6\textsuperscript{TH} GRADE EXPLORATORY SPANISH

AND

MIDDLE SCHOOL SPANISH IA AND IB
INTRODUCTION TO SPANISH (6th Grade Exploratory – 9 weeks)

This exploratory Spanish class will focus on culture and beginning level Spanish expressions, writing through listening, speaking, reading and writing. Concepts such as the alphabet, calendar, cognates, classroom objects and school subjects, commands, numbers, colors, greetings, and a basic understanding of Spanish-speaking cultures will be taught. This course is highly recommended for students to prepare for Spanish 1A in 7th and 1B 8th grades!

SPANISH IA – 7th Grade

This elective course, the first in a two-part sequence, provides students with the necessary foundation for the continued study of Spanish through Level I. It presents basic structure and grammar of the Spanish language and encourages conversation with the introduction of basic vocabulary. Cultural activities introduce the student to the customs and geography of the Spanish speaking countries. This class is a prerequisite for Spanish 1B. A grade of C or higher, or written recommendation by the Spanish teacher is a prerequisite for Spanish IB.

SPANISH IB – 8th Grade

This elective course continues to present basic structure and grammar of the Spanish language and encourages conversation with the introduction of basic vocabulary. Cultural activities will expand student awareness of the customs and geography of Spanish-speaking countries. This course completes the two-part sequence of Level I at the Middle School and prepares the student for success in Level II at the High School.
Teaching Spanish in the Middle School
Sharon Larracoechea

Summarized by Robert Headrick, Jr., Ph.D.
Coordinator, Foreign Languages
Rockwood School District

Successful middle school foreign language teachers use a variety of resources and techniques that enable them to plan instruction that guarantees that their students become confident and successful learners.

Larracoechea organizes her suggestions around the needs of middle school students and tips for middle school teachers to use in the classroom. According to Larracoechea:

- Middle school students need to experience small successes each day.
- Middle school students require multiple opportunities for learning so that can see their own progress.
- Middle school students are quite social, thrive on interaction with peers and as such are eager to participate in pair and group work and cooperative learning.
- Middle school students are encouraged by activities that are age- and developmentally-appropriate and involve real-life situations.
- Middle school students need to see that language has a purpose.

Larracoechea is quick to add that middle school students especially enjoy a good story in the language. This speaks to the value of TPR Storytelling as an effective strategy to use with middle school students.

Finally, a successful middle school foreign language teacher, according to Larracoechea, uses one or more of the following teaching tips in order to create an environment in the classroom that fosters student success with Spanish.

- The teacher infuses culture into the vocabulary and grammar activities so that students learn that culture is an integral part of the language, and not just an add-on.
- The teacher uses parents, families and members of the community to enrich the curriculum and greatly facilitate learning. Family involvement activities are an excellent way to make this all important connection with families.
- The teacher includes cooperative learning, as well as other types of pair and group work, enabling students to communicate with their peers in Spanish.
- The teacher constantly monitors students’ progress and adjusts lessons/instruction accordingly.
- The teacher uses authentic assessment in addition to frequent short evaluation of concepts and vocabulary.
The teacher plans activities that do not last longer than 10 minutes ("the 10 minute rule"), includes lots of movement, and focuses "on what students can do rather than on what they should ‘know.’"
A middle school foreign language curriculum should be lively and contain activities that engage students in doing, making, creating, building and dramatizing in the target language. Adair-Hauck suggests that a successful foreign language program in the middle school should “relate curricular objectives with the needs of the middle school learner” (p. 15). This reinforces what Larracochea in “Teaching Spanish in Middle School” suggested. Further, this close relationship between curriculum and the needs of learners enables teachers to use a variety of instructional strategies and materials, focused on “success building” in the target language.

According to Adair-Hauck, when the focus is based on congruence between curricular objectives and learner needs, there are implications that must be kept in mind at all times.

1. The classroom should be student-centered. There should be opportunities for students to take risks, negotiate meaning, try new learning strategies, express their ideas, interact with peers, and feel a sense of accomplishment and success.

2. The curriculum should be functionally, rather than grammatically, based so that students are engaged in real-world tasks that are both meaningful and interesting to them.

3. A functional curriculum lends itself to a spiral approach to instruction in which previously taught material is recycled and new material is integrated into a familiar framework. Recycled materials are presented in new contexts and by providing practice in a variety of modalities of learning, such as visual, aural, and kinesthetic.

4. To appeal to students’ curiosity and fascination with adventure, this might be the time to use myths, science fiction, folktales, and adventure stories as a context around which to build language concepts. Further, this stage in students’ development is also an opportune time to connect their learning of Spanish with other disciplines - geography, history, social studies, art and music. Indeed, the national foreign language standards support the use of other school subjects to teach concepts in the language, and to demonstrate to students the value in knowing another language.

1. Culture should be taught with a focus on the practices and perspectives associated with a product, as suggested by the national foreign language standards, so that students understand why people from a Spanish-speaking country do what they do.
2. Each lesson should feature a balance between skill getting, skill using, and strategy based activities. This balance in activities creates a classroom that is devoid of routine, encourages students to take risks with the target language, and enables each student to understand what his/her strengths are as a language learner.
EXPLORATORY SPANISH
**Course Name:**

EXPLORATORY SPANISH

**Foreign Language Goals:**
- To communicate (speak, listen, read, and write in Spanish)
- To acquire knowledge and understanding of the language and culture of Spanish-speaking countries.
- To connect with other disciplines and bodies of knowledge available only to Spanish speakers.
- To develop insight into the nature of language and culture, creating an awareness of his/her own culture and language.
- To participate in multilingual communities at home and around the world.
- To become a life-long learner by using Spanish for personal enjoyment and enrichment.
- To become an active participant in a global society.

**Class Strategies:**
1. Warm-up activities
2. Homework activities
3. Large group activities
4. Small group activities
5. Individual activities
6. Multimedia lessons
7. Mini-lectures in Spanish
8. Projects or demonstrations
9. Role-play/simulations
10. Summative/Formative Assessments

**Application Level Assessments:**

Can students:
1. give and follow simple directions in Spanish in order to participate in classroom activities.
2. research a Spanish-speaking country and create a poster, a brochure, or a bookmark using the information they gather about the country.
3. demonstrate an understanding of vocabulary and concepts learned in other subject areas in the target language, including weather, math facts, and/or geographical concepts.
4. cite and use examples of words that are borrowed from Spanish and used in English.
5. learn and teach a dance or song from a Spanish-speaking country to peers.

**Core Conceptual Objectives:**
Can students:
I. engage in oral and written exchanges that include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in Spanish.
II. understand and interpret written and spoken communications on a variety of topics in Spanish.
III. present information and ideas to an audience of listeners or readers on a variety of topics in Spanish.
IV. demonstrate an understanding of the relationships that exist among the products, practices, and perspective of culture in a Spanish-speaking country.
V. use authentic materials in Spanish to learn about content in other subject areas.
VI. develop insights about their language and culture through the study of the Hispanic language and culture.
VII. use Spanish both within and beyond the school setting.

**Key Concepts:**

**Vocabulary (for recognition; not production):**
- Greeting practices in the Spanish-speaking world
  - Greeting people
  - Finding out the price
  - Identifying the classroom objects
  - Telling the days of the week
  - The numbers 1 and 7
  - Counting from 31 to 60
  - Identifying the classroom objects
  - Counting from 1 to 30
  - Telling what time something takes place
  - Telling what time it is
  - Counting from 1 to 30

- Identifying clothing
  - Asking what others need
  - Identifying clothing
  - Buying clothing
  - Asking what others need

- Talking about what others do
  - Identifying colors
  - Telling what clothing you are looking for

- Telling who you are
  - Finding out who someone is
  - Telling where you are from
  - Asking what someone else studies

- Identifying family members
  - Identifying family members
  - Identifying someone’s family

- Telling and find out age
  - Describing your house
  - Describing the weather

- Telling the days of the week
  - Months and seasons

- Counting from 31 to 60
  - Counting from 1 to 30

- Telling the time
  - Telling what time something takes place

**Culture:**
- Spain
- Mexico
- Names in Spanish
- El Salvador
- Guatemala
- Monetary systems
- Days of the week in the Spanish-speaking world
- Honduras
- Nicaragua
- Holidays in the Spanish-speaking world
- Costa Rica
- Panama
- Cuba
- Dominican Republic
- Puerto Rico
- Venezuela
- Pablo Picasso
- Colombia
- Names in Spanish
- Ecuador
- Nationalities
- Peru
- Education in Spain and Latin America
- Students in the U.S. and in Mexico
- Chile
- The family in Hispanic culture
- Argentina
- Homes in the Spanish-speaking world
- Bolivia
- Paraguay
- Uruguay
EXPLORATORY SPANISH CCO I:

Students will understand and interpret spoken and written Spanish on familiar topics. (SFL 1.2, SM 2,1, 2,3; CA 6)

A. Facilitating Activities:

Knowledge/Comprehension

1. Students will respond to questions asked by the teacher.
2. Students will recite simple vocabulary after the teacher.

Application/Analysis

1. Students will classify/categorize vocabulary by topic.
2. Students will compare vocabulary related to familiar topics in Spanish and English.

Synthesis/Evaluation

1. Students will select the appropriate answer to questions asked by the teacher.
B. Application Level Assessment

Students will demonstrate an understanding of vocabulary and simple questions on a familiar topic.

Student Task: Students will:

1. select an appropriate response to a question presented in oral or written fashion.

Teacher Notes:

Because the emphasis in exploratory is on receptive language, teachers might consider as an assessment for this CCO to require students to select an appropriate response to a question asked by the teacher, or provided in written form: for example, the teacher might ask, “¿Cómo estás?” and students would select a response from a list of responses:

a. Buenos días
b. Hola
c. Gracias
d. Muy bien, gracias

When designing tasks to measure this ALA, keep in mind that the CCO combines the interpersonal and interpretive modes of communication of the national standards.
# Exploratory Spanish
## CCO I Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRONUNCIATION/FLUENCY</strong></td>
<td>Speaks clearly and loudly. Vocabulary is phonetically correct.</td>
<td>Errors in pronunciation of some words. Does not speak loudly enough for entire class to hear.</td>
<td>Many errors that interfere with communication. Does not speak loudly enough for entire class to hear.</td>
<td>Incomprehensible most or all of the time. Does not speak loud enough for entire class to hear.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Chooses appropriate vocabulary. Attempts to elaborate or speak somewhat creatively.</td>
<td>Vocabulary is adequate.</td>
<td>Inadequate vocabulary or incorrect choice of words.</td>
<td>Inappropriate choice of vocabulary. Incomprehensible.</td>
</tr>
</tbody>
</table>
EXPLORATORY SPANISH CCO II:

Students will demonstrate an understanding of the cultural traditions and geography of the Spanish-speaking countries. (SFL 2.1, 2.2; SM 1.6, 1.9; CA7; FA 1, FA 3; SS 5)

A. Facilitating Activities:

Knowledge/Comprehension

1. Students will list the countries and capitals of Spanish-speaking countries.
2. Students will label a map with Spanish-speaking capitals.
   1. Students will organize simple facts about Spanish speaking countries, and the culture associated with each.

Application/Analysis

1. Students will discover through various sources (Internet, library, etc.) information about Spanish-speaking countries and Spanish-speaking culture.

Synthesis/Evaluation

1. Students will develop a study organizer about a Spanish-speaking country of their choice.
B. **Application Level Assessment**

<table>
<thead>
<tr>
<th>Students will use a study organizer to collect information about a Spanish-speaking country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Task: Students will:</td>
</tr>
<tr>
<td>1. research and gather pertinent cultural and geographical information about Spanish-speaking countries.</td>
</tr>
<tr>
<td>2. create a study organizer detailing what they have learned.</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

Teacher might consider using the Plegable folding activity on page 7 in the textbook. Students might download additional photos for their study packet from websites, including Spanish@glencoe.com.
## Exploratory Spanish

### CCO II Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT/ACCURACY</strong></td>
<td>Includes map of country and 3 bordering countries or bodies of water. Includes capital and 3 or more cities.</td>
<td>Includes map of country and 2 bordering countries or bodies of water. Includes capital and 2 other countries.</td>
<td>Includes map of country. Includes name of capital.</td>
<td>No map of country or map is inaccurate. Does not state capital or is spelled incorrectly.</td>
</tr>
<tr>
<td><strong>FLAG</strong></td>
<td>Includes flag of country and 3 or more bordering nearby countries’ flags.</td>
<td>Includes flag of country and 2 or more bordering nearby countries’ flags.</td>
<td>Includes flag of country.</td>
<td>No flag or is inaccurate.</td>
</tr>
<tr>
<td><strong>CURRENCY</strong></td>
<td>Includes name, picture and current exchange rate ($/per US dollars).</td>
<td>Includes name of currency and either a picture of it or the exchange rate ($/per US dollars).</td>
<td>Includes name of currency.</td>
<td>No currency stated or is inaccurate.</td>
</tr>
<tr>
<td><strong>NEATNESS AND CREATIVITY</strong></td>
<td>Poster, brochure, bookmark has exceptionally attractive formatting and well-organized information (typed).</td>
<td>Poster, brochure, bookmark has attractive formatting and well-organized information (typed).</td>
<td>Poster, brochure, bookmark has well-organized information (neatly handwritten).</td>
<td>Poster, brochure, bookmark formatting and organization of material are confusing to the reader (difficult to read).</td>
</tr>
</tbody>
</table>
EXPLORATORY SPANISH CCO III:

Students will be able to reinforce and further their understanding of other school subjects (disciplines) through Spanish. (SFL 3.1; SM 1.2, 1.5, 1.10; CA 7; FA 5; MA 1; SS7)

A. Facilitating Activities:

Knowledge/Comprehension

1. Students will identify Spanish vocabulary used in other school subjects.
2. Students will match vocabulary in Spanish to school subjects.

Application/Analysis

1. Students will classify/categorize vocabulary by school subjects.
2. Students will compare vocabulary related to a school subject in Spanish and English.

Synthesis/Evaluation

1. Students will create a study organizer using vocabulary in Spanish to describe a school subject.
**B. Application Level Assessment**

<table>
<thead>
<tr>
<th>Students will recognize conceptual connections between Spanish and other basic concepts they are learning in other school subjects.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Task:</strong> Students will:</td>
</tr>
<tr>
<td>1. (a) arrange Spanish words by placing each in the proper category; or</td>
</tr>
<tr>
<td>(b) complete money and temperature conversions; or</td>
</tr>
<tr>
<td>(c) create a map of a Spanish-speaking country and identify the capitals, some important cities, and other facts about the country.</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

For this assessment, the teacher might create a list of vocabulary in Spanish used in other school subjects, for example, geography terms (directions, physical map characteristics), science terms (biologia, etc.), and ask students to categorize them by school subject. Math problems or map study activities might also be considered. Money and temperature conversion problems work well also.

What is important here is that students make the connection between what they are learning in Spanish and how they use that same information in other subjects they are studying in school.
### Exploratory Spanish

#### CCO III Scoring Guide

<table>
<thead>
<tr>
<th>IDENTIFICATION</th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Able to identify vocabulary by school subject correctly.</td>
<td>Able to identify all but one school subject correctly.</td>
<td>Able to identify most school subjects correctly.</td>
<td>Only able to identify one school subject and a few of the words.</td>
</tr>
<tr>
<td></td>
<td>90% of words</td>
<td>80% of words</td>
<td>70% of words</td>
<td>60% or below</td>
</tr>
</tbody>
</table>
EXPLORATORY SPANISH CCO IV:

Students will demonstrate an understanding of the nature of language through a comparison of Spanish and English. (SFL 4.1; SM 1.10, 2.3, 3.2; CA 1, CA 7)

A. Facilitating Activities:

Knowledge/Comprehension

1. Students will identify cognates in Spanish.
2. Students will list examples of Spanish words (cognates) used in English.
3. Students will match Spanish sentences to an English equivalent.

Application/Analysis

1. Students will pick cognates out in a Spanish reading.

Synthesis/Evaluation

1. Students will predict the meaning of Spanish cognates provided by the teacher.
B. **Application Level Assessment**

<table>
<thead>
<tr>
<th>Students will cite and use examples of words that are borrowed from Spanish and used in English.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Task:</strong> Students will:</td>
</tr>
<tr>
<td>1. identify cognates from a provided source.</td>
</tr>
<tr>
<td>2. list all cognates found in the reading.</td>
</tr>
<tr>
<td>3. give an English equivalent for each cognate identified.</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

Teacher may provide students with a passage in Spanish that has many examples of cognates and borrowed words (i.e., authentic menu, advertisement, etc.)
### Exploratory Spanish

#### CCO IV Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEFINITION OF COGNATES</strong></td>
<td>Definition is accurate.</td>
<td>Definition is not accurate.</td>
</tr>
<tr>
<td><strong>IDENTIFICATION OF COGNATES</strong></td>
<td>Able to identify all cognates.</td>
<td>Not able to identify a minimum of two cognates in selection.</td>
</tr>
</tbody>
</table>
EXPLORATORY SPANISH CCO V:

Students will show evidence of using Spanish for personal enjoyment and enrichment. (SFL 5.1; SM 1.10, 4.8; FA 1, FA 5)

A. Facilitating Activities:

Knowledge/Comprehension

1. Students will identify Hispanic songs.
2. Students will identify a characteristic of the song (i.e., origin, artist, instruments, etc.)

Application/Analysis

1. Students will present a chosen song to classmates.
2. Students will identify famous art from a Spanish-speaking country.

Synthesis/Evaluation

1. Students will present their rendition of a song or piece of art from a Spanish-speaking country.
B. **Application Level Assessment**

<table>
<thead>
<tr>
<th>Students will learn a song or dance activity in which Hispanic teens participate from a Spanish speaking country.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Task:</strong> Students will:</td>
</tr>
<tr>
<td>1. learn a song or dance.</td>
</tr>
<tr>
<td>3. perform it for their classmates.</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

Presentations may be videotaped or live. Presentations may be done individually, in pairs or groups, to family members of other classes. Teachers might consider using the *Canta con Justo* and Justo Lamas, ¡En Vivo! Video in class to provide students with an example of authentic music. Music by Las Ketchup ([www.lasketchup.org](http://www.lasketchup.org)) would be another possibility, as would folk songs.
## Exploratory Spanish

### CCO V Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPAREDNESS</strong></td>
<td>Completely prepared and has obviously rehearsed.</td>
<td>Seems prepared but might have needed a couple more rehearsals.</td>
<td>Somewhat prepared but it is clear that rehearsal was lacking.</td>
<td>Does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>ENTHUSIASM</strong></td>
<td>Appropriate facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Appropriate facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Appropriate facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td>Able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Able to accurately answer most questions posed by classmates about the topic.</td>
<td>Able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a partial understanding of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
</tbody>
</table>

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SPANISH IA
**Course Name:**

**SPANISH IA**

**Core Conceptual Objectives:**
Can students:
I. engage in oral and written exchanges that include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in Spanish.
II. understand and interpret written and spoken communications on a variety of topics in Spanish.
III. present information and ideas to an audience of listeners or readers on a variety of topics in Spanish.
IV. demonstrate an understanding of the relationships that exist among the products, practices, and perspective of culture in a Spanish-speaking country.
V. use authentic materials in Spanish to learn about content in other subject areas.
VI. develop insights about their language and culture through the study of the Hispanic language and culture.
VII. use Spanish both within and beyond the school setting.

**Foreign Language Goals:**
- To communicate (speak, listen, read, and write in Spanish)
- To acquire knowledge and understanding of the language and culture of Spanish-speaking countries.
- To connect with other disciplines and bodies of knowledge available only to Spanish speakers.
- To develop insight into the nature of language and culture, creating an awareness of his/her own culture and language.
- To participate in multilingual communities at home and around the world.
- To become a life-long learner by using Spanish for personal enjoyment and enrichment.
- To become an active participant in a global society.

**Class Strategies:**
1. Warm-up activities
2. Homework activities
3. Large group activities
4. Small group activities
5. Individual activities
6. Multimedia lessons
7. Mini-lectures in Spanish
8. Projects or demonstrations
9. Role-play/simulations
10. Summative/Formative Assessments

**Classroom Topics:**
- Cultural topics:
  - Mis amigo y yo
  - América Central
  - Bartolomé Murillo
  - La Tomatina
- La comida
  - La obra de arte
  - La Copa Mundial
  - El parasol
- Los pasatiempos
  - Niños comiendo fruta
  - La plaza (Plaza Morazán en España)
  - La música puertorriqueña

**Vocabulary:**
- Greetings, weather, seasons
- What you like, don’t like to do
- Classroom objects
- Words to describe someone’s personality
- Food, beverages
- Leisure activities
- Expressions to discuss health matters
- Body parts

**Key Grammatical Concepts:**
- Infinitives
- Negatives
- Definite/Indefinite articles
- Singular/plural
- Word order
- Agreement of adjectives

**Verbs and Verb Usage:**
- Present tense –ar, -er, -ir
- Estar
- Ser
- Ir, ir + a + infinitive
- Jugar
- Tener
- Me gusta (n)
- Me encanta (n)
- Me gusta (n)

**Key Concepts:**

**Application Level Assessments:**
Can students:
1. ask and answer questions about familiar topics.
2. identify people, objects, events, or activities in their school, home, or town based on an oral or written description in Spanish.
3. tell or retell familiar stories in Spanish, orally or in written fashion.
4. recognize common themes, ideas, or perspectives associated with the Spanish-speaking culture such as friendship, school activities, food and leisure, and after school activities and relate these to their own lives.
5. demonstrate in Spanish an understanding of concepts learned in other subject areas, such as weather, mathematics, measurements, and geography.
6a. evaluate a list of words borrowed from Spanish and explain what a cognate is.
6b. contrast verbal and non-verbal behavior within particular activities in Spanish-speaking cultures and their own, such as table manners, behavior at a party (arrival time, how long to stay, hostess gifts), or distance between speakers (proxemetics).
7. create bookmarks or posters detailing the importance of knowing Spanish or a foreign language for a community- of school-wide display.
SPANISH IA CCO I:

Students will engage in oral and written exchanges that include providing and obtaining information, expressing feelings and preferences and exchanging ideas and opinions in Spanish. (SFL 1.1; SM 1.5, 2.1, 2.2, 2.3; CA 1, CA 4, CA 6)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will memorize vocabulary related to greetings, school, family and activities.
2. Students will select the appropriate vocabulary to use when engaged in exchanges about school, family or daily activities.
3. Students will match pictures to target language vocabulary.
4. Students will give and follow simple instructions and ask and answer questions in Spanish.

Application/Analysis

1. Students will classify vocabulary according to categories.
2. Students will model the appropriate use of vocabulary and structures required in order to provide and obtain information or to express preferences or dislikes.
3. Students will analyze and compare grammatical structures in Spanish and English.
4. Students will examine and compare the differences in cultural exchanges in Spanish and English. (RE)
5. Students will analyze cultural practices unique to the Spanish-speaking world. (RE)
6. Students will describe members of their family, school activities or favorite pastimes.

Synthesis/Evaluation

1. Students will produce the necessary language (vocabulary and grammar) in order to participate in a variety of situations in Spanish related to home, school, and daily activities.
2. Students will demonstrate knowledge of Spanish vocabulary by creating family trees or photo albums that include photos/pictures and brief descriptions.
B. **Application Level Assessment**

Students will exchange descriptions of people or activities with a peer and/or a group of peers.

**Student Task:** Students will:

1. look at a picture.
2. describe the person or activity.
3. answer questions about the person or activity.

**Teacher Notes:**

This ALA requires students to use a picture to describe people or activities. Possible sources for material might be the textbook or support materials like overhead transparencies, situational illustrations. Teachers might also use collected photos that support the themes/topics covered in class. There are two parts to this ALA: first, students need to describe the photo and, second, they must answer questions about the person/s or activity/ies depicted. Photos/illustrations could also be accessed using the World Wide Web or magazines.

Deborah Blaz, in *Bringing the Standards for Foreign Language Learning to Life* (2002), suggests the following as activities to use with interpersonal communication:

- bingo/vocabulary bingo
- board race
- conversation
- debate
- dialogue
- discussion
- dramatic reading
- explanation
- flyswatter
- inside-outside circle
- interview
- joke
- journal
- logical continuation of story
- mock interview
- music
- note-taking
- paraphrase/restate
- pair worksheets (each has only half the information)
- peer tutorial
- question-and-answer
- rebus stories
- riddle
- roleplay
- selective listening
- seminar
- simulation
- skit
- Socratic seminar
- TPR (Total Physical Response)
- TPRS (TPR Storytelling)
In order to complete the student task accompanying CCO I Communication, students will need to respond to a series of questions. Teachers will need to create three or four topics cards from which each student can select one. A sample card is given below for example purposes. Teachers may select the topics around which to create the situation cards. A brief introduction to the topic should be followed by a minimum of five questions about the topic. Ask the students to respond to each question.

**SAMPLE TOPIC CARD**

Tell me where and when you do the following activities:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>¿Cuándo vas al cine? ¿Con quién(es) vas al cine?</td>
</tr>
<tr>
<td>2.</td>
<td>¿Cuándo estudias el español?</td>
</tr>
<tr>
<td>3.</td>
<td>¿Cuándo practicas los deportes?</td>
</tr>
<tr>
<td>4.</td>
<td>¿Dónde estás los miércoles a la una de la tarde?</td>
</tr>
</tbody>
</table>
# Spanish IA

## CCO I Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANSWER QUESTIONS APPROPRIATELY</strong></td>
<td>Answers questions posed completely and accurately. Few grammatical errors. Uses complete sentences.</td>
<td>Answers questions accurately, although not always completely. Occasional errors, communicates well in complete sentences.</td>
<td>Answers questions incompletely and occasionally inaccurately. Frequent errors but still able to communicate. Answers in phrases, not sentences.</td>
<td>Does not understand the question. Unable to answer in a comprehensible manner.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Reflects the level of study, and is precise, varied and extensive.</td>
<td>Reflects the level of study, is accurate and varied.</td>
<td>Reflects the level of study, is generally accurate but is limited and/or repetitious.</td>
<td>Does not reflect the level of study, is inaccurate, incomprehensible, and/or irrelevant.</td>
</tr>
<tr>
<td><strong>PRONUNCIATIONS AND FLUENCY</strong></td>
<td>Predominantly accurate pronunciation and speech that flow smoothly.</td>
<td>Generally accurate pronunciation and speech that flows smoothly most of the time.</td>
<td>Limited control of pronunciation and/or speech that flows smoothly some of the time.</td>
<td>Lacks control of pronunciation and speech; does not flow smoothly.</td>
</tr>
</tbody>
</table>
SPANISH IA CCO II:

Students will understand and interpret written and spoken communication on a variety of topics in Spanish. (SFL 1.2; SM 1.5, 2.1, 2.3; CA 2, CA 3, CA 5, CA 6)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will listen to a conversation about school or family activities, shopping, favorite pastimes or sports, and summarize what they hear.
2. Students will read about school, family activities, shopping, a favorite pastime or sport, and summarize what they read.
3. Students will identify the main ideas and characters in a short selection in Spanish.
4. Students will match appropriate pictures to aural/written descriptions in Spanish.
5. Students will identify significant differences between foods, shopping and/or teenage activities in a Hispanic country and the United States.

Application/Analysis

1. Students will classify events, activities or persons according to a description they hear in Spanish.
2. Students will predict the outcome of a story after reading/listening to a segment of it.

Synthesis/Evaluation

1. Students will create a mind-map demonstrating comprehension of the main ideas from a reading selection in Spanish.
2. Students will arrange the events of a story in the proper order after listening to the story in Spanish.
3. Students will evaluate, justify and comment upon the differences between young people in a Hispanic country and the United States. (GE)
B. **Application Level Assessment**

Students will identify people, objects, events or activities in their school, home or town, based on an oral or written description in Spanish.

**Student Task.** Students will:

1. listen to or read a selection in Spanish.
2. identify the main point/topic of the selection, take notes, and then provide a brief summary of what they heard or read.

**Teacher Notes:**

Listening activities and/or the sound portion of a video might be used to support this ALA. Readings can be drawn from teen-related magazines or newspapers, the Internet, or realia the teacher has on hand.

Key to this assessment is that students are listening to or reading authentic materials. The standard (CCO) requires them to interpret the content, i.e., derive meaning from what they have heard or read.

This sort of authentic material might come from textbook specific CD-Rom programs, the Internet (on-line daily newspapers, magazines, etc.), or from broadcasts on radio or television.

Deborah Blaz, in *Bringing the Standards for Foreign Language Learning to Life* (2002), suggests the following as activities to use with interpersonal communication:

- advice column
- analysis
- book jacket or record cover
- book report
- booklet (family, self, etc.)
- brochure
- fairy tale
- graphic organizer
- job application
- journal entry
- letter
- newspaper
- note or memo
- pamphlet
- poem
- poster
- recipe
- short story
- simile or metaphor
- summary
- time line
### Spanish IA

#### CCO II Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPREHENSION</td>
<td>Student fully comprehended all parts of the selection.</td>
<td>Student comprehended most parts of the selection</td>
<td>Student only comprehended the main idea of the selection.</td>
<td>Student only comprehended the context of the selection.</td>
</tr>
<tr>
<td>SUPPORTING DETAILS</td>
<td>A variety of supporting details were identified.</td>
<td>Many supporting details were identified.</td>
<td>Some supporting details were identified.</td>
<td>Few supporting details were identified.</td>
</tr>
<tr>
<td>THEME</td>
<td>Student accurately identified the theme of the selection with support from the text.</td>
<td>Student accurately identified the theme of the selection.</td>
<td>Student identified a theme that was not directly related to the selection.</td>
<td>Student did not identify a theme.</td>
</tr>
</tbody>
</table>
SPANISH IA CCO III:

Students will present information and ideas to an audience of listeners or readers on a variety of topics in Spanish. (SFL 1.3; SM 2.1, 2.2, 2.3, 2.5)

A  Facilitating Activities

Knowledge/Comprehension

1. Students will retell in Spanish previously learned stories.
2. Students explain something they have heard in Spanish to another person.

Application/Analysis

1. Students will interview peers about a favorite pastime, activity, or sport and present what they learn to a group of peers.
2. Students will compare, contrast and present, in Spanish, information about a cultural difference between a Hispanic country and the United States. (RE)
3. Students will analyze, classify and present a summary of information on sports or teenage activities gathered from newspapers, magazines or the Internet. (R)

Synthesis/Evaluation

1. Students will compose short readings on topics of interest to teenagers.
2. Students will write new stories or tell new stories based on cartoon frames, dialogues, video episodes, or TPR stories used previously in class.
3. Students will present orally or in writing descriptions of familiar people, places, activities or sports.
4. Students will present a short monologue.
B. **Application Level Assessment**

**Students will tell or retell familiar stories in Spanish, orally or in writing.**

**Student Task:** Students will:

1. arrange a series of story frames in the order in which they plan to tell a story.
2. tell or write a story in Spanish based on the arrangement of the story frames.

**Teacher Notes:**

For this ALA, teachers might suggest that students use dialogue illustrations from the textbook, situational overhead transparencies, frames from a cartoon, or TPR storytelling unit.

Desktop publishing programs and presentational software (Hyperstudio, Kidpix) can assist students when presenting stories required in this ALA.

Deborah Blaz, in *Bringing the Standards for Foreign Language Learning to Life* (2002), suggests the following as activities to use with interpersonal communication:

- advertising campaign
- anecdote
- ballad
- campaign speech
- choral reading
- dance
- demonstration
- documentary
- dramatization
- joke
- lecture
- lesson
- monologue
- narration
- newscast
- oath
- oral report
- phone call
- rap
- re-creation of a scene from a book or movie
- skit
- skit
- song
- video
- weather report
## Spanish IA

### CCO III Scoring Guide

<table>
<thead>
<tr>
<th>GRAMMAR</th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY</td>
<td>Reflects the level of study, and is precise, varied, and extensive.</td>
<td>Reflects the level of study, is accurate and varied.</td>
<td>Somewhat reflects level of study; is accurate.</td>
<td>Does not reflect level of study.</td>
</tr>
<tr>
<td>CONTENT</td>
<td>Precise details and accurate organization supported a relevant point of view.</td>
<td>Details and organization supported a relevant point of view.</td>
<td>Lacked supporting details and/or organization detracted from overall effect.</td>
<td>Paragraph was not logically ordered and/or did not contain sufficient supporting details.</td>
</tr>
</tbody>
</table>
SPANISH IA CCO IV:

Students will demonstrate an understanding of the relationships that exist among the products, practices and perspectives of culture in a Spanish-speaking country. (SFL 2.1, 2.2; SM 1.6, 1.9; FAS 1; SS6, SS7)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will read about cultural practices in a Spanish-speaking country.
2. Students will identify characteristics associated with a cultural practice in a Spanish-speaking country, for example, la siesta or bargaining in the market (regatear).
3. Students will compare and contrast a cultural practice in a Spanish-speaking country to one in the United States, for example, the celebration of a birthday or a Saint’s Day. (GE, RE)
4. Students will share and discuss products, realia and artifacts from Spanish-speaking countries.
5. Students will visit websites for newspapers, museum, or magazines, and summarize their findings about cultural products, perspectives or practices in a Spanish-speaking country. (T, R)

Application/Analysis

1. Students will classify characteristics associated with cultural practices in a Spanish-speaking country.
2. Students will produce products reflecting the culture of a Spanish-speaking country.
3. Students will analyze and classify differences of a cultural practice in a Spanish-speaking country and the United States, for example, meal times or specialty shops/shopping practices.
4. Students will analyze elements of music, art and/or literature from a Spanish-speaking country, such as the murals of Orozo or Rivera, or Indian legends.

Synthesis/Evaluation

1. Students will evaluate pieces of art, music or literature from a Spanish-speaking country and express an opinion about it.
2. Students will select a cultural product from a Spanish-speaking country and develop a presentation (oral or written) relating the product to the practices and perspectives associated with it. (R)
B. **Application Level Assessment**

<table>
<thead>
<tr>
<th>Students will recognize common themes, ideas, or perspectives associated with the Spanish-speaking culture such as friendship, school activities, food and leisure, and after school activities and relate these to their own lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Task:</strong> Students will:</td>
</tr>
<tr>
<td>1. select a cultural event from a list provided by the teacher.</td>
</tr>
<tr>
<td>2. outline all the necessary steps to plan the event.</td>
</tr>
<tr>
<td>3. describe the event for classmates.</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

The teacher will determine what cultural events are included on the list from which students will select the topic. This list will vary depending on which cultural topics are presented and studied in class. The manner in which students present their plans is left up to the teacher. If the event selected lends itself to participation on the part of all students, this should be considered.

Technology sources to consider include video and CD-Rom programs, ancillary materials from textbooks, Spanish-language television programs, the Internet, cultural newsgroups via discussion in MOO (Multi-User Dimensions – www.mundohispano.com).
## Spanish IA

### CCO IV Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDENTIFYING PRACTICES</strong></td>
<td>Student was able to accurately identify many behaviors associated with a cultural practice.</td>
<td>Student was able to accurately identify several behaviors associated with a cultural practice.</td>
<td>Student was able to accurately identify some basic behaviors associated with a cultural practice.</td>
<td>Student was able to identify few behaviors associated with a cultural practice.</td>
</tr>
<tr>
<td><strong>UNDERSTANDING OF CULTURAL PRACTICES</strong></td>
<td>Group discussion led to a rich and varied understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a high level of understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a basic understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a misunderstanding of the perspectives that lie behind cultural practices.</td>
</tr>
<tr>
<td><strong>SHARING OF IDEAS</strong></td>
<td>Clearly communicated ideas to the class in a creative or original manner.</td>
<td>Clearly communicated ideas to the class.</td>
<td>Communicated basic ideas to the class.</td>
<td>Unable to fully communicate ideas to the class.</td>
</tr>
</tbody>
</table>
SPANISH IA CCO V:

Students will use authentic materials in Spanish to learn about content in other subject areas. (SFL 3.1; SM 1.2, 1.5, 1.10, 2.4; FA 3; HP 6; SC 8; SS6)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will read appropriate materials in Spanish about other content areas such as history, science, music, art, or math.
2. Students will list key points of an article in Spanish about another school content area.
3. Students will summarize an article in Spanish about another school content area.

Application/Analysis

1. Students will utilize information gathered from articles in Spanish to learn about a topic in another school content area, for example about weather in a Spanish-speaking country or about the murals in Mexico City or about the turtles on the Galapagos Islands. (R)

Synthesis/Evaluation

1. Students will create integrated, interdisciplinary units utilizing content information gathered in both Spanish and English.
2. Students will conduct webquest searches in order to access information in Spanish about a variety of different topics from other school content areas. (T, R)
3. Students will conduct a virtual city tour in order to access information about Spanish-speaking cities. This tour will focus on museums, cultural events, and current events in the city. (T, R).
B. **Application Level Assessment**

Students will demonstrate in Spanish an understanding about concepts learned in other subject areas, such as weather, mathematics, measurements, and geography.

**Student Task:** Students will:

1. select a topic, like weather, geography, etc.
2. gather information in Spanish about this topic from resource materials in the classroom or the Internet.
3. analyze the materials.
4. create a presentation/product to demonstrate their understanding of the information.

**Teacher Notes:**

The key to this assessment task is that students use materials in Spanish to gather information about the topic. For example, a student who wants to present a weather report or information about weather, might collect a series of weather reports over a period of days (accessed from the Internet) for a Spanish-speaking city, and summarize the data and present the summary report to classmates. Or perhaps the same student will choose to create a poster with charts, etc. explaining the weather patterns observed over this period of time. The manner in which students present the information, for assessment purposes, can be in oral or written fashion.

Information from this ALA can be accessed readily via the Internet and in newspapers and magazines on-line. Students could write reports using software writing programs and PowerPoint to make presentations.
## Spanish IA

### CCO V Scoring Guide

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified an appropriate and interesting product, and gathered accurate and complete information about the product with a focus on the practices and perspectives associated with it.</td>
<td>Identified an appropriate product, and gathered accurate information about the product with a focus on the practices and perspectives associated with it.</td>
<td>Identified a product, and gathered basic information about the product with a focus on the practices and/or perspectives associated with it.</td>
<td>Identified a product and gathered a few basic facts about the product. Did not connect practices and/or perspectives associated with the product.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION: APPEARANCE/VISUAL AIDS</th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual aids added to the success of the presentation by clearly expressing the student’s message.</td>
<td>Visual aids were used to express the student’s message.</td>
<td>Visual aids were used, but interfered with the student’s message or did not support the student’s message.</td>
<td>Visual aids were poorly done or not included.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION: COMMUNICATION/PERFORMANCE</th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student communicated a variety of interesting ideas related to the product in a creative and informative manner.</td>
<td>Student communicated many ideas related to the product in an informative manner.</td>
<td>Student communicated limited ideas related to the product, but was difficult to understand or follow.</td>
<td>Student communicated few ideas related to the product. Was incomprehensible or gave inaccurate information.</td>
<td></td>
</tr>
</tbody>
</table>
SPANISH IA CCO VI:

Students will develop insights about their language and culture through the study of the Hispanic language and culture. (SFL 4.1, 4.2; SM 1.2, 1.10, 2.3, 3.2; CA 1, CA 7; FA 5)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will identify cognates and new vocabulary based on strategies introduced: scanning, prior knowledge, and context clues.
2. Students will group words as cognates or false cognates.
3. Students will identify unique features/characteristics associated with a cultural practice in a Spanish-speaking country.
4. Students will read about and discuss the similarities and differences among topics such as daily activities, schooling, pastimes in a Spanish-speaking country and their own.

Application/Analysis

1. Students will classify new vocabulary based on analysis of context.
2. Students will compare and contrast products, realia (souvenirs, coins, menus newspapers and magazines) and artifacts of a Spanish-speaking country to similar products in their own country.
3. Students will compare and contrast popular music/art from a Spanish-speaking country to their own.

Synthesis/Evaluation

1. Students will use a Venn Diagram or T-Chart to compare and contrast cultural practices in a Spanish-speaking country and their own.
2. Students will be able to predict which words are cognates and how words are formed in Spanish based on comparisons in English.
B. Application Level Assessment

1. Students will evaluate a list of words in Spanish and distinguish between a cognate and a false cognate.

   Student Task: Students will:
   
   1. evaluate a list of Spanish words.
   2. categorize the words according to whether they are cognates or false cognates.
   3. explain the difference between a cognate and false cognate through discussion.

2. Students will contrast verbal and non-verbal behavior within particular activities in Hispanic cultures and their own, such as table manners, behavior at a party (arrival time, how long to stay, hostess gifts) or school event.

   Student Task: Students will:
   
   1. identify an activity for comparative purposes.
   2. use a Venn diagram to identify similarities and differences in behavior.
   3. explain the differences in oral or written fashion.

Teacher Notes:

There are two ALAs for this CCO. One focuses on language, the other on culture. The standard asks that students interact with the language and the culture when developing insights about how each works.

On-line dictionaries or lexical newsgroups through an electronic discussion list (FLTEACH) are options to consider when doing ALA #1.

Students could discuss cultural differences with e-pals in Spanish-speaking countries.
## Spanish IA

**CCO VI Scoring Guide ALA #1**

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF COGNATES AND UNKNOWN VOCABULARY</td>
<td>Student has accurately identified cognates and found appropriate definitions for all unknown words.</td>
<td>Student consistently linked the topic to the content studied in another subject. Paragraph accurately states most key points and supporting details.</td>
<td>Student somewhat linked the topic to the content studied in another subject. Paragraph states some key points and supporting details, although not all are accurate.</td>
<td>Student was off topic and/or difficult to understand. Did not clearly link the chosen content area.</td>
</tr>
<tr>
<td>PARAGRAPH</td>
<td>Student was insightful and clearly explains differences between cognates and false cognates. Paragraph accurately states all key points and supporting details.</td>
<td>Student clearly explains differences between cognates and false cognates. Paragraph accurately states most key points and supporting details.</td>
<td>Student somewhat explains differences between cognates and false cognates. Paragraph states some key points and supporting details, although not all are accurate.</td>
<td>Student was off topic and/or difficult to understand. Did not clearly explain the differences between cognates and false cognates.</td>
</tr>
</tbody>
</table>
### Spanish IA

**CCO VI Scoring Guide ALA #2**

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDENTIFYING PRACTICES</strong></td>
<td>Student was able to accurately identify many behaviors associated with a cultural practice.</td>
<td>Student was able to accurately identify several behaviors associated with a cultural practice.</td>
<td>Student was able to accurately identify some basic behaviors associated with a cultural practice.</td>
<td>Student was able to identify few behaviors associated with a cultural practice.</td>
</tr>
<tr>
<td><strong>UNDERSTANDING OF CULTURAL PRACTICES</strong></td>
<td>Group discussion led to a rich and varied understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a high level of understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a basic understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a misunderstanding of the perspectives that lie behind cultural practices.</td>
</tr>
<tr>
<td><strong>SHARING OF IDEAS</strong></td>
<td>Clearly communicated ideas to the class in a creative or original manner.</td>
<td>Clearly communicated ideas to the class.</td>
<td>Communicated basic ideas to the class.</td>
<td>Unable to fully communicate ideas to the class.</td>
</tr>
</tbody>
</table>
SPANISH IA CCO VII:

Students will use Spanish both within and beyond the school setting. (SFL 5.1; SM 1.10, 2.1, 2.7, 4.8; CA 5)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will talk to speakers of Spanish identified in the community.
2. Students will talk to Spanish-speaking foreign exchange students in the district’s schools.
3. Students will identify career choices utilizing Spanish. (R, W)
4. Students will identify and list multicultural events in the community that are Hispanic in character and/or focus.
5. Students will identify Hispanic businesses in the community. (W)
6. Students will locate examples of Spanish used in the community.
7. Students will identify reasons for learning Spanish.

Application/Analysis

1. Students will attend a cultural event/activity in their community and write an evaluation of the event/activity to share with their classmates. (RE)
2. Students will interview a local Spanish business owner about his/her business.

Synthesis/Evaluation

1. Students will evaluate Fortune 500 or local business websites and determine how a knowledge of Spanish language and culture might enable them to obtain a position with the company/business. (T, W)
B. Application Level Assessment

Students will create brochures or posters detailing the importance of knowing Spanish or a foreign language for a community- or school-wide display.

Student Task: Students will:

1. decide whether they are creating a brochure or poster.
2. use classroom resources and/or the Internet to find information about why it’s important to know Spanish or another foreign language.
3. organize the information.
4. display the finished product.

Teacher Notes:

Teachers might consider displays of these products from time to time. Such student work makes for an interesting display and good PR. Other students see what their peers are doing in Spanish, and as such, they might be encouraged to take a Spanish class.
## Spanish IA

### CCO VII Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REQUIRED ELEMENTS:</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but one of the required elements is included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>CONTENT/ACCURACY:</strong></td>
<td>At least seven accurate facts are displayed on the poster.</td>
<td>Five or six accurate facts are displayed on the poster.</td>
<td>Three or four accurate facts are displayed on the poster.</td>
<td>Less than three accurate facts are displayed on the poster.</td>
</tr>
<tr>
<td><strong>GRAPHICS/RELEVANCE:</strong></td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td><strong>ATTRACTIVENESS:</strong></td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness. It clearly illustrates the topic.</td>
<td>The poster is attractive in terms of design, layout, and neatness. It mostly illustrates the topic.</td>
<td>The poster is acceptably attractive though it may be a bit messy. It somewhat illustrates the topic.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive. The design/layout has nothing to do with the topic.</td>
</tr>
</tbody>
</table>
SPANISH IA

APPLICATION LEVEL ASSESSMENT: LEARNING SCENARIO

This ALA is a link-set assessment module in which students complete a task that requires them to use multiple core conceptual objectives.

Las Presentaciones

Working with a partner, role-play a situation in which you introduce yourself to your new Spanish teacher. Remember to use the proper forms of address when speaking to an adult and tell as much about yourself as you can.

1. The students will review and practice levels of formality and informality related to Spanish greetings. (CCO I, CCO VI-VII).
2. The students will compare different levels of formality and informality in Spanish and English. (CCO VI-VII)
2. The students will compare degrees of distance between speakers of Spanish and English. (CCO VI-VII)
3. The students will present their situation to peers. (CCO III, CCO VII)

<table>
<thead>
<tr>
<th>Targeted CCOS</th>
<th>Observed/Not Observed</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCO I Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCO III Communication</td>
<td></td>
<td></td>
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<tr>
<td>CCO VI Comparisons</td>
<td></td>
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<tr>
<td>CCO VII Comparisons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Notes:

The ALA Learning Scenario focuses on more than one Standard (CCO) at a time and offers students an opportunity to demonstrate their abilities to draw on multiple CCOs at one time to complete the task assigned to the ALA. While this Learning Scenario can be used as is, teachers may choose to build on it, or substitute one of their own. Such learning scenarios should be considered as capstone activities, reflective of students’ work over more than a single unit.
### Core Conceptual Objectives:

Can students:

I. engage in oral and written exchanges that include providing and obtaining
II. understand and interpret written and spoken communications on a variety of topics in Spanish.
III. present information and ideas to an audience of listeners or readers on a variety of topics in Spanish.
IV. demonstrate an understanding of the relationships that exist among the products, practices, and perspective of culture in a Spanish-speaking country.
V. use authentic materials in Spanish to learn about content in other subject areas.
VI. develop insights about their language and culture through the study of the Hispanic language and culture.
VII. use Spanish both within and beyond the school setting.

### Key Concepts:

#### Vocabulary:

- Transportation: Vacation/travel
- Describing people: Family/parties
- Colors
- Rooms in a house
- Household items/chores
- Clothing
- Numbers, 200-1000
- Computer/computer-related activities

#### Verbs and Verb Usage:

- Preterite: -ar, -er, -ir
- Preterite: -ar, -er, -ir
- Venir, dar
- Saber/conocer
- Pedir, servir
- Acabar de +inf
- Tú commands: Tener
- Present progressive

#### Key Grammatical Concepts:

- Possessive adjectives
- Comparisons/superlatives
- Demonstrative adjectives
- Direct/indirect object pronouns

### Topics:

<table>
<thead>
<tr>
<th>Applications</th>
<th>Cultural Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>La casa</td>
<td>La Cenicienta</td>
</tr>
<tr>
<td>De Compros</td>
<td>Los Zapotecas</td>
</tr>
<tr>
<td>Experiencias</td>
<td>El Rastro</td>
</tr>
<tr>
<td>Medios de</td>
<td>Las cuevas de Altamira</td>
</tr>
<tr>
<td>Comunicación</td>
<td>Vista de Toledo, El Greco</td>
</tr>
<tr>
<td>Santa Fe</td>
<td>Patagonia</td>
</tr>
<tr>
<td>La hora de comer</td>
<td>Los ojos de Dios</td>
</tr>
<tr>
<td>Las banderas</td>
<td>Reciclaje</td>
</tr>
<tr>
<td>El Grammy Latino</td>
<td>Arte de vidrio</td>
</tr>
<tr>
<td>La Siesta</td>
<td>el trabajo voluntario</td>
</tr>
<tr>
<td>Las luminarias</td>
<td>Luis Buñuel</td>
</tr>
</tbody>
</table>

### Application Level Assessments:

Can students:

1. exchange descriptions in Spanish about familiar topics.
2. understand the principal message contained in various Spanish-language media such as illustrated texts, posters, realia, and advertisements.
3. prepare illustrated stories about activities in their home or school, and share them with an audience orally or in written fashion in Spanish.
4. participate in age-appropriate activities such as games, song, birthday parties, and dramatization appropriate to the Spanish-speaking culture, identifying appropriate songs and describing celebrations and other practices that reflect the Spanish-speaking culture.
5. expand on topics learned in school subjects, such as natural sciences, historical events/facts, or fine arts, using materials in Spanish to enhance their understanding.
6a. demonstrate an awareness of formal and informal forms of language as well as expressions of politeness, and will compare these expressions to those found in English.
6b. speculate why certain products are important to cultures by analyzing selected products from a Spanish-speaking country and their own
7. create brochures detailing the importance of knowing Spanish and being involved in a school-to-work or community activity.
SPANISH IB CCO I:

Students will engage in oral and written exchanges that include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in Spanish. (SFL 1.1; SM 1.5, 2.1, 2.2, 2.3; CA 1, CA 4, CA 6)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will memorize vocabulary related to greetings, school, family and activities.
2. Students will select the appropriate vocabulary to use when engaged in exchanges about school, family or daily activities.
3. Students will match pictures to target language vocabulary.
4. Students will give and follow simple instructions and ask and answer questions in Spanish.

Application/Analysis

1. Students will classify vocabulary appropriately according to categories.
2. Students will model the appropriate use of vocabulary and structures required in order to provide and obtain information or to express preferences or dislikes.
3. Students will analyze and compare grammatical structures in Spanish and English.
4. Students will examine and compare the differences in cultural exchanges in Spanish and English.
5. Students will analyze cultural practices unique to the Spanish-speaking world.
6. Students will describe members of their family, school activities or favorite pastimes.

Synthesis/Evaluation

1. Students will produce the necessary language (vocabulary and grammar) in order to participate in a variety of situations in Spanish related to home, school, and daily activities.
2. Students will demonstrate knowledge of Spanish vocabulary by creating family trees or photo albums that include photos/pictures and brief descriptions.
B. **Application Level Assessment**

Students will ask and answer questions in Spanish about familiar topics.

**Student Task:** Students will:

1. draw a topic card.
2. respond to each question on the topic card.
3. ask the interviewer/teacher/peer three questions about the same topic.

**Teacher Notes:**

A sample topic card is provided here. Teachers will need to create topic cards for this assessment. Topics selected should come from those already studied. Teachers may also choose to combine topics in order to expand the scope of the questions asked.

A variety of technologies exists to facilitate this ALA. Students could ask and answer questions on familiar topics via short letters, e-mail, audio or videotapes. Students could also establish e-pals in Spanish-speaking countries and interact via e-mail.

Deborah Blaz, in *Bringing the Standards for Foreign Language Learning to Life* (2002), suggests the following as activities to use with interpersonal communication:

- bingo/vocabulary bingo
- board race
- conversation
- debate
- dialogue
- discussion
- dramatic reading
- explanation
- inside-outside circle
- interview
- joke
- journal
- logical continuation of story
- mock interview
- music
- note-taking
- paraphrase/restate
- pair worksheets (each has only half the information)
- peer tutorial
- question-and-answer
- rebus stories
- riddle
- roleplay
- selective listening
- seminar
- simulation
- skit
- Socratic seminar
- TPR (Total Physical Response)
- TPRS (TPR Storytelling)
## Spanish IB
### CCO I Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASK APPROPRIATE QUESTIONS</strong></td>
<td>Asks more than 4 questions; good variety of questions, uses almost full range of construction covered in class, few errors.</td>
<td>Asks 4 questions, good variety although somewhat simple, communicates well, occasional errors.</td>
<td>Asks 3 questions, little variety, simple constructions, frequent and common errors, no interference with communication.</td>
<td>Asks 1 or 2 questions, very repetitious format, simple phrases, request errors that interfere with communication.</td>
</tr>
<tr>
<td><strong>ANSWER QUESTIONS APPROPRIATELY</strong></td>
<td>Answers questions posed completely and accurately. Few grammatical errors. Uses complete sentences.</td>
<td>Answers questions accurately, although not always completely. Occasional errors, communicates well in complete sentences.</td>
<td>Answers questions incompletely and occasionally inaccurately. Frequent errors but still able to communicate. Answers in phrases, not sentences.</td>
<td>Does not understand the question. Unable to answer in a comprehensible manner.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Reflects the level of study, and is precise, varied and extensive.</td>
<td>Reflects the level of study, is accurate and varied.</td>
<td>Reflects the level of study, is generally accurate but is limited and/or repetitious.</td>
<td>Does not reflect the level of study, is inaccurate, incomprehensible, and/or irrelevant.</td>
</tr>
<tr>
<td><strong>PRONUNCIATIONS AND FLUENCY</strong></td>
<td>Predominantly accurate pronunciations and speech that flows smoothly.</td>
<td>Generally accurate pronunciation and speech that flows smoothly most of the time.</td>
<td>Limited control of pronunciation and speech that flows smoothly some of the time.</td>
<td>Lacks control of pronunciation and speech; does not flow smoothly.</td>
</tr>
</tbody>
</table>
SPANISH IB CCO II:

Students will understand and interpret written and spoken communication on a variety of topics in Spanish. (SFL 1.2; SM 1.5, 2.1, 2.3; CA 2, CA 3, CA 5, CA 6)

A. **Facilitating Activities**

   **Knowledge/Comprehension**

   1. Students will listen to a conversation about school or family activities, shopping, favorite pastimes or sports, and summarize what they hear.
   2. Students will read about school, family activities, shopping, a favorite pastime or sport and summarize what they read.
   3. Students will identify the main ideas and characters in a short selection in Spanish.
   4. Students will match appropriate pictures to aural/written descriptions in Spanish.
   5. Students will identify significant differences between foods, shopping and/or teenage activities in a Hispanic country and the United States. (R)

   **Application/Analysis**

   1. Students will classify events, activities or persons according to a description they hear in Spanish.
   2. Students will predict the outcome of a story after reading/listening to a segment of it.

   **Synthesis/Evaluation**

   1. Students will create a mind-map demonstrating comprehension of the main ideas from a reading selection in Spanish.
   2. Students will arrange the events of a story in the proper order after listening to the story in Spanish.
   3. Students will evaluate, justify and comment upon the differences between young people in a Hispanic country and the United States. (GE, RE)
B. **Application Level Assessment**

<table>
<thead>
<tr>
<th>Students will understand the principal message contained in various Spanish-language media such as illustrated texts, posters, realia and advertisements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Task:</strong> Students will:</td>
</tr>
<tr>
<td>1. read and summarize a message conveyed in an advertisement or piece of realia supplied by the teacher, or listen to a recorded advertisement and summarize the message conveyed.</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

Materials for this activity could come from the Internet, age-appropriate magazines, realia/advertisements collected by the teacher, newspapers, and/or other resources supporting the textbook program. Short radio or television advertisements could also be used.

At this level the summary written by students will most likely be in English. The key to this ALA is that students’ summary reflect accurate comprehension of what was heard or read.

Deborah Blaz, in *Bringing the Standards for Foreign Language Learning to Life* (2002), suggests the following as activities to use with interpersonal communication:

- advice column
- analysis
- book jacket or record cover
- book report
- booklet (family, self, etc.)
- brochure
- fairy tale
- graphic organizer
- job application
- journal entry
- letter
- newspaper
- note or memo
- pamphlet
- poem
- poster
- recipe
- short story
- simile or metaphor
- summary
- time line
Spanish IB

CCO II Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td>Student fully comprehended all parts of the selection.</td>
<td>Student comprehended most parts of the selection</td>
<td>Student comprehended the main idea only of the selection.</td>
<td>Student comprehended the context only of the selection.</td>
</tr>
<tr>
<td><strong>SUPPORTING</strong></td>
<td>A variety of supporting details were identified.</td>
<td>Many supporting details were identified.</td>
<td>Some supporting details were identified.</td>
<td>Few supporting details were identified.</td>
</tr>
<tr>
<td><strong>DETAILS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THEME</strong></td>
<td>Student accurately identified the theme of the selection with support from the text.</td>
<td>Student accurately identified the theme of the selection.</td>
<td>Student identified a theme that was not directly related to the selection.</td>
<td>Student did not identify a theme.</td>
</tr>
</tbody>
</table>
SPANISH 1B CCO III:

Students will present information and ideas to an audience of listeners or readers on a variety of topics in Spanish. (SFL 1.3; SM 2.1, 2.2, 2.3, 2.5; CA 4)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will retell in Spanish previously learned stories.
2. Students will explain something they have heard in Spanish to another person.

Application/Analysis

1. Students will interview peers about a favorite pastime, activity, or sport, and present what they learn to a group of peers.
2. Students will compare, contrast and present, in Spanish, information about a cultural difference between a Hispanic country and the United States. (R)
3. Students will analyze, classify, and present a summary of information on sports or teenage activities gathered from newspapers, magazines or the Internet. (R,T)

Synthesis/Evaluation

1. Students will compose short readings on topics of interest to teenagers.
2. Students will write new stories or tell new stories based on cartoon frames, dialogues, video episodes, or TPR stories used previously in class.
3. Students will present orally or in writing descriptions of familiar people, places, activities or sports.
4. Students will present a short monologue.
B. **Application Level Assessment**

<table>
<thead>
<tr>
<th>Students will prepare illustrated stories in Spanish about activities or events in their home or school, and share them with an audience orally or in writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Task:</strong> Students will:</td>
</tr>
<tr>
<td>1. make a list of 5 things they do at home or at school.</td>
</tr>
<tr>
<td>2. arrange the 5 things in story fashion and illustrate.</td>
</tr>
<tr>
<td>3. write a script to accompany the presentation.</td>
</tr>
<tr>
<td>4. present the story.</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

For this ALA, teachers might suggest that students use dialogue illustrations from the textbook, situational overhead transparencies, frames from a cartoon, or TPR storytelling unit.

Desktop publishing programs and presentational software (HyperStudio, Kidpix) can assist students when presenting stories for this ALA.

Deborah Blaz, in *Bringing the Standards for Foreign Language Learning to Life* (2002), suggests the following as activities to use with interpersonal communication:

- advertising campaign
- anecdote
- ballad
- campaign speech
- choral reading
- dance
- demonstration
- documentary
- dramatization
- joke
- lecture
- lesson
- monologue
- narration
- newscast
- oath
- oral report
- phone call
- rap
- re-creation of a scene from a book or movie
- skit
- skit
- song
- video
- weather report
# Spanish IB

## CCO III Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRAMMAR</strong></td>
<td>Impressive variety of sentence structure. Full range of structures covered in class. Few grammatical errors.</td>
<td>Good variety of sentence structures covered in class. Occasional errors. Communicates well.</td>
<td>Little variety of sentence structures. Repetitive sentence format. Common errors but little interference with communication.</td>
<td>Very repetitious sentence formations. Frequent errors that make communication difficult.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Reflects the level of study, and is precise, varied, and extensive.</td>
<td>Reflects the level of study, is accurate and varied.</td>
<td>Reflects the level of study, is generally accurate, but contains little or no detail.</td>
<td>Does not reflect the level of study, is inaccurate, incomprehensible, and/or irrelevant.</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>Student accurately identified the theme of the selection with support from the text.</td>
<td>Details and organization supported a relevant point of view.</td>
<td>Lacked supporting details and/or organization detracted from overall effect.</td>
<td>Paragraph was not logically ordered and/or did not contain sufficient supporting details.</td>
</tr>
</tbody>
</table>
SPANISH IB CCO IV:

Students will demonstrate an understanding of the relationships that exist among the products, practices and perspectives of culture in a Spanish-speaking country. (SFL 2.1, 2.2; SM 1.6, 1.9; FA 1; SS 6, SS 7)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will read about cultural practices in a Spanish-speaking country.
2. Students will identify characteristics associated with a cultural practice in a Spanish-speaking country, for example, la siesta or bargaining in the market (regatear).
3. Students will compare and contrast a cultural practice in a Spanish-speaking country to one in the United States, for example, the celebration of a birthday or a Saint’s Day. (R)
4. Students will share and discuss products, realia and artifacts from Spanish-Speaking countries.
5. Students will visit websites for newspaper, museum, or magazines, and summarize their findings about cultural products, perspectives or practices in a Spanish-speaking country. (R, T)

Application/Analysis

1. Students will classify characteristics associated with cultural practices in a Spanish-speaking country.
2. Students will produce products reflecting the culture of a Spanish-speaking country.
3. Students will analyze and classify differences of a cultural practice in a Spanish-speaking country and the United States, for example, meal times or specialty shops/shopping practices. (R)
4. Students will analyze elements of music, art and/or literature from a Spanish-speaking country, such as the murals of Orozo or Rivera, or Indian legends. (R)

Synthesis/Evaluation

1. Students will evaluate pieces of art, music, or literature from a Spanish-speaking country and express an opinion about it.
2. Students will select a cultural product from a Spanish-speaking country and develop a presentation (oral or written) relating the product to the practices and perspectives associated with it.
### Application Level Assessment

Students will participate in age-appropriate activities such as games, songs, and dramatizations appropriate to the Spanish-speaking culture. Students will identify appropriate songs and describe celebrations (i.e. birthday, holiday, wedding, typical foods, gift-giving traditions, etc.) and other practices that reflect the Spanish-speaking culture.

**Student Task:** Students will:

1. select a cultural topic from a list provided by the teacher.
2. gather information about this topic and compare and contrast the theme/idea and/or perspective and how it relates to a similar theme/idea or perspective in the United States.
3. design a way to present the information to classmates.

**Teacher Notes:**

The teacher will determine what cultural events are included on the list from which students will select the topic. This list will vary depending on which cultural topics are presented and studied in class. The manner in which students present their plans is left up to the teacher. If the event selected lends itself to participation on the part of all students, that should be considered. Creativity of presentation should figure into the overall scoring of this task.

Technology sources to consider include video and CD-Rom programs, ancillary materials from textbooks, Spanish-language television programs, the Internet, cultural newsgroups via discussions in MOO (Multi-User Dimensions –www.mundohispano.com).
### Spanish IB

#### CCO IV Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDENTIFYING PRACTICES</strong></td>
<td>Student was able to accurately identify many behaviors associated with a cultural practice.</td>
<td>Student was able to accurately identify several behaviors associated with a cultural practice.</td>
<td>Student was able to accurately identify some basic behaviors associated with a cultural practice.</td>
<td>Student was able to identify few behaviors associated with a cultural practice.</td>
</tr>
<tr>
<td><strong>UNDERSTANDING OF CULTURAL PRACTICES</strong></td>
<td>Group discussion led to a rich and varied understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a high level of understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to a basic understanding of the perspectives that lie behind cultural practices.</td>
<td>Group discussion led to an inappropriate understanding of the perspectives that lie behind cultural practices.</td>
</tr>
<tr>
<td><strong>SHARING OF IDEAS</strong></td>
<td>Clearly communicated ideas to the class in a creative or original manner.</td>
<td>Clearly communicated ideas to the class.</td>
<td>Communicated basic ideas to the class.</td>
<td>Unable to fully communicate ideas to the class.</td>
</tr>
</tbody>
</table>
SPANISH IB CCO V:

Students will use authentic materials in Spanish to learn about content in other subject areas. (SFL 3.1; SM 1.2, 1.5, 1.10; 2.4; FA 3; HP 6; SC 8; SS6)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will read appropriate materials in Spanish about other content areas such as history, science, music, art or math.
2. Students will list key points of an article in Spanish about another school content area.
3. Students will summarize an article in Spanish about another school content area.

Application/Analysis

1. Students will utilize information gathered from articles in Spanish to learn about a topic in another school content area, for example about weather in a Spanish-speaking country or about the murals in Mexico City or about the turtles on the Galapagos Islands. (R)

Synthesis/Evaluation

1. Students will create integrated, interdisciplinary units utilizing content information gathered in both Spanish and English.
2. Students will conduct webquest searches in order to access information in Spanish about a variety of different topics from other school content areas. (R, T)
3. Students will conduct a virtual city tour in order to access information about Spanish-speaking cities. This tour will focus on museums, cultural events, and current events in the city. (R, T)
B. **Application Level Assessment**

Students will expand on topics learned in school subjects like natural sciences, historical events/facts or fine arts and use materials in Spanish to enhance their understanding.

**Student Task:** Students will:

1. select a topic encountered in another school subject.
2. gather information about the topic from resources in Spanish and/or the Internet.
3. analyze the information.
4. create a presentation/product to demonstrate an understanding of the information.

**Teacher Notes:**

The key to this assessment task is that students use materials in Spanish to gather information about the topic. For example, a student who wants to present a weather report or information about the weather, might collect a series of weather reports over a period of days (accessed from the Internet) for a Spanish-speaking city, and summarize the data and present the summary report to classmates. Or perhaps the same student will choose to create a poster with charts, etc. explaining the weather patterns.

Information for this ALA can be accessed readily via the Internet and in newspapers and magazines on-line. Students could write reports using software writing programs and PowerPoint to make presentations.
## Spanish IB

### CCO V Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESEARCH</strong></td>
<td>Identified an appropriate and interesting product, and gathered accurate and complete information about the product with a focus on the practices and perspectives associated with it.</td>
<td>Identified an appropriate product, and gathered accurate information about the product with a focus on the practices and perspectives associated with it.</td>
<td>Identified a product, and gathered basic information about the product with a focus on the practices and/or perspectives associated with it.</td>
<td>Identified a product and gathered a few basic facts about the product. Did not connect practices and/or perspectives associated with the product.</td>
</tr>
<tr>
<td><strong>PRESENTATION:</strong></td>
<td><strong>APPEARANCE/VISUAL AIDS</strong></td>
<td>Visual aids added to the success of the presentation by clearly expressing the student’s message.</td>
<td>Visual aids were used to express the student’s message.</td>
<td>Visual aids were used, but interfered with the student’s message or did not support the student’s message.</td>
</tr>
<tr>
<td><strong>PRESENTATION:</strong></td>
<td><strong>COMMUNICATION/PERFORMANCE</strong></td>
<td>Student communicated a variety of interesting ideas related to the product in a creative and informative manner.</td>
<td>Student communicated many ideas related to the product in an informative manner.</td>
<td>Student communicated few ideas related to the product. We incomprehensible or gave inaccurate information.</td>
</tr>
</tbody>
</table>
SPANISH IB CCO VI:

Students will develop insights about their language and culture through the study of the Hispanic language and culture. (SFL 4.1, 4.2; SM 1.2, 1.10, 2.3, 3.2; CA 1, CA 7; FA 5)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will identify cognates and new vocabulary based on strategies introduced: scanning, prior knowledge, and context clues.
2. Students will group words as cognates or false cognates.
3. Students will identify unique features/characteristics associated with a cultural practice in a Spanish-speaking country.
4. Students will read about and discuss the similarities and differences among topics such as daily activities, schooling, pastimes in a Spanish-speaking country and their own. (GE, RE)

Application/Analysis

1. Students will classify new vocabulary based on analysis of context.
2. Students will compare and contrast products, realia (souvenirs, coins, menus newspapers and magazines) and artifacts of a Spanish-speaking country to similar products in their own country.
3. Students will compare and contrast popular music/art from a Spanish-speaking country to their own.

Synthesis/Evaluation

1. Students will use a Venn Diagram or T-Chart to compare and contrast cultural practices in a Spanish-speaking country and their own.
2. Students will be able to predict which words are cognates and how words are formed in Spanish based on comparisons in English.
B. **Application Level Assessment**

1. **Students will demonstrate an awareness for formal and informal forms of language (registers) and try out expressions of politeness, comparing the expressions to those found in English.**

   **Student Task: Students will:**
   1. role-play situations where formal and informal forms of address are warranted.
   2. compare similar situations in the United States and discuss the differences.

2. **Students will speculate about why certain products are important to cultures by analyzing selected products from a Spanish-speaking country and their own (e.g., tortillera vs. bread machine).**

   **Student Task: Students will:**
   1. select a product from a Spanish-speaking country.
   2. identify the Spanish product’s counterpart in the United States/North American culture.
   3. analyze the role each product plays in the appropriate culture.
   4. present the information in oral or written fashion.

**Teacher Notes:**

There are two ALAs for this CCO. One focuses on language, the other on culture. The standard asks that students interact with the language and the culture when developing insights about how each works.

On-line dictionaries or lexical newsgroups through an electronic discussion list (FLTEACH) are options to consider when doing ALA #1.

Students could discuss cultural differences with e-pals in Spanish-speaking countries.

Use of the Internet will enable students to gather information about many contemporary cultural products found in Spanish-speaking countries.
## Spanish IB

### CCO VI Scoring Guide ALA #1

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIST OF COGNATES AND UNKNOWN VOCABULARY</strong></td>
<td>Student has accurately identified cognates and found appropriate definitions for all unknown words.</td>
<td>Student clearly linked the topic to the content studied in another subject. Paragraph accurately states most key points and supporting details.</td>
<td>Student somewhat linked the topic to the content studied in another subject. Paragraph states some key points and supporting details, although not all are accurate.</td>
<td>Student was off topic and/or difficult to understand. Did not clearly link the chosen content area.</td>
</tr>
<tr>
<td><strong>PARAGRAPH</strong></td>
<td>Student was insightful and clearly explains differences between cognates and false cognates. Paragraph accurately states all key points and supporting details.</td>
<td>Student clearly explains differences between cognates and false cognates. Paragraph accurately states most key points and supporting details.</td>
<td>Student somewhat explains differences between cognates and false cognates. Paragraph states some key points and supporting details, although not all are accurate.</td>
<td>Student was off topic and/or difficult to understand. Did not clearly explain the differences between cognates and false cognates.</td>
</tr>
</tbody>
</table>
## Spanish IB

### CCO VI Scoring Guide ALA #2

<table>
<thead>
<tr>
<th>Identifying Practices</th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student was able to accurately identify many behaviors associated with a cultural product.</td>
<td>Student was able to accurately identify several behaviors associated with a cultural product.</td>
<td>Student was able to accurately identify some basic behaviors associated with a cultural product.</td>
<td>Student was unable to accurately identify few behaviors associated with a cultural product.</td>
</tr>
<tr>
<td>Understanding of Cultural Product</td>
<td>Group discussion led to a rich and varied understanding of the perspectives that lie behind cultural product.</td>
<td>Group discussion led to a high level of understanding of the perspectives that lie behind cultural product.</td>
<td>Group discussion led to basic understanding of the perspectives that lie behind cultural product.</td>
<td>Group discussion led to a misunderstanding of the perspectives that lie behind cultural product.</td>
</tr>
<tr>
<td>Sharing of Ideas</td>
<td>Student clearly communicated ideas to the class in a creative or original manner.</td>
<td>Student clearly communicated ideas to the class.</td>
<td>Student communicated basic ideas to the class.</td>
<td>Student was unable to fully communicate ideas to the class.</td>
</tr>
</tbody>
</table>
SPANISH IB CCO VII:

Students will use Spanish both within and beyond the school setting. (SFL 5.1, 5.2; SM 1.10, 2.1, 2.7, 4.8; CA 5)

A. Facilitating Activities

Knowledge/Comprehension

1. Students will talk to speakers of Spanish identified in the community.
2. Students will talk to Spanish-speaking foreign exchange students in the district’s schools.
3. Students will identify career choices utilizing Spanish. (W)
4. Students will identify and list multicultural events in the community that are Hispanic in character and/or focus.
5. Students will identify Hispanic businesses in the community. (W)
6. Students will locate examples of Spanish used in the community.
7. Students will identify reasons for learning Spanish.

Application/Analysis

1. Students will attend a cultural event/activity in their community and write an evaluation of the event/activity to share with their classmates. (RE)
2. Students will interview a local Spanish business owner about his/her business.

Synthesis/Evaluation

1. Students will evaluate Fortune 500 or local business websites and determine how a knowledge of Spanish language and culture might enable them to obtain a position with the company/business. (T, R, W)
**B. Application Level Assessment**

Students will interact with Spanish-speaking resources in the St. Louis community.

**Student Task:** Students will:

1. create a journal about their experience.
2. discuss with their peers what they learned.

**Teacher Notes:**

Teachers might consider displays of these products from time to time. Such student work makes for an interesting display and good PR. Other students see what their peers are doing in Spanish, and as such, they might be encouraged to take a Spanish class.
### Spanish IB

#### CCO VII Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Highly Successful</th>
<th>Successful</th>
<th>Not Yet Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REQUIRED ELEMENTS:</strong></td>
<td>The journal includes all required elements as well as additional information.</td>
<td>All required elements are included in the journal and supporting details.</td>
<td>All but one of the required elements is included in the journal.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>CONTENT/ACCURACY:</strong></td>
<td>At least seven ideas are written in the journal.</td>
<td>Five or six ideas are written in the journal.</td>
<td>Three or four ideas are written in the journal.</td>
<td>Less than three ideas are written in the journal.</td>
</tr>
</tbody>
</table>
SPANISH IB

APPLICATION LEVEL ASSESSMENT: LEARNING SCENARIO

This ALA is a link-set assessment module in which students complete a task that requires them to use multiple core conceptual objectives.

Un(a) Nuevo(a) Amigo(a)

You and your partner, one of which is a new foreign exchange student, have just met for the first time. You are getting to know each other. Talk about what you each like and dislike. Discuss your favorite seasons, why you like the season, places you want to visit, and things you like to do in your free time.

1. The students will review and practice asking questions about weather, favorite activities, places to visit, and what they like/don’t like to do. (CCO I, CCO III)

2. The students will listen attentively to their peers and ask questions based on what they learn. (CCO I, CCO II)

3. The students will employ culturally authentic gestures and behaviors while participating in their conversation. (CCO IV)

<table>
<thead>
<tr>
<th>Targeted CCOS</th>
<th>Observed/Not Observed</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCO I Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCO II Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCO III Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCO IV Cultures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Notes:

The ALA Learning Scenario focuses on more than one Standard (CCO) at a time and offers students an opportunity to demonstrate their abilities to draw on multiple CCOs at one time to complete the task assigned to the ALA. While this Learning Scenario can be used as is, teachers may choose to build on it, or substitute one of their own. Such learning scenarios should be considered as capstone activities, reflective of students’ work over more than a single unit.