

Course Title: Spanish 1

Text: *Buen Viaje 1*

Course Description: Spanish 1 will introduce students to the Spanish language using the four basic communication skills: reading, writing, listening, and speaking. Students will be provided with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts. Topics of study will include:

Introduction—Alphabet, Greetings, Goodbyes, Introductions, Days of the Week, Months, Seasons

Chapter 1—Describing People and Places, Adjectives, Nationalities, Numbers 1-30

Chapter 2—School Subjects, Nationalities, Telling Time, Numbers 31-99

Chapter 3—School Supplies, Colors, Clothing, Shopping, Numbers 100-1,000

Chapter 4—Going to School, School Activities, After School Activities, Numbers 1,000-2,000,000

Chapter 5—Foods and Beverages, Eating at a Café, Shopping for Food

Chapter 6—Family, Rooms of the House, Age

Chapter 7—Sports, Physical Activities

Chapter 8—Doctor Visit, Minor illnesses, Body parts

Chapter 9—Summer and Winter Sports and Leisure Activities, Weather

Chapter 10—Attending Cultural Events

Chapter 11—Airport, Air Travel

Chapter 12—Daily Routines, Camping

Chapter 13—Train Travel

Chapter 14—Foods and Eating Utensils, Restaurant

Prerequisite Courses: None

Grade Level: 9-12

Course Length: 1 year

Credit: 1

State Goals and Objectives:

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

Illinois Learning Standard

Student Learning Objective

28A Understand oral communication in the target language.

28.A.1a Recognize basic language patterns.

28.A.1b Respond to simple commands in the target language.

28B Interact in the target language in various settings.

28.B.1a Respond to and ask simple question in the target language.

28.B.1b Imitate sounds unique to the target language.

28C Understand written passages in the target language.

28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words from context.

28.C.1b Infer meaning of cognates from context.

28D Use the target language to present information, concepts, and ideas for a variety of different audiences.

28.D.1a Copy/write words, phrases and simple sentences.

28.D.1b Describe people, activities, and objects from school and home.

State Goal 29: Use the target language to develop and understanding of customs, arts, literature, history, and geography associated with the target language.

Illinois Learning Standard

Student Learning Objective

29A Understand manners and customs of various target language societies.

29.A.1 Use common forms of courtesy, greetings, and leave-takings appropriate to time of day and relationship.

29B Understand music, dance, folk art, drama, and architecture related to the target language.

29.B.1a Identify one or more art forms representative of areas where the target language.

29.B.1b Demonstrate one or more art forms representative of where the target language is spoken.

29C Understand the literature and various media of target language societies.

29.C.1a Identify main characters, settings, and events from selected samples of children's literature using audio and visual cues.

29D Understand the history of areas where the target language is spoken.

29.D.1 Recognize important people and events in the history of areas where the target language is spoken.

29E Understand geography of various target language societies.

29.E.1 Identify and use simple geography vocabulary.

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

Illinois Learning Standard

30A Use the target language to reinforce and further knowledge of other disciplines.

30B Use the target language to demonstrate knowledge and understanding of a variety of career options.

Student Learning Objective

30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with the United States currency.

30.A.1b Use the target language to solve simple math exercises.

30.A.1c Use the target language vocabulary to identify simple science terms referring to nature and weather.

30.A.1d Use the target language while participating in physical activities (e.g. games, dances)

30.B.1a Use the target language to identify common professions and occupations.

30. B.1b Use the target language to identify a variety of professions in which the target language may be used.

Course Title: Spanish 2

Text: *Buen Viaje 2*

Course Description: This course builds upon knowledge gained in Spanish 1. Students will expand their vocabulary, be introduced to more advanced verb tenses and grammatical concepts. Coursework will focus on the following topics:

Chapter 1—Train Travel

Chapter 2—Food, Setting the Table, Eating at a Restaurant

Chapter 3—Computer, Fax, and Telephone Terminology

Chapter 4—Clothing, Shopping, Specialty Shops, More Food

Chapter 5—Hobbies and Pastimes

Chapter 6—At a Hotel

Chapter 7—At the Airport, Geographical Terminology

Chapter 8—Parts of the Body, Emergency Medical Care, Minor Ailments

Chapter 9—Life in the City, Life in the Country

Chapter 10—Kitchen Appliances and Utensils, Food and Food Preparation

Chapter 11—Automobile and Service Station Terminology, Driving and Giving Directions

Chapter 12—At the Beauty Shop, Barber Shop, Dry Cleaners, Post Office, and Bank

Chapter 13—Birthdays, Weddings, and Holidays

Chapter 14—Professions and Occupations, Job Interviews

*Chapters 8-14 will more than likely be studied in Spanish 4

Prerequisite Courses: Spanish 1

Grade Level: 10-12

Course Length: 1 year

Credit: 1

State Goals and Objectives:

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

Illinois Learning Standard

28A Understand oral communication in the target language.

28B Interact in the target language in various settings.

Student Learning Objective

28.A.2a Comprehend audio-visual programs.

28.B.2b Follow instructions for a wide range of activities.

28.B.2a Pose questions spontaneously.

28.B.2b Produce proper pronunciation.

28C Understand written passages in the target language.

28D Use the target language to present

28.B.2c Comprehend gestures.

28.C.2a Comprehend written directions and simple passages.

28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.

28.D.2a Write on familiar topics using appropriate grammar, punctuation, and capitalization.

28.D.2b Present simple written and oral reports on familiar topics.

State Goal 29: Use the target language to develop and understanding of customs, arts, literature, history, and geography associated with the target language.

Illinois Learning Standard

29A Understand manners and customs of target language societies.

29B Understand music, dance, folk art, visual art, drama, and architecture related to the target language societies.

29C Understand literature and various media of target language societies.

29D Understand the history of areas where the target language is spoken.

29E Understand geography of various target language societies.

Student Learning Objective

29.A.2 Demonstrate through role playing, games, songs, etc.

29B.2a Identify and describe art works and their creators.

29.C.2a Read and summarize selected literature.

29.C.2b Identify literary works and their authors.

29.C.2c Summarize media presentations.

29.D.2 Use simple history vocabulary to summarize historical concepts.

29.E.2 Describe and discuss the countries of the target language.

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

Illinois Learning Standard

30A Use the target language to reinforce and further knowledge of other disciplines.

30B Use the target language to demonstrate knowledge and understanding of a variety of career options.

Student Learning Objective

30.A.2a,b,c Identify products, use measurements, describe basic earth science and life forms.

30.A.2d Participate in or describe dances and sports.

30.B.2a,b Describe characteristics of occupations and work places.

Course Title: Spanish 3

Text: *Buen Viaje 2*

Course Description: This course builds upon knowledge gained in the first two levels. Students will focus on more advanced conversational, reading, writing, and listening skills. Coursework will focus on the following topics:

Chapter 8—Parts of the Body, Emergency Medical Care, Minor Ailments

Chapter 9—Life in the City, Life in the Country

Chapter 10—Kitchen Appliances and Utensils, Food and Food Preparation

Chapter 11—Automobile and Service Station Terminology, Driving and Giving Directions

Chapter 12—At the Beauty Shop, Barber Shop, Dry Cleaners, Post Office, and Bank

Chapter 13—Birthdays, Weddings, and Holidays

Chapter 14—Professions and Occupations, Job Interviews

Literatura 1—“Platero y yo” by Juan Ramón Jiménez

Literatura 2—“La muralla” by Nicolás Guillén

Literatura 3—“El cohítre” by Ester M. Feliciano Mendoza

Literatura 4—“Tierra” by Gregorio López y Fuentes

Prerequisite Courses: Spanish 2

Grade Level: 11-12

Course Length: 1 year

Credit: 1

State Goals and Objectives:

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

Illinois Learning Standard

Student Learning Objective

28A Understand oral communications in the target language.

28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources.

28.A.3b Follow instructions in the target language for assignments and activities in and out of the classroom.

28B Interact in the target language in various settings.

28.B.3a Respond to open-ended questions and initiate communication in various situations.

28.B.3b Produce language with improved pronunciation, intonation, and inflection.

28C Understand written passages in the target language.

28D Use the target language to present information, concepts, and ideas for a variety of purposes to different audiences.

28.B.3c Use appropriate non-verbal cues in areas where target language is spoken.

28.C.3a Comprehend the main message of a variety of written materials with the help of resources.

28.C.3b Compare word use, phrasing, and sentence structure of the target language with those used in one or more languages.

28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence, and conclusion.

28.D.3b Present findings from research on unfamiliar topics.

28.D.3c Present a simple, original poem, or story based on a model.

State Goal 29: Use the target language to develop and understanding of customs, arts, literature, history, and geography associated with the target language.

Illinois Learning Standard

29A Understand manners and customs of various target language societies.

29B Understand music, dance, folk art

29C Understand literature and various media of target language societies.

Student Learning Objective

29.A.3 Demonstrate selected customs, manners, and traditions..

29.B.3a Identify and explain ideas and themes expressed in selected works of art.

29.B.3b Understand and use the essential target language vocabulary referring to tools, processes, and products in one or more of the art forms.

29.C.3a Read, discuss, and write about themes and settings of selected materials with the assistance of glossaries, guided questions, or outlines.

29.C.3b Read, discuss, and write about plot and form of selected literary works.

29.C.3c Create simple print and/or non-print media messages in the target language.

29D Understand the history of areas where the target language is spoken.

29.D.3 Identify key historical figures and events and be able to explain their influence.

29E Understand the geography of various target language societies.

29.E.3 Describe geographical aspects of areas where target language is spoken.

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

Illinois Learning Standard

Student Learning Objective

30A Use the target language to reinforce and further knowledge of other disciplines.

30.A.3a Identify differing systems of trade and exchange in target language countries compared to the United States.

30.A.3b Use the target language to gather and organize data to solve math problems.

30.A.3c Use the target language to describe the physical and geological features, vegetation, and animal life indigenous to areas where the target language is spoken.

30.A.3d Use the target language to identify diet, nutrition, and physical fitness issues in areas where the target language is spoken.

30B Use the target language to demonstrate knowledge and understanding of a variety of career options.

30.B.3a Use the target language to identify and describe occupations unique to areas Where the target language is spoken.

30.B.3b Use the target language to explain in detail the preparation for activities of specific careers in which the target language can be used.

Course Title: Spanish 4

Text: *Buen Viaje 3*

Supplementals: *Don Quijote de la Mancha, Galeria de Arte y Vida*

Course Description: Spanish 4 students will focus on higher-level thinking and problem solving skills that will enhance real life communication in Spanish. Coursework will focus on the following topics:

Chapter 1—Vacations, Travel, Weather, “¡Al partir!” by Gertrudis Gómez de Avellaneda, “El viaje definitivo” by Juan Ramón Jimenez, “Temprano y con Sol” by Emilia Pardo Bazán

Chapter 2—Daily Routines, Accepting and Extending Invitations, “Sueños” by Nicanor Parra, “Como agua para chocolate” by Laura Esquivel

Chapter 3—Pastimes, Hobbies, “Mi adorado Juan” by Miguel Mihura

Chapter 4—Family Events, Cermonies, “El niño al que se le murió” by Ana María Matute, “Cosas del tiempo” by Ramón de Campoamor, “En paz” by Amado Nervo

Chapter 5—Historic Events, “Abenámar” “En Durango comenzó”

Chapter 6—Values, *Zalacaín el aventurero* by Pío Baroja, “Mi padre” by Manuel del Toro

Chapter 7—Diet, Nutrition, Exercise, “Un día de éstos” by Gabriel García Márquez, “La tía Julia y el escribidor” by Mario Vargas Llosa

Chapter 8—Racial and Ethnic Backgrounds of Spain and Latin America

Prerequisite Courses: Spanish 3

Grade Level: 12

Course Length: 1 year

Credit: 1

State Goals and Objectives:

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

Illinois Learning Standard

Student Learning Objective

28A Understand oral communication in the target language.

28.A.4 Comprehend details of oral and audio presentations unsupported by visual aides.

28B Interact in the target language in

28.B.4a Engage in extended conversation in a variety of situations.

28.B.4b Express differences of meaning using proper pronunciation, intonation, and inflection.

28C Understand written passages in the target language.

28.B.4c Recognize and use nonverbal cues in various formal and informal settings.

28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.

28.C.4b Demonstrate understanding of written materials by organizing information and concepts.

28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.

28D Use the target language to present information, concepts, and ideas for a variety of purposes to different audiences.

28.D.4a Write complete expository pieces that include description, definition, and analysis for a variety of situations.

28.D.4b Make a persuasive presentation with documentation from target language resources.

28.D.4c Present a short original piece on a given theme with some guidelines.

State Goal 29: Use the target language to develop and understanding of customs, arts, literature, history, and geography associated with the target language.

Illinois Learning Standard

Student Learning Objective

29A Understand manners and customs of various target language societies.

29.A.4 Demonstrate target language expressions and levels of formality appropriate for social situations.

29B Understand music, dance, folk art, visual art, drama, and architecture related to the target language.

29.B.4a Compare themes that are inherent to areas where the target language is spoken in different art forms.

29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.

29C Understand literature and various media of target language societies.

29.C.4a Compare and contrast the characters, setting, themes, and plot of two or more literary works.

29.C.4b Describe characteristics, origins, and authors of various literary forms using target language vocabulary.

29.C.4c Comprehend main ideas from target language media in relation to everyday life.

29D Understand history of areas where the target language is spoken.

29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.

29E Understand geography of various target language societies.

29.E.4 Compare a target country with the United States using geographic representations to illustrate and explain their economic nature.

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

Illinois Learning Standard

Student Learning Objective

30A Use the target language to reinforce further knowledge of other disciplines.

30.A.4a Identify major sources of and employment and income in target language countries compared to the United States.

30.A.4b Use the target language to analyze and solve math problems based on timetables, charts, and graphs.

30.A.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.

30.A.4d Use the target language to describe and compare daily diet, nutrition, and physical fitness regimens.

30B Use the target language to demonstrate

30.B.4a Use the target language to compare

knowledge and understanding of a variety of career options.

various occupations in terms of their roles, status, and qualifications in areas where the target language is spoken and in the United States.

30.B.4b Use the target to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.