

# World Languages Standards and Benchmarks

## Spanish I

<b>Communication:</b> Communicate in Spanish				
<b>Grade Level Benchmark</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
<p>1.1 Students engage in conversations, provide and obtain information, express feeling and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken Spanish on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners of readers on a variety of topics.</p>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introductory Formulas</li> <li>• Discussing origin</li> <li>• Express likes</li> <li>• Numbers (0-199)</li> <li>• Descriptive adjectives</li> <li>• Clothing</li> <li>• Colors</li> <li>• Level appropriate verbs</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Physical and emotional states of being</li> <li>• Physical characteristics</li> <li>• Classroom vocabulary</li> <li>• School subjects</li> <li>• Classroom activities</li> <li>• Adverbs of frequency</li> <li>• Interrogative words</li> <li>• Telling time</li> <li>• Invitational formulas</li> <li>• Telephone formulas</li> <li>• Sports and leisure activities</li> <li>• Comparative Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar and formal greetings</li> <li>• Subject pronouns</li> <li>• Ser (+ de)</li> <li>• Gustar + infinitive</li> <li>• Appropriate definite and indefinite articles and their use</li> <li>• Noun/adjective agreement in number and gender</li> <li>• -ar, -er, -ir conjugation for regular verbs</li> <li>• Conjugate ir, ser, tener, estar, venir</li> <li>• Possession using “de”</li> <li>• Possessive determiners</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Formula for giving dates</li> <li>• Use of adverbs of frequency</li> <li>• Use of “tener que” and “hay que”</li> <li>• Tell where you are going</li> <li>• Request food</li> <li>• Use “estar” to express physical location</li> <li>• Subject-verb inversion in “wh” questions</li> <li>• Use of intonation for asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others appropriately</li> <li>• Introduce self and others</li> <li>• Exchange information about origin</li> <li>• Count and exchange phone numbers</li> <li>• Express likes/dislikes</li> <li>• Form plurals</li> <li>• Describe others and oneself</li> <li>• Discuss age</li> <li>• Give dates</li> <li>• Express possession</li> <li>• Describe classes and classroom objects</li> <li>• Say how often you do something</li> <li>• Discuss obligations</li> <li>• Discuss schedules</li> <li>• Ask and tell time</li> <li>• Formulate questions</li> <li>• Discuss plans</li> <li>• Sequence events</li> <li>• Talk about places and people you know</li> <li>• Use personal “a”</li> <li>• Extend invitations</li> <li>• Use formulaic telephone expressions</li> <li>• Express feelings</li> <li>• Say what just happened</li> <li>• Talk about sports</li> <li>• Express preferences</li> </ul>	<p>Textbook, textbook ancillaries, and audiovisual equipment</p>

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<b>Communication:</b> Communicate in Spanish ( <i>continued</i> )				
<b>Grade Level Benchmark</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugation of verbs with irregular “yo” forms: conocer, hacer and oír</li> <li>• Use of personal “a”</li> <li>• Use of “estar” to express feelings</li> <li>• Use of “acabar de + infinitive”</li> <li>• Stem-changing e→ie verbs</li> <li>• Conjugate “jugar”</li> <li>• Conjugate “saber”</li> <li>• Use comparatives</li> </ul>	<ul style="list-style-type: none"> <li>• Say what you know</li> <li>• Make comparisons</li> </ul>	
<b>Cultures:</b> Gain knowledge and understanding of understanding				
<b>Grade Level Benchmark</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.	<ul style="list-style-type: none"> <li>• Vocabulary from Standard 1</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns of behaviors</li> <li>• Common beliefs and attitudes within the culture</li> <li>• Songs, games and holidays for age-appropriate cultures</li> <li>• Objects and symbols that represent other cultures</li> <li>• Contributions of art work, architecture, music, dance, and literature</li> <li>• Cultural information from various sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and imitate patterns of behavior such as greetings, gestures and common interactions.</li> <li>• Identify some common beliefs and attitudes within the cultures studied.</li> <li>• Participate in age-appropriate practices such as songs, games and holidays.</li> <li>• Identify objects and symbols that represent other cultures such as flags or currency</li> </ul>	Textbook, textbook ancillaries, and audiovisual equipment

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<b>Cultures:</b> Gain knowledge and understanding of understanding ( <i>continued</i> )				
<b>Grade Level Benchmark</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
	•	•	<ul style="list-style-type: none"> <li>• Identify and experience contributions from the target cultures such as</li> <li>• Locate, organize and share cultural information from various sources.</li> </ul>	
<b>Connections:</b> Connect with other disciplines and acquire information.				
<b>Grade Level Benchmark</b>	<b>Vocabulary</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Classroom Resources</b>
3.1 Students reinforce and further their knowledge of other disciplines through the world language  3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures	Vocabulary from Standard 1	<ul style="list-style-type: none"> <li>• Context, topics and skills from other school subjects</li> <li>• Use world language resources</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and apply within a familiar context, topics and skills from other school subjects such as math, weather, geography, phonics, grammatical structures and reading strategies.</li> <li>• Identify, through world language resources, information usable in other disciplines.</li> </ul>	Textbook, textbook ancillaries, and audiovisual equipment

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<b>Comparisons:</b> Develops insight into the Nature of Language and Culture.				
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<p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</p>	Vocabulary from Standard 1	<ul style="list-style-type: none"> <li>• Sound patterns of the target language</li> <li>• Structural patterns of the target language and English.</li> <li>• Vocabulary of Spanish and English.</li> <li>• Connections among languages</li> <li>• Similarities and differences between cultures</li> <li>• Similar and different behavioral patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and apply, within limited contexts, the sound patterns of the target language.</li> <li>• Identify and apply structural patterns of the target language and compare them to the students' own language.</li> <li>• Identify and compare cognates of the target language and the students' own language.</li> <li>• Identify connections among languages.</li> <li>• Examine the similarities and differences between the target cultures and the students' own cultures.</li> <li>• Compare and contrasts similar and different behavioral patterns between the target cultures and the students' own culture.</li> </ul>	Textbook, textbook ancillaries, and audiovisual equipment

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<b>Communities:</b> Participate in multilingual communities at home and around the world.				
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<p>5.1 Students use the language within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	Vocabulary from Standard 1	<ul style="list-style-type: none"> <li>Vocabulary, grammar, and cultural information from Standards 1, 2, 3, and 4</li> </ul>	<ul style="list-style-type: none"> <li>Practice key phrases in Spanish with family and peers</li> <li>Become aware and/or participate in outside language opportunities such as camps, immersion weekends, trips and community cultural events.</li> <li>Expand cultural horizons through the enjoyment of literature, music, art, theater, cuisine and travel.</li> <li>Use media and technology to remain aware of world events.</li> <li>Establish and/or maintain interpersonal relationships with speakers of Spanish</li> </ul>	Textbook, textbook ancillaries, and audiovisual equipment