**Henderson County School District**

**Middle School Language Program**

**6th Grade-9 Week program Introduction to Spanish**

* **Greetings and introductions**
* **The Classroom**
* **Useful Classroom Expressions**
* **Culture-Teotihuacan, Puerto Rico, Mayan City of Tikal, Incas, and Nazca Lines, Peru**

**7th Grade- 18 Week Program Spanish Exploration**

* **Present tense regular –er and –ir verbs**
* **Weather and seasons**
* **Asking questions**
* **Personality Traits**
* **Foods and beverages**
* **Culture-Pablo Picasso, Dia de Muertos, Cinco de Mayo, Rigoberta Menchu (Guatemala)**

**8th Grade- Full year immersion for Spanish I credit.**

* **Follow same sequence as High School Curriculum Maps**
* **Offer Differentiated instruction to meet needs of all students**
* **Student eLearning Center (Student Editions, Workbooks, games and activities)**
* **Video Program**
* **Listening and Speaking Activities**
* **Real-life problem-solving tasks as they learn in authentic contexts**

**STANDARD: Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.**

Core Competencies

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| **Language Competencies** | | | **Intercultural Competencies\*** | | | |
| **1: Interpretive Listening and Reading**  I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.  **2: Interpersonal Communication**  I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.  **3: Presentational Speaking and Writing**  I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context. | | | **4: Investigation**  I can use my language skills to investigate the world beyond my immediate environment.  **5: Perspective**  I can recognize and understand my own and others’ ways of thinking.  **6: Action**  **I can use my language skills and cultural understanding to improve my world.**  ***\* Research suggests that growth in intercultural competencies is best charted through personal reflections and not delineated on a vertical proficiency scale.*** | | | |
| **Interpretive Listening** | | **Interpretive Reading** | **Interpersonal Communication** | | **Presentational Speaking** | **Presentational Writing** |
| **Learner Benchmark**  **1.NM.L** I can understand some everyday words, phrases and questions about me, my personal experiences, and my surroundings. | | **Learner Benchmark**  **1.NM.R** I can understand familiar words, phrases, and simple sentences. | **Learner Benchmark**  **2.NM.IC** I can interact with help, using words, phrases and memorized expressions. I can answer simple questions on very familiar topics. | | **Learner Benchmark**  **3.NM.PS** I can provide basic information about myself and my immediate surroundings, using words and phrases, and memorized expressions. | **Learner Benchmark**  **3.NM.PW** I can provide some basic information on familiar topics in lists, phrases, often using memorized expressions. |
| **Learning Indicators**  **1.NM.L.1** I can understand simple words and phrases about daily activities.  **Sample Learning Targets**   * I can understand when someone describes his/her school schedule. * I can understand when someone describes his/her daily routine.   **1.NM.L.2** I can understand some words and phrases in simple messages and announcements in a familiar setting.  **Sample Learning Targets**   * I can understand a short audio announcement relating the time and place of a movie or sporting event. * I can understand a short announcement relating a change in my school or work schedule.   **1.NM.L.3** I can understand some simple questions on familiar topics.  **Sample Learning Targets**   * I can understand when asked how old I am, what my name is, and where I live. * I can understand when someone asks me which sports I play, which hobbies I have, or what I like to do in my free time.   **1.NM.L.4** I can understand some of what people say in a conversation when they are talking about familiar things. | | **Learning Indicators**  **1.NM.R.1** I can read simple information  **Sample Learning Targets**   * I can read about a family. * I can read about food. * I can understand simple written messages in the classroom or workplace. * I can follow simple written directions.   **1.NM.R.2** I can understand short, simple descriptions, especially if there are pictures or graphs.  **Sample Learning Targets**   * I can understand written descriptions about people, places, or things. * I can understand written descriptions about things I have learned.   **1.NM.R.3** I can recognize words on a list of familiar topics.  **Sample Learning Targets**   * I can identify tasks on a to-do list. * I can identify items on a shopping list. * I can identify movies or TV programs on a list. * I can understand lists related to academic subjects, such as planets, countries, or musical instruments.   **1.NM.R.4** I can recognize some names, words, characters, and phrases in everyday situations.  **Sample Learning Targets**   * I can identify words related to school. * I can identify words related to home. * I can identify words related to people. * I can identify words related to the culture of the language I am learning. * I can identify words related work.   **1.NM.R.5** I can understand the purpose of simple reading materials.  **Sample Learning Targets**   * I can recognize advertisements, brochures, menu lists, schedules, greeting cards, or business cards. * I can distinguish a birthday card from a thank-you card. * I can identify destinations and major attractions in travel brochures. * I can locate places on city maps. | **Learning Indicators**  **2.NM.IC.1** I can introduce myself and others using basic culturally appropriate greetings.  **Sample Learning Targets**   * I can introduce myself and someone else. * I can respond appropriately to an introduction using gestures when needed.   **2.NM.IC.2** I can ask simple questions and give simple responses.  **Sample Learning Targets**   * I can ask and answer questions about what I like and dislike. * I can ask and answer questions about what I am doing. * I can answer questions about where I am going. * I can say when I am going to do something. * I can ask and answer questions about the weather.   **2.NM.IC.3** I can exchange information about myself, my family and familiar things.  **Sample Learning Targets**   * I can say my name and ask someone what his/her name is. * I can identify the members of my family and ask someone about his/her family with a simple question. * I can exchange simple descriptions of what people look like. * I can exchange simple descriptions about personality.   **2.NM.IC.4** I can understand and use numbers in simple situations.  **Sample Learning Targets**   * I can exchange information that requires counting, such as playing a board game, saying the score of a game or counting the number of people or items. * I can ask and understand how much something costs. * I can ask and give the time, date, birth date, age, and phone number.   **2.NM.IC.5** I can exchange information about something I have learned.  **Sample Learning Targets**   * I can tell someone the name of a story I read in school. * I can tell someone the time and location of a community event. | | **Learning Indicators**  **3.NM.PS.1** I can present personal information about myself and others.  **Sample Learning Targets**   * I can state my name, age, and where I am from. * I can give my phone number, home address, and email address. * I can describe my physical appearance. * I can describe my personality.   **3.NM.PS.2** I can express my likes and dislikes.  **Sample Learning Targets**   * I can express which sports I like and don’t like. * I can express my favorite free-time activities and those I don’t like. * I can state my favorite foods and drinks and those I don’t like.   **3.NM.PS.3** I can list daily activities.  **Sample Learning Targets**   * I can identify my classes and when they occur. * I can state activities and times in my daily schedule.   **3.NM.PS.4** I can present simple information about something I learned.  **Sample Learning Targets**   * I can create a presentation including cultural expressions connected with holiday celebrations based on pictures or photos. * I can identify the main cities of a specific country. * I can identify animals, foods, historical figures, or sports based on pictures or photos. | **Learning Indicators**  **3.NM.PW.1** I can fill out a simple form with some basic information.  **Sample Learning Targets**   * I can fill out a form with my name, address, phone number, birth date, and nationality. * I can fill out a form for a library card. * I can complete and online order form. * I can register for something online. * I can fill out a simple schedule.   **3.NM.PW.2** I can write about myself.  **Sample Learning Targets**   * I can list my likes and dislikes. * I can list my family members. * I can list my free-time activities.   **3.NM.PW.3** I can write lists that help me in my day-to-day life.  **Sample Learning Targets**   * I can write a to-do list. * I can write a shopping list.   **3.NM.W.4** I can write about something I have learned.  **Sample Learning Targets**   * I can list the main cities of a specific country. * I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country. * I can create a list categorizing animals that live in the forest, sea, or desert. |