

**CURRICULUM FRAMEWORK**

**CONTENT AREA: FOREIGN LANGUAGE**

**GRADE LEVEL/COURSE: SPANISH II**

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p><b>STANDARDS/BENCHMARKS</b></p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <p>1. Students communicate in a foreign language while demonstrating literacy in all four essential skills:</p> <p>1.1 Listening 1.2 Speaking 1.3 Reading 1.4 Writing</p> <p>2. Students acquire and use knowledge of other cultures while developing foreign language skills.</p>	<p>1.1 Listening: a. identify main idea from simple instruction</p> <p>1.2 Speaking: a. Apply pronunciation and intonation patterns b. Apply learned vocabularies c. Express simple opinions d. Hold brief conversations on familiar topics e. Ask and answer complex questions.</p> <p>1.3 Reading: a. Comprehend main ideas b. Analyze cultural elements</p> <p>1.4 Writing: a. Write descriptions, narratives and expressions b. Obtain and report factual information c. Develop and organize ideas d. Expand use of vocabulary and complex grammatical structures</p> <p>2. Culture a. Discuss social patterns of the culture b. Demonstrate culturally appropriate languages and gestures</p>			<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>

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<p><b>PERFORMANCE ASSESSMENT</b>  <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i>                  Criteria for assessment</p> <ul style="list-style-type: none"> <li>-Impact of performance</li> <li>-Work quality and craftsmanship</li> <li>-Adequacy of methods and behaviors</li> <li>-Validity of content</li> <li>-Degree of expertise</li> </ul> <p><b>VALIDATION</b>                  Isolated skill performances, tests, quizzes etc.</p>	<p>1.1, 1.2, 1.3, 1.4                  Listening/speaking,                  Reading/writing                  Students will write a short story and read it to class who will listen and write a summary.</p>			→
<p><b>TOPICAL or CURRICULUM ALIGNMENT</b></p> <p>Ex: Genres and materials  <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<ol style="list-style-type: none"> <li>1. Culture days</li> <li>2. Family settings</li> <li>3. Foods</li> <li>4. Entertainment</li> </ol>			→
<p><b>COMPETENCIES</b>  <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> <li>1. Cultural understandings</li> <li>2. Communication</li> <li>3. Comprehension/analysis</li> <li>4. Technology</li> </ol>			→
<p><b>INSTRUCTIONAL STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Reading articles by Spanish authors</li> <li>2. Listening to music</li> <li>3. Reading articles of renowned Hispanic artists/historians</li> <li>4. Watching documentaries</li> </ol>			→

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