

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Spanish 1 Middle/High School Intermediate Level – Two Semesters

**1. Subject Expectation (State Goal 28)      The student will use Spanish to communicate within and beyond the classroom setting.**

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| <b>Essential Learning 1<br/>(Learning Standard A)</b> | <b>Understand oral communications in Spanish</b> |
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| Critical Content | 28.A.1a | a. recognize basic language patterns <ul style="list-style-type: none"><li>• distinguish forms of address including formal and informal, singular and plural uses of “you”, titles, questions, answers and abbreviations</li><li>• demonstrate comprehension (e.g., sequence events, illustrate, dramatize)<ul style="list-style-type: none"><li>- simple stories</li><li>- dialogues</li><li>- presentations containing significant visual cues</li></ul></li></ul> |
|                  | 28.A.1b | b. comprehend simple commands in Spanish <ul style="list-style-type: none"><li>• follow directions in Spanish given one step at a time for selected activities<ul style="list-style-type: none"><li>- reading instructions</li><li>- performing oral or written exercises as instructed</li></ul></li></ul>  |

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| <b>Essential Learning 2<br/>(Learning Standard B)</b> | <b>Interact in Spanish in various settings</b> |
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| Critical Content | 28.B.1b | a. reproduce sounds, rhythms, and intonation patterns comprehensible to a native speaker <ul style="list-style-type: none"><li>• imitate pronunciation, intonation, and inflection including sounds unique to Spanish<ul style="list-style-type: none"><li>- mimicking</li><li>- repetition</li></ul></li></ul> |
|                  |         | b. use simple words, phrases and sentences to demonstrate comprehension <ul style="list-style-type: none"><li>• directed partner activities</li><li>• questions and responses utilizing familiar vocabulary</li></ul>   |
|                  |         | c. participate in oral presentations in Spanish <ul style="list-style-type: none"><li>• perform skits, monologues, dialogues and conversations</li></ul>  |
|                  |         | d. perform impromptu oral presentations <ul style="list-style-type: none"><li>• random thematic skits</li></ul>   |

**Essential Learning 3  
(Learning Standard C)**

**Understand written passages in Spanish**

- Critical Content
- 28.C.1a a. recognize the written form of familiar spoken language and predict meaning of key words in a simple dialogue, paragraph, poem or song
- follow written classroom instructions
  - summarize a simple passage
- 28.C.1b b. infer meaning of cognates from context
- infer meaning using contextual clues and drawing on known roots, words and phrases
  - use cognates and loan words to infer meaning of unfamiliar material
- 28.C.4c c. compare Spanish with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures
- determine verb choice based on meaning
  - identify gender and number rules in agreement

**Essential Learning 4  
(Learning Standard D)**

**Use Spanish to present information, concepts and ideas for a variety of purposes to different audiences**

- Critical Content
- 28.D.2a a. write on a familiar topic using appropriate grammar, punctuation, and capitalization
- use correct spelling in assignments and assessments (including accentuation marks)
  - conjugate regular, irregular and stem-changing verbs (-ar, -er, -ir) in the present, preterit and near future tenses
  - construct sentences using proper word order
    - noun-adjective placement
    - interrogatives
    - prepositions
    - direct and indirect object pronouns
    - negatives
  - distinguish between masculine and feminine, singular and plural while using the following:
    - nouns
    - articles
    - adjectives
    - pronouns
    - demonstrative adjectives
    - possessive adjectives
  - produce sentences showing possession using the “de” construction correctly
  - construct sentences using idiomatic expressions
    - hace...que
    - tener...que
- 28.D.1a b. describe people, activities and objects from daily life
- present a simple age-and-stage appropriate report on a familiar topic

- use known vocabulary and grammatical structures to write, memorize and perform simple presentations
  - skit
  - commercial
  - advertisement
  - song
  - dance
  - interview

**2. Subject Expectation (State Goal 29)**      **The student will use Spanish to develop an understanding of the customs, arts, literature, history and geography associated with Spanish.**

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| <b>Essential Learning 1<br/>(Learning Standard A)</b> | <b>Understand manners and customs of various Spanish societies</b> |
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| Critical Content | 29.A.1 | a. | use common forms of courtesy, greeting, and leave-takings appropriate to the time of day and relationship (adult, peer, parent) <ul style="list-style-type: none"> <li>• demonstrate knowledge of common interactions in Spanish-speaking cultures               <ul style="list-style-type: none"> <li>- role-play</li> <li>- compare and contrast</li> <li>- graphic organizer</li> </ul> </li> </ul> |
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| <b>Essential Learning 2<br/>(Learning Standard B)</b> | <b>Understand music, dance, folk art, visual art, drama and architecture related to Spanish societies</b> |
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| Critical Content | 29.B.1b | a. | explore one or more art forms representative of areas where Spanish is spoken |
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| <b>Essential Learning 3<br/>(Learning Standard C)</b> | <b>Understand literature and various media of Spanish societies</b> |
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| Critical Content | 29.C.1b | a. | identify different types of literature ( e.g., poetry, short stories, plays, legends) in Spanish                                      |
|                  | 29.C.1c | b. | identify primary media sources (e.g., television, radio, CD-ROM, software, films, online resources, websites, periodicals) in Spanish |

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| <b>Essential Learning 4<br/>(Learning Standard D)</b> | <b>Understand history of areas where Spanish is spoken</b> |
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| Critical Content | 29.D.1 | a. | recognize important people and events ( e.g., special celebrations) in the history of areas where Spanish is spoken <ul style="list-style-type: none"> <li>• use basic vocabulary to identify historical events and concepts</li> </ul> |
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