

Saint John's School World Language Program and Standards.

Revised on October, 2019 by Katia Bymers.

The expectations for proficiency in Spanish Language at Saint John School are based on the Diocese of Madison World Language Standards which follows the Wisconsin Standards for World Languages.

<https://dpi.wi.gov/sites/default/files/imce/world-language/WorldLanguagesStandards2019.pdf>

Saint John's School's World Language Program and Standards are designed within the framework of the Wisconsin Standards for World Languages of the **Novice Range and Intermediate Range** of CAN-DO STATEMENTS of NCSSFL/ ACTFL's proficiency benchmarks and performance indicators. Please, open the following links:

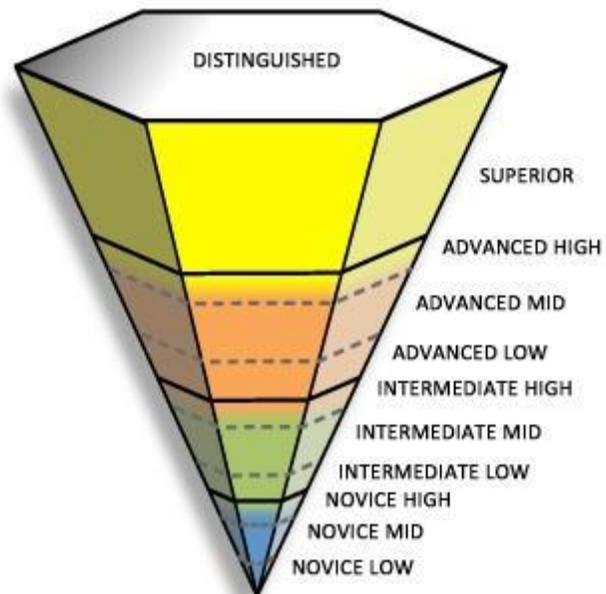
<https://www.actfl.org/sites/default/files/CanDos/Can-Do%20Introduction.pdf>

<https://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>

https://www.actfl.org/sites/default/files/CanDos/Can-Do_Benchmarks_Indicators.pdf

The study of world language is a way to connect with others across cultural, political, religious and economic borders. "As Catholic educators of world language we are called to bridge these diverse communities in order to foster understanding and world peace."

SPANISH



Wisconsin Standards for World Languages.

The Wisconsin Standards for World Languages are designed to:

- prepare students to use the language of instruction (target language) to communicate,
- engage in disciplinary content learning,

- investigate and interact within and across cultures,
- participate in diverse contexts and communities,
- compare languages and cultures,
- develop skills for local and global community engagement, and
- access the benefits of multilingualism for college, careers, and personal enrichment.

The content of the Foreign Language Standards of Learning for modern world languages strategically integrates the five goal areas of : **Communication, Cultures, Connections, Comparisons, and Communities.**

GOAL AREA - Communication.

Standard 1. Interpretive Communication

- Listening and reading and demonstrate understanding.

Standard 2. Interpersonal Communication

- Using oral and written language to exchange information.

Standard 3. Presentational Communication

- Speaking. Narrate. Present ideas.

GOAL AREA - Cultural and Global Competence

Standard 4. Intercultural Communication

- Investigate and compare cultures, reflecting on relationships between products, practices, and perspectives of diverse cultures.
Making Connections through languages.

Standard 5. Global Competence and Community Engagements

- Cultural comparisons. Interacting with others within their local and global Communities

World Language Program - Saint John School 2019/2020.

Grade Level - Kindergarten.

Goal Area: Communication.

Proficiency benchmarks and performance Indicators - Novice low.

Units of Study: Greetings, weather, day of the week and months, feelings and emotions, basic colors, numbers, basic body parts, opposites, fire and firefighters, family members, classroom objects, basic food, clothings, Spanish Alphabet, animals, places in the Community.

Cultural Songs in the target language: Hola Amigos, Pulgarcito, Hola, Hola Coca-cola, 7 days, months, colors song, elefante song (counting), body parts song, tia Monika, alphabet song, Juanito, yo soy grande, arriba, abajo song, etc.

Appropriate videos , bulletin boards, manipulatives, and books in the target language to support learning units.

Grade Level - First grade.

Goal Area: Communication.

Proficiency benchmarks and performance Indicators - Novice low.

Units of Study: Review and add vocabulary on Units: Greetings, weather, day of the week and months, feelings and emotions, basic colors, numbers, basic body parts, family members, classroom objects, opposites, basic food, clothings, Spanish alphabet, animals, places in the community. **Introducing:** More numbers, calendar, seasons, written activities, projects, vocabulary games.

Introduce: some Spanish speaking countries flags and capitals - Culture.

Watch videos about spanish speaking countries learn about some fun facts, currency, capitals and their flags. Work on a packet.

Appropriate videos, worksheets, manipulatives, and books in the target language to support learning units.

Spanish Book - Made of reproducible Spanish book.

Grade Level - Second and Third grade.

Goal Area: Communication.

Proficiency benchmarks and performance Indicators - Novice low.

Units of Study: Review and add vocabulary on Units: Greetings, weather, seasons, calendar, day of the week and months, feelings and emotions, basic colors, numbers, basic body parts, opposites, classroom objects, family members, food grouping, clothings, Spanish Alphabet, animals groupings, places in the Community and professions,

Introduce: more numbers, written activities, projects, vocabulary games.

Introduce: professions, more foods separated into breakfast, lunch, dinner and snacks.

Appropriate videos, worksheets, manipulatives, and books in the target language to support learning units.

Spanish Book - Made of reproducible Spanish book material.

Third Grade - Introduce: telling time, animal habitats, and sports and activities.

Introduce weather Presentation Skit - presentational communication.

Appropriate videos, manipulatives, and books in the target language to support learning units.

Spanish Book - Made of reproducible Spanish book material.

Assessment

Teacher Observation during instruction, games and word repetition.

Kindergarten to Third Grade - Standards expectations.

1.1 Interpretive Communication

Students imitate vocabulary with reasonable accuracy. Responds appropriately to gestures and words for conventional greetings and leave-takings.

1.2 Interpersonal Communication

Students recognize a limited number of isolated words and show evidence of understanding speech that is repeated and highly supported by visual and contextual clues (teacher commands, questions in songs, rhymes and story telling)..

1.3 Presentational Communication

Students recite, sing, dance and draw.

2.1 Cultural Practices and Perspectives

Students recite and sing children's rhymes and songs of the target language country/countries.

2.2 Cultural Products and Perspectives

Students play with toys artifacts from the target language, watch videos about Spanish Speaking countries, learning about their flags, capitals and currencies.

3.1 Connections to Other Disciplines

Students reinforce their conceptual learning about colors, numbers, shapes, animals and their habitats.

3.2 Access to Information

Students play, sing and recite rhymes in the target language that were written for children in the target culture.

4.1 Language Comparisons

Students become aware that people use different sounds to express different objects when they speak.

4.2 Cultural Comparison

Students compare artifacts from their culture and the target culture in terms of shape, color and purpose.

5.1 Transfer to Communities

Students perform for the school community - morning announcements.

Religious aspects: Lady of Guadalupe, Día de los Muertos, prayers in the target language.

Sign of the cross in Spanish.

5.2 Lifelong Learning

Students have fun learning to dance, sing, recite and respond in the target language. Students enjoy imitating new sounds.

Grade Level - Fourth and Fifth grade.

Goal Area: Communication.

Proficiency benchmarks and performance Indicators - Novice mid.

Fourth Grade

Units of Study: "Spanish is fun book" - El mundo de habla hispana - Students will learn about the Spanish Speaking Countries. Trivia games and location on the map activities will support learning.

Students will learn about the ancient civilizations: Maya, Aztecs and the Incas.

Research and Oral Presentation.

Units of Study: Start the day with a prayer in the target language and taking turns telling about the day, the weather and the time. Students will learn about Cognates, plural of nouns, plural of adjectives, definite and indefinite articles, subject pronouns, question words, verbs in the present tense like tener, hacer, comer, beber. Read and comprehend simple stories and dialogues.

Fifth grade.

Units of Study: "Spanish is fun book #2".

Units of Study: Start the day with a prayer in the target language and taking turns telling about the day, the weather and the time.

Students review numbers, telling time and practice with the vocabulary they know.

Students will learn about AR, ER and IR verbs conjugations, Verbs SER and ESTAR and they will read, comprehend and interpret simple stories and dialogues.

Students will practice pronunciation taking turns reading short stories.

Games, Videos and extra activity worksheets will support learning units.

5th grade. THIRD TRIMESTER : FRENCH

Proficiency benchmarks and performance Indicators - Novice low..

Book: Discovery Languages French. AMSCO.

Students will learn Basic French.

FRENCH Units of study: French Speaking Countries, and their location. Basic Greetings, basic pronunciation clues, colors, numbers, days of the week, seasons, telling time, classroom objects, adjectives.

Games, Videos and extra activity worksheets will support learning units.

Assessment

Teacher observation during Instruction.

Cultural Projects.

Spanish and French Book activities and dialogues.

Pronunciation, oral presentacion, written presentation.

4th and 5th grade- Standards Expectations

1.1 Interpretive Communication

Students recognize a limited number of isolated words and show evidence of understanding speech that is repeated and highly supported by contextual clues (teacher commands, questions in story telling, worksheets, book activities).

1.2 Interpersonal Communication

Students communicate by taking turns talking about the date today, weather, time, how they are feeling. Oral Presentations and skits.

1.3 Presentational Communication

Students will read and act on dialogues and short stories. Students present information on familiar topics using a variety of practiced and memorized words.

2.1 Cultural, Practices and Perspectives

Students recognize customs of the target culture.

2.2

Cultural Products and Perspectives

Students work on projects like the Day of the Dead masks, and the Maya, Aztecs and Incas civilizations.

3.1 Connections to Other Disciplines

Religion - Student will recite a prayer in Spanish or French.

3.2 Access to Information

Students recite and sing in the target language and use authentic materials.

4.1 Language Comparisons

Students become aware that people use different words (made up of different sounds) to express different objects when they speak.

4.2 Cultural Comparison

Students identified ways students in other cultures act differently.

5.1 Transfer to Communities

Students perform for the classroom, and for the all school morning announcements. Students will display their art work.

5.2 Lifelong Learning

Students have fun learning to dance, sing, recite and respond in the target language. Students enjoy reciting a prayer in Spanish or French during mass..

Grade Level - Sixth, Seven and Eight Grade.

Goal Area: Communication.

Proficiency benchmarks and performance Indicators - Novice high to Intermediate low.

Sixth, Seven and Eight graders.

Students learn to communicate in real-life contexts about topics that are meaningful to them. Grammar is integrated into instruction according to the vocabulary and structures needed. Emphasis is placed on using authentic materials and integration of technology into the classroom is important.

Our Interactive Digital Program called REALIDADES was introduced in 2015/2016 school year as an important tool to give our students means of accessing authentic information in Spanish.

Sixth Grade

Units of Study: Realidades A www.realidades.com

Spanish Speaking Countries - Explore capitals and important sites on Google Earth.

Memorize Countries and capitals. www.purposegames.com

Realidades A. www.pearsonrealize.com

Para Empezar-Review

Chapter 1A - Activities vocabulary. Infinitives, expressing agreement or disagreement, negatives.

Chapter 1B - Descriptions. Adjectives. Definite and indefinite articles. Placement of adjectives.

Chapter 2A and 2B - Vocabulary for school subjects. Where objects are located.

Subject Pronouns. Ar verbs sentences. Ordinal numbers.

Chapter 3A and 3B - Vocabulary for foods and beverages. Expressing likes and dislikes. Present tense of ER and IR verbs. Food groups. Activities to maintain your health. Ways to describe foods and preferences.

Chapter 4A and 4B - Vocabulary on places to go. Verb ir. Inviting a friend to go with you. Activities outside the school. Verb jugar and hacer. Ir +a+ infinitive.

7th and 8th grade

Units of Study - www.realidades.com

Realidade B and Realidade 2 (if applied). www.pearsonrealize.com

Chapter 5A - Family members, age, party celebrations, invitations and decorations.

Verb tener, possessive adjectives.

Chapter 5B - Descriptions of family members and people. Restaurant Vocabulary.

Verbs ser and estar. Verb venir.

Chapter 6A and 6B - Bedroom items, electronic equipment, making comparisons, stem-changing verbs poder and dormir. Superlatives.

Rooms in the house. Household chores. Affirmative tú commands. The Present progressive tense.

Chapters 7A and 7B - Clothing, shopping, numbers 200 - 1,000. Stem changing verbs: pensar, querer, and preferir. Demonstrative Adjectives.

Places to go shopping. Buying and selling. Preterite of -ar, -car, and -gar verbs; direct object pronouns lo, la, los, las.

Chapters 8A - Vacation places, activities, modes of transportation. Preterite -er, and -ir verbs; preterite verb ir (to go); personal a.

Chapter 8B - Recycling and volunteer work, places in the community. Verb decir, indirect object pronouns, preterite of hacer and dar.

Chapter 9A - Television shows, movies genres, giving options.

Grammar: acabar de + infinitive; gustar and similar verbs.

Chapter 9B - computers;communication;computer related activities. Verbs pedir and servir; saber and conocer.

Assessment:

Forms of Assessment - Achievement tests; Performance based assessment.

Purposes of Assessment - Formative assessment and Summative assessment.

Assessing Students Progress: Oral Presentations, Written Presentations, Chapter Quiz, Online Assignments and participation during interactive whiteboard activities.

6th, 7th and 8th grade - Standard Expectations.

1.1 Interpretive Communication

Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words.

Students understand and interpret predictable oral and written language on familiar topics supported by contextual

clues and delivered at a slower rate of speech.

1.2 Interpersonal Communication

Students exchange essential information such as greetings, leave takings and common classroom interactions using culturally appropriate gestures and oral expressions. Students also share likes and dislikes with each other and the classmates.

1.3 Presentational Communication

Oral presentations and Written Presentation.

2.1 Cultural Practices and Perspectives

Students recognize cultural practices during holidays and cultural traditions. Students identify cultural practices in dining, ecology and/or outdoor activities/hobbies.

2.2 Cultural Products and Perspectives

Students recognize cultural artifacts relating to holidays and Traditions. Students identify cultural products (flags, currency, symbols, etc).

3.1 Connections to Other Disciplines

Art, Religion and Geography.

Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, measurements, animals, insects, geographical concepts, etc.

3.2 Access information.

Students read, listen to and talk about age-appropriate school content, folktales, short stories, soap operas, poems, internet sites and songs written for native speakers of the target language.

Students participate in cultural traditions and holidays

Access to Information and using authentic materials (children's books, internet sites).

4.1 Language Comparisons

Students recognize cognates and how adjectives placement, and sentence clause structure/composition, are different between the target language and their own.

4.2 Cultural Comparison

Students become aware of cultural similarities and differences in holidays and traditions.

5.1 Transfer to Communities

Students make posters about holidays and traditions and display them in their school bulletin boards.

5.2 Lifelong Learning

Students make choices to present information based on their personal interest.

Standards for Report cards 2019/2020

Based on ACTFL Proficiency Benchmarks and Performance Indicators - Novice low, Novice Mid, Novice High for Kindergarten to 5th grade.

<https://www.actfl.org/sites/default/files/CanDos/Novice%20Can-Do Statements.pdf>

Based on ACTFL Proficiency Benchmarks and Performance Indicators - Intermediate for 6th, 7th and 8th grade.

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

Kindergarten. Novice low.

I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

I can introduce myself using practiced or memorized words and phrases, with the help of gestures, or visuals.

I'm an active participant during class.

I'm an attentive listener.

First and Second Grade. Novice Mid.

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.

I can request and provide information by asking and answering some few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

I can present information about the calendar, myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

I'm an active participant during class.

I'm an attentive listener.

4th and 5th grade. Novice High.

I can identify the topic and some isolated facts from simple sentences in informational texts.

I can request and provide information by asking and answering some original questions on familiar and everyday topics, using simple sentences most of the time.

I can present personal information about my life and activities, using simple sentences most of the time.

I'm an active participant during class.

I'm an attentive listener.

6th,7th and 8th grade. Novice High/Intermediate low.

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

I can employ strategies to try to figure out cognates or unknown words in Spanish.

I can ask and answer simple questions in Spanish about familiar topics.

I can Recognize known vocabulary when listening to and reading Spanish.

I can identify the products and practices of other countries and cultures.

I can engage fully during class and be on task.

