

# MORENO VALLEY HIGH SCHOOL SPANISH I CURRICULUM

Course Title: Spanish 1 Course Number: 1252

Department: Modern Languages ADS Number: 1252

Prerequisites: None

Length of Course: 2 semesters Credit/PRI Area: .5 per semester Grade Level(s): 9-12

## ***Important Notes:***

Students may receive credit for one year of Spanish 1 by passing a placement test. (This does not apply to native or heritage speakers.)

## **COURSE DESCRIPTION (Numbers in parentheses refer to New Mexico State Content Standards for Modern Languages.)**

In Spanish 1, the student will learn basic vocabulary related to his/her immediate environment (6), differences between Spanish and English pronunciation (3), and some differences between U.S. and Hispanic culture (4). In order to facilitate the acquisition of a foreign language, the student will review fundamental grammar concepts (5), including parts of speech, singular/plural, verb conjugation and noun/adjective agreement. The student will learn how to conjugate regular and irregular verbs in the present tense in Spanish, and how to use the present progressive and the periphrastic future (5). The teacher will speak Spanish often and the student is expected to speak Spanish whenever possible. Daily classroom activities will give the student practice with the four communication skills: listening (2), speaking (1), reading (2) and writing (1). Throughout the year, the student should come to realize the positive effects that familiarity with a foreign language could have in his/her personal and professional life (7).

## **SYLLABUS**

### **A. Units of study (Short cultural readings follow each unit.)**

1. Spanish pronunciation & Spanish-speaking countries.
2. Greetings/leave-taking, courtesy, days/months/seasons, dates
3. Verb “ser” (to be) with descriptions (masculine/feminine)
4. Telling time, numbers, descriptions (singular/plural)
5. School & clothing vocabulary, present tense of regular “-ar” verbs, when to use “tú” or “usted”
6. Irregular verbs “-oy”, contractions “al, del”
7. Food vocabulary, present tense of regular “-er, -ir” verbs
8. Family/house vocabulary, irregular verb “tener”, future using “ir a + infinitive, possessive adjectives
9. Sports vocabulary, stem-vowel changing verbs, special use of expressions like “gustar”
10. Health vocabulary, when to use “ser” or “estar”, object pronouns
11. Irregular verbs “-go”, present progressive, when to use “saber” or “conocer”

### **B. Skills**

1. Listening comprehension (teacher, other students, guest speakers, videos/DVDs).
2. Speaking in Spanish (short, simple sentences/phrases).
3. Writing in Spanish using correct sentence structure/word order.
4. Reading comprehension (short, simple sentences).

5. Language mechanics: subject/verb agreement, noun/adjective agreement, pronouns
6. Vocabulary building & dictionary use.
7. Cultural awareness (through short readings & discussions).

### **STRATEGIES:**

Didactic: Guided discussion, lecture, research, textbook and Internet articles

Intellectual Coaching:

- Recitation
- Individual and small group projects / presentations, dramatization
- Problem solving
- Individual research
- Notebooks/journals
- Writing conferences (dialogue, conversational phrases, words, sentences)
- Listening (audio cassettes, CD-ROM, Video, peers, etc.)
- Observation (Art, a variety of written texts, maps, graphs etc.)
- Reading (Textbook, Internet resources, articles, lyrics, TV and movie guides, schedules, etc.)

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

### **ASSESSMENTS**

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Short Answer/essay questions**
- **Performance Tasks** – I.e. Greetings, skits, singing
- **Socratic Seminar Rubric** – The framework of the rubric includes:
  1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
  2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
  3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and facility with Spanish—vocabulary, pronunciation, and grammar
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting.

### **SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

*¡Buen Viaje!* Level 1: textbook, workbook, video, website (Glencoe)

\*The new six-year adoption cycle for Modern Languages begins in 2009; at that time, a different textbook may be selected.

### **SUGGESTED TITLES/AUTHORS WEB SITES**

Seminar material is chosen to introduce students to various literary forms (short story, proverbs, drama), to increase their awareness of Hispanic culture and to offer new perspectives on foreign language acquisition.

**STRAND I: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: BY SPEAKING, WRITING, AND/OR SIGNING, STUDENTS WILL EXPRESS THEMSELVES IN A CULTURALLY APPROPRIATE MANNER FOR MANY PURPOSES.**

A. BENCHMARK: *Express their feelings and thoughts on current and historical topics that are of interest to them and to others.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Access, analyze, and synthesize information about a topic related to the language studied:               <ol style="list-style-type: none"> <li>a. Create a presentation (oral or written) that expresses thoughts and feelings about an event of interest to the student.</li> <li>b. Choose a favorite sport or hobby, make a videotape (with narration in the language studied) about it, and explain why one likes it.</li> <li>c. Dramatize an important event in the life of an historical person and explain why this event was important to the person.</li> <li>d. Make a timeline about an event or historical period, analyze and report its causes, effects, and ramifications for the present day.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. In groups of 2-4, students write their own scripts, rehearse &amp; present a skit about going to school.</li> </ol>

**STRAND I: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: BY SPEAKING, WRITING, AND/OR SIGNING, STUDENTS WILL EXPRESS THEMSELVES IN A CULTURALLY APPROPRIATE MANNER FOR MANY PURPOSES.**

B. BENCHMARK: *Participate in, interpret and compare forms of cultural expression such as: music, art, speech, writing, traditions, and other products of a culture.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Participate in, interpret, and compare forms of cultural expression such as music, art, speech, writing, traditions, and other products of a culture:               <ol style="list-style-type: none"> <li>a. By means of a timeline or a video montage, etc., trace the origin and development of a trend in the culture studied.</li> <li>a. Compare and contrast the work of two artists, writers or poets (of one's own language/ culture and the language/culture studied) in dealing with a common theme.</li> <li>b. Participate in a performance of music, theater, or dance of the language/ culture studied; record it; and compare performance elements with those of the student's own language/ culture.</li> </ol> </li> <li>2. Access and evaluate information about forms of cultural expression [such as music, art, speech, writing, traditions, and other products of a culture], then prepare and present an analysis of these aspects of the culture:               <ol style="list-style-type: none"> <li>a. Interview a native speaker of the language/ culture studied regarding differences in traditions, arts,</li> </ol> </li> </ol>	<p>In groups of 2-4, students read about Hispanic food and mealtimes. They create a comparison chart with their (U.S.) routines on one side and Hispanic routines on the other. Then they present this to the class.</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>etc. and report conclusions in the language studied.</p> <p>b. Conduct a survey of pen pals using email or traditional mail regarding differences in the language/culture studied, and report in the language studied.</p> <p>c. Using the library, museum, the Internet and other research resources, compile an annotated list of sources (articles, books, videotapes, websites, etc. that discuss the differences in one form of cultural expression between the student's home language/culture and the language/culture studied. Report on conclusions based on these resources.</p> <p>d. Write and perform a skit illustrating differences in forms of cultural expression between the student's home language/culture and the language/ culture studied.</p> <p>e. Using resources in the language studied, prepare and conduct a debate about a controversial issue.</p>	

**STRAND II: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: BY LISTENING, OBSERVING, READING AND DISCUSSING, STUDENTS WILL COMPREHEND AND INTERPRET ORAL, WRITTEN, AND VISUAL MESSAGES ON A VARIETY OF TOPICS.**

A. BENCHMARK: *Comprehend information on topics of concern and interest to them and to others.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<p>1. Demonstrate comprehension when reading, viewing, or listening to authentic communication in the language studied:</p> <p>a. Read an authentic historical document, work of literature, or poem, then retell it in another genre such as a timeline, a dramatization, a song, or a dance.</p> <p>b. After listening to a conversation or short story, write short paragraphs to demonstrate comprehension.</p> <p>c. Follow directions to complete a multi-step task, such as: cooking paella, making an origami construction, etc.</p>	Students make their own booklets, following oral instructions to fold, open, cut, label, etc.

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B. BENCHMARK: *Recognize, interpret and compare forms of cultural expression.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Experience (i.e., read, view, and/or listen to) the arts of the culture studied and discuss their meaning in that culture:               <ol style="list-style-type: none"> <li>a. Arrange a display of works of favorite artists/performers of the culture studied and describe their importance in the culture studied.</li> </ol> </li> <li>2. Identify and discuss connections between cultural values and socially approved behaviors of the culture studied:               <ol style="list-style-type: none"> <li>a. Design a poster series or skit portraying “do’s and don’ts” of dating behavior in the culture studied.</li> </ol> </li> <li>3. Identify and discuss social, political, and economic issues that affect youth or the community in the culture studied:               <ol style="list-style-type: none"> <li>a. Compare and contrast uses of natural resources, such as food plants - used by the culture studied, with uses made by the student’s home culture.</li> <li>b. Compare and contrast role(s) of women in the culture studied with role(s) of women in the student’s home culture.</li> </ol> </li> </ol>	Students view paintings of famous Hispanic artists (El Greco, Velazquez, Goya, Picasso, Dali, Rivera, Orozco, Kahlo, Botero, etc.), choose their favorite and investigate its meaning within Hispanic culture.

**STRAND III: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE.**

A. BENCHMARK: *Use appropriate language and gestures in an expanding variety of cultural contexts.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Speak, write, and use body language appropriately in formal settings:               <ol style="list-style-type: none"> <li>a. Write business and personal letters.</li> <li>b. Analyze, evaluate, and use oral language, body language, and gestures appropriately in a variety of situations.</li> <li>c. Give a formal speech.</li> <li>d. Conduct a mock conversation with a stranger demonstrating subjects of conversation that are permissible.</li> <li>e. Describe one’s ideal mate using the appropriate mode, etc. of the language studied. (e.g., in Spanish, one would use subjunctive mode for a non-real condition.)</li> </ol> </li> </ol>	With partners, students select a famous historical figure, prepare an interview using the “usted” form, and present their skit to the class.

**STRAND III: SPEAKING, LISTENING, READING AND WRITING**

**CONTENT STANDARD: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE.**

*B. BENCHMARK: Analyze the interaction between language and culture.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"><li>1. Discuss/explain or demonstrate the influence of a cultural group's beliefs, history, and values on its language:<ol style="list-style-type: none"><li>a. Use and explain various linguistic forms that reflect differing worldviews.</li><li>b. Match words with their appropriate historical periods of use.</li><li>c. Write a fable or proverb in the style of the culture studied.</li></ol></li><li>2. Describe influences that change language, and cultural attitudes toward such change:<ol style="list-style-type: none"><li>a. Compare samples from periodicals from two different decades, and list and analyze differences in vocabulary.</li><li>b. Trace the topics treated in jokes and humorous stories in the language studied.</li><li>c. Trace the influence of technological development on vocabulary, jokes, and idioms in the language studied.</li><li>d. Research the development, teaching, and monitoring of its own language by a culture.</li></ol></li></ol>	Students make a poster with pictures of food (corn, potatoes, beans, tortillas, etc.) and list the various vocabulary words used to identify the food in different Hispanic countries. Indigenous words are associated with their culture (Maya, Aztec, Inca, etc.).

**STRAND IV: SPEAKING, LISTENING, READING AND WRITING**

**CONTENT STANDARD: STUDENTS WILL DEVELOP AN UNDERSTANDING OF OTHER CULTURES, INCLUDING SUCH ELEMENTS AS: VALUE SYSTEMS, LANGUAGES, TRADITIONS, AND INDIVIDUAL PERSPECTIVES.**

*A. BENCHMARK: Analyze and synthesize knowledge of elements of a cultural system*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Compare and contrast social rules and roles of the culture studied with the student's own culture: <ol style="list-style-type: none"> <li>Research, write, and illustrate a mural called "What is a culture?" including: events, ceremonies, value/systems - definitions of justice, beliefs and attitudes regarding nature, role of women, money and other technologies, elders, children.</li> <li>Research and debate the future development of linguistic, gestural, and/or other behavioral taboos in the language and culture studied.</li> <li>Research and produce an introduction to a culture that will serve as part of a business plan. This should include "how to deal with the culture" for home-culture readers.</li> <li>Role-play the above business plan and report observations.</li> <li>Implement the above business plan in reality and report observations.</li> <li>Make a videotape about how to handle a problem situation in communication in the culture studied.</li> <li>Research, design, and implement a conflict mediation training program for younger students or peer students, that employs knowledge about handling situations in the culture studied. This would include a plan to train students and to evaluate the results of the program.</li> <li>Create and present a drama showing stereotypes of the language/culture studied.</li> </ol>	Students read about "quinceañera" and "padrinos", and as a class, discuss the origins, continued importance, and future implications of these Hispanic traditions.

**STRAND IV: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: STUDENTS WILL DEVELOP AN UNDERSTANDING OF OTHER CULTURES, INCLUDING SUCH ELEMENTS AS: VALUE SYSTEMS, LANGUAGES, TRADITIONS, AND INDIVIDUAL PERSPECTIVES.**

*B. BENCHMARK: Compare and contrast the cultural variations within a linguistic group.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Identify and analyze common threads among groups speaking the same language: <ol style="list-style-type: none"> <li>Compare and contrast two groups that speak the same language in the areas of: leisure time use, literatures, slang and dialects, current events, work ethic, relation of government to individual, education of children, religions, dialects, etc.</li> <li>Produce a short story, play, newspaper article, cartoon, radio program, or videotape about stereotypes of a culture or linguistic group compared with the reality of the group.</li> <li>Compare samples of newspaper articles on the same topic from two different countries that share the same language.</li> </ol>	1. (see III, B)

**STRAND V: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: STUDENTS WILL UNDERSTAND HOW LANGUAGES WORK.**

A. BENCHMARK: *Recognize that languages change over time and in context.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Recognize that languages and language patterns are changing over time and in context: <ol style="list-style-type: none"> <li>Compare and contrast words and attitudes/ values from different time periods in the language studied, using documents from different historical periods.</li> <li>Compile a dictionary of current vocabulary in the language studied and compare it with a published, older dictionary.</li> <li>In the language studied, design and write a science fiction or fantasy cartoon story in which the language has changed.</li> <li>Use interviews, historical dictionaries, and other research tools to trace the origins of words or expressions, and track possible changes in their usage (e.g., due to the influence of conquests, technological changes, etc).</li> <li>Research and trace the development of a dialect of the language studied, and portray this development by designing a thematic map.</li> <li>Trace variants of a folk tale of the language studied through more than one region or country that share the language, and map the locations of the original story and its variants.</li> </ol>	Class discussion: If “él” is <u>he</u> and “ella” is <u>she</u> , what is <u>it</u> ? If “señora” is <u>Mrs.</u> and “señorita” is <u>miss</u> , is there a word for a young, unmarried boy? Why have these words disappeared in modern usage? Why does Spain use a distinct pronoun for a group of “you” (informal) and Latin America does not?

**STRAND V: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: STUDENTS WILL UNDERSTAND HOW LANGUAGES WORK.**

C. BENCHMARK: *Use and explain the functions of critical elements of language systems used.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use the language studied at a variety of levels: <ol style="list-style-type: none"> <li>Write two letters: one informal, one formal.</li> <li>Speak appropriately in informal and formal settings (e.g., to register a complaint).</li> <li>Prepare and present a dramatic or documentary program using the appropriate tense, vocabulary, word choice, style, form of address, etc.</li> <li>Compare and contrast ways of giving orders and making requests.</li> </ol>	(see III, A)

**STRAND V: SPEAKING, LISTENING, READING AND WRITING**  
**CONTENT STANDARD: STUDENTS WILL UNDERSTAND HOW LANGUAGES WORK.**

B. BENCHMARK: *Correctly use and explain the functions of critical elements of language systems used.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Correctly use and explain the functions of critical elements of the language studied: <ul style="list-style-type: none"> <li>a. phonemes,</li> <li>b. tense markers,</li> <li>c. mood markers,</li> <li>d. voice,</li> <li>e. person,</li> <li>f. syntax-word order and placement,</li> <li>g. patterns,</li> <li>h. number,</li> <li>i. gender,</li> <li>j. diacritical marks,</li> <li>k. punctuation,</li> <li>l. mechanics,</li> <li>m. word functions,</li> <li>n. intonation,</li> <li>o. cadence,</li> <li>p. pronunciation.</li> </ul>	In groups of 2-4, students work together to create physical or visual demonstrations of the placement of adjectives (after the noun), and agreement of nouns and adjectives in number and gender using tinker toys, impersonations, TV game show formats, etc.

**STRAND VI: SPEAKING, LISTENING, READING, WRITING**  
**CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGES STUDIED TO REINFORCE AND EXPAND KNOWLEDGE OF OTHER DISCIPLINES.**

A. BENCHMARK: *Access, analyze, and use information from the language studied in other content areas.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Access, compare, contrast, and evaluate information obtained in the student's first language with information obtained in the language studied:               <ol style="list-style-type: none"> <li>a. Compare and contrast radio, television, and newspaper accounts of the same current event(s) delivered in the language studied with those delivered in the student's first language.</li> <li>b. Interview an expert in another field of study who speaks the language studied, and compare his/her information with other (library, Internet, English-speaking experts) resources.</li> <li>c. Recognize and describe differences and similarities in ways of life, language, and historical experiences of people in the culture studied in comparison with the student's own culture.</li> </ol> </li> <li>2. Compare and contrast approaches to observation, problem-solving, and new knowledge in the arts and sciences, using the language/ culture studied:               <ol style="list-style-type: none"> <li>a. Compare styles and patterns of art composition, use of materials and elements in cultures studied compared with the student's own culture.</li> <li>b. Compare patterns of observation and problem-solving in pure or applied science, math, etc. (e.g., anatomy, architecture, astronomy, medicine, etc.) of the culture studied with the student's own culture.</li> </ol> </li> </ol>	<p>Students observe Hispanic way of forming numbers (1, 4, 7, 9), decimals (comma), thousands (period), and the metric system. With a partner, students use dice to practice ways of expressing arithmetic operations in Spanish.</p>

**STRAND VI: SPEAKING, LISTENING, READING, WRITING**  
**CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGES STUDIED TO REINFORCE AND EXPAND KNOWLEDGE OF OTHER DISCIPLINES.**

*B. BENCHMARK: Apply experiences and new knowledge from other content areas to what is being learned in the language studied.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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9-12	<ol style="list-style-type: none"> <li>1. Compile information from other subjects and apply it to the language studied: <ol style="list-style-type: none"> <li>a. Keep a journal that documents study of an ecosystem (science), applying the study to a region of the target language. Include local terms for plants, weather, etc.</li> <li>b. Analyze the food from region(s) of the target language for nutritional value.</li> <li>c. List and define vocabulary related to careers in another subject.</li> <li>d. Trace the historical background of a current event and its relationship to terms in the language and culture studied.</li> <li>e. Relate terms from art and architecture of a culture/country studied to the language studied.</li> <li>f. Research and apply knowledge about other subject areas when planning to debate or advocate on community, regional, and world issues.</li> </ol> </li> <li>2. Compare structures developed in other subjects with structures and/or concepts in the language studied: <ol style="list-style-type: none"> <li>a. Compare a computer programming language with the structure of the language studied.</li> <li>b. Compare visually symbolic languages (such as music transcription) with the language studied.</li> <li>c. Create a web page in the language studied.</li> </ol> </li> </ol>	Students make a 3-D model (clay, cardboard, styrofoam, etc.) of geological/geographical features (continents, rivers, mountains, etc.) and label them in Spanish.
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**STRAND VII: SPEAKING, LISTENING, READING, WRITING**  
**CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGE STUDIED FOR PERSONAL ENJOYMENT, PERSONAL ENRICHMENT, AND EMPLOYABILITY.**

A. BENCHMARK: *Apply languages and knowledge of cultures in work, educational, and social settings.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Access, evaluate and use information in the language studied/ related to the culture studied, to plan and carry out contact experiences with the language/ culture studied: <ol style="list-style-type: none"> <li>a. Collect and report information on language study programs abroad for a student exchange situation.</li> <li>b. Research and report on the possible influence of language study on other areas of student success.</li> <li>c. Plan a visit to a pen pal in the language studied.</li> <li>d. Find/make a conversational group for the language studied.</li> <li>e. Participate in a sister city/ student exchange program using the language studied.</li> <li>f. Host an exchange student from the language/ culture studied.</li> </ol> </li> </ol>	Students participate in a field trip to Angel Fire Resort, where they take ski or snowboard lessons in Spanish from instructors from Chile, Argentina, Peru and Colombia.

**STRAND VII: SPEAKING, LISTENING, READING, WRITING**  
**CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGE STUDIED FOR PERSONAL ENJOYMENT, PERSONAL ENRICHMENT, AND EMPLOYABILITY.**

**B. BENCHMARK:** *Use languages and knowledge of cultures to gain access to the multi-cultural and multi-lingual dimensions of our society.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Investigate community resources utilizing the language/cultures studied: <ol style="list-style-type: none"> <li>a. Role-play living with a roommate from the language/culture studied.</li> <li>b. Find similarities among cultures/languages studied and the student's own culture/ language.</li> <li>c. Participate in multicultural celebrations.</li> <li>d. Develop a mentoring/ tutoring group with the school or community using the language studied.</li> <li>e. Work in a service learning project in the community with a group that speaks the language studied.</li> <li>f. Investigate needs and develop information (brochure, webpage, etc.) about community resources in the language studied.</li> <li>g. Conduct a debate showing understanding of the values of the culture studied.</li> </ol>	Students receive extra credit for attending "Coffee and Conversation" with the winter employees from South America at the local library on Monday evenings; and for playing indoor soccer at the Community Center with the South Americans on Wednesday evenings.

**STRAND VII: SPEAKING, LISTENING, READING, WRITING**

**CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGE STUDIED FOR PERSONAL ENJOYMENT, PERSONAL ENRICHMENT, AND EMPLOYABILITY.**

**C. BENCHMARK:** *Use languages and knowledge of cultures to prepare for a successful transition into post-secondary study and/or careers.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use a variety of media/information research forms in the language studied (periodicals, Internet, etc.) to report on careers: <ol style="list-style-type: none"> <li>a. Develop a dictionary /glossary of the language studied related to a career field.</li> <li>b. Identify want ads requiring use of the language studied.</li> <li>c. Research and report on benefits of language study for career choice and write a resume showing these benefits.</li> <li>d. Research and report on benefits of language study for problem-solving and conflict mediation skills.</li> <li>e. Conduct a mock interview for a job or a post-secondary school placement. Videotape the interview and critique the student's performance.</li> <li>f. Find and interview an employer who is likely to require use of the language studied.</li> </ol>	Students examine "For Sale" and "For Rent" ads in Spanish language newspapers, determine which house they would buy/rent, and explain why.