementary curriculum review and a few standouts for secondary too. If you are a Spanish teacher, or teaching your kids at home, be sure to check out our Teach Kids Spanish: Resources and Strategies page. ¡GRACIAS! Spanish Lessons Custom Tailored To Your Elementary-Aged Child. Download My Curriculum. What’s in the e-book? Syllabus. We hope you enjoy your curriculum! Why not sign up for a FREE CLASS while you’re at it? Schedule a free class now.