

# Windham School District



## ***Spanish Curriculum***

Approved by the Windham School Board on 06/21/2022

# WINDHAM SCHOOL DISTRICT

## Spanish

### Team

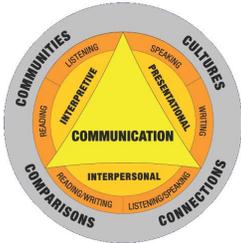
Shannan McKenna	SAU	Abner VargasGarcia	WHS
Adelia Couser	WCS	Cecilia Creamer	WHS
Jorge Abril Sanchez	WMS	Bevin Sheehan	WHS
Pilar Ripley	WMS	Chad Westwood	WHS

### Mission Statement

Learn a Language; Share a Culture; Be a Part of the World!

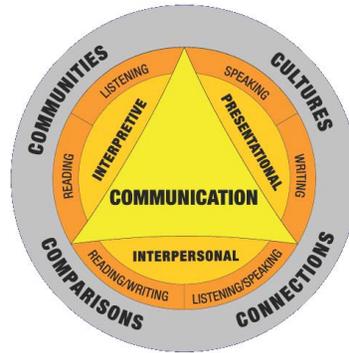
Students will communicate at level in the target language in both oral and written forms: listening, speaking, reading, and writing. Students will demonstrate an understanding of the relationships between the products, practices, and perspectives of the target culture and participate in multilingual communities (within the school settings and beyond). Students will engage in interdisciplinary activities and demonstrate understanding of the target language and culture through comparisons with their own. Students will learn to respect the many global similarities and differences.

The Spanish curriculum ties to the World Language standards of the American Council on the Teaching of Foreign Languages.



## World Language Philosophy Statement

Learn a Language  
Learn a Culture  
Be a Part of the World!



Students communicate at level in the target language in both oral and written forms: listening, speaking, reading, and writing.

Students demonstrate an understanding of the relationships between the products, practices, and perspectives of the target culture and participate in multilingual communities (within the school settings and beyond).

Students engage in interdisciplinary activities and demonstrate understanding of the target language and culture through comparisons with their own. Students learn to respect the many global similarities and differences.

## World Language Standards

*(Derived from the American Council on the Teaching of Foreign Languages)*

### **Communication: Communicates in Languages Other Than English**

Standard 1.1: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **Cultures: Gain Knowledge and Understanding of Other Cultures**

Standard 2.1: Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### **Connections: Connect with Other Disciplines and Acquire Information**

Standard 3.1: Making Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### **Comparisons: Develop Insight into the Nature of Language and Culture**

Standard 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### **Communities: Participate in Multilingual Communities at Home and Around the World**

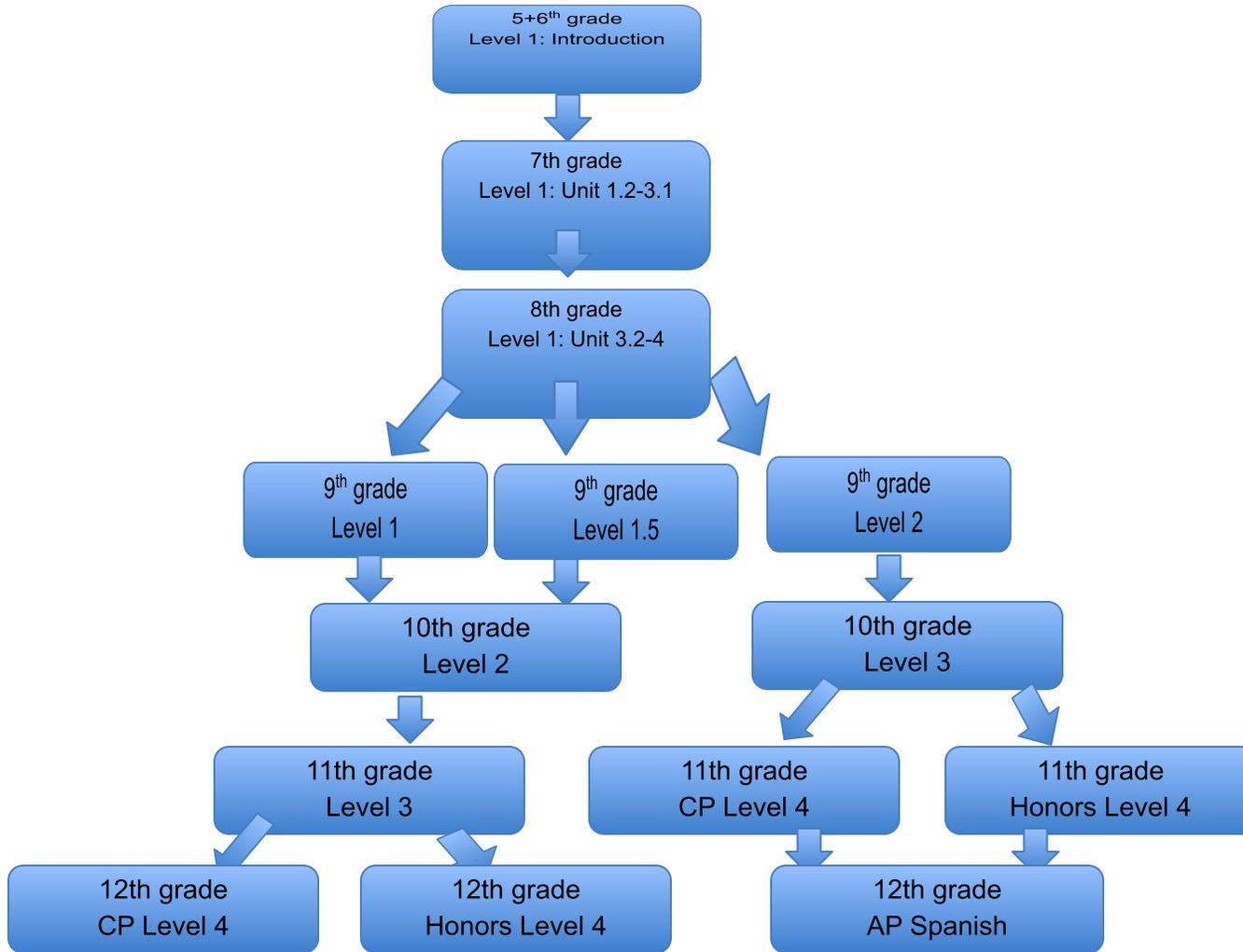
Standard 5.1: School and Community: Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

### **Essential Questions**

1. What is the value of learning another language?
2. Why is it important to communicate effectively?
3. How do history, literature, and the arts influence and reflect a society and its culture?
4. How do other cultures influence our lives?

# World Languages Curriculum Spanish Learning Progression



Curriculum Overview

SAU 95

Title of Curriculum: Spanish 1

Unit Name	Why (Enduring Understandings)	How (Skills)	What (Content)
Preliminary Lesson: New York	<ul style="list-style-type: none"> <li>Students will expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>Students will gain knowledge and understanding of the Spanish-speaking world</li> <li>Students will use Spanish to expand their knowledge through connections with other areas of the curriculum</li> <li>Students will use Spanish to gain an understanding of the nature of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>Greet people and say goodbye</li> <li>Introduce yourself and others</li> <li>Provide basic information about yourself and your surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Greetings &amp; Introductions</li> <li>Alphabet</li> <li>Saying where you are from</li> <li>Numbers 1-10</li> <li>Days of the week</li> <li>Weather</li> <li>Classroom phrases</li> </ul>
Unit 1: United States		<ul style="list-style-type: none"> <li>Talk about activities</li> <li>Tell where you and others are from</li> <li>Say what you like and do not like to do</li> <li>Describe yourself and others</li> <li>Identify people and things</li> </ul>	<ul style="list-style-type: none"> <li>Describing yourself and others</li> <li>Subject pronouns and ser</li> <li>Gustar with an infinitive</li> <li>Definite and indefinite articles</li> <li>Noun adjective agreement</li> <li></li> </ul>
Unit 2: Mexico		<ul style="list-style-type: none"> <li>Ask and tell time</li> <li>Say what you and others have and have to do</li> <li>Say what you do and how often you do things</li> <li>Say where you and others are located and how you are feeling</li> <li>Say where you are going</li> </ul>	<ul style="list-style-type: none"> <li>Describing classes, locations, and schedules</li> <li>The verbs tener, estar, and ir</li> <li>Present Tense conjugations of -ar verbs</li> </ul>
Unit 3: Puerto Rico		<ul style="list-style-type: none"> <li>Talk about foods and beverages</li> <li>Say which foods you like and don't like</li> <li>Talk about family</li> <li>Ask and tell ages</li> <li>Express possession</li> <li>Give dates</li> <li>Give comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Gustar with nouns</li> <li>Present tense of -er and -ir verbs</li> <li>Possessive Adjectives</li> <li>Comparatives</li> </ul>

Unit 4: Spain		<ul style="list-style-type: none"> <li>● Talk about clothes you want to buy and wear in different seasons</li> <li>● Talk about types of transportation</li> <li>● Talk about places and events in town</li> <li>● Say what you are going to do</li> <li>● Order from a menu</li> </ul>	<ul style="list-style-type: none"> <li>● Stem-changing verbs e-ie</li> <li>● Direct Object Pronouns</li> <li>● Stem-changing verbs: o-ue</li> <li>● Stem-changing verbs: e-i</li> </ul>
Unit 5: Ecuador		<ul style="list-style-type: none"> <li>● Describe a house, household items, people and locations</li> <li>● Indicate the order of things</li> <li>● Plan a party</li> <li>● Talk about chores and responsibilities</li> <li>● Tell someone what to do</li> <li>● Say what you just did</li> </ul>	<ul style="list-style-type: none"> <li>● Ser or Estar</li> <li>● Irregular verbs: decir, venir,</li> <li>● Verb acabar + de</li> <li>● Affirmative tú commands</li> </ul>

Title of Curriculum: Spanish 2

Unit Name	Why (Enduring Understandings)	How (Skills)	What (Content)
Preliminary Lesson: Florida	<ul style="list-style-type: none"> <li>Students will expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>Students will gain knowledge and understanding of the Spanish-speaking world</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe people</li> <li>Talk about likes and dislikes</li> <li>Discuss where you go</li> <li>Describe how you feel</li> <li>Talk about what you and your friends do</li> </ul>	<ul style="list-style-type: none"> <li>Definite and indefinite articles</li> <li>Subject pronouns and ser</li> <li>Adjectives</li> <li>The verbs tener and gustar</li> <li>Ir + a + place or infinitive</li> <li>Ser or estar</li> <li>Regular present tense verbs</li> <li>Stem-changing verbs</li> </ul>
Unit 1: Costa Rica	<ul style="list-style-type: none"> <li>Students will use Spanish to expand their knowledge through connections with other areas of the curriculum</li> <li>Students will use Spanish to gain an understanding of the nature of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>Discuss travel preparations and the airport</li> <li>Ask how to get around town</li> <li>Say where you went and what you did on vacation</li> <li>Talking about buying gifts and souvenirs</li> </ul>	<ul style="list-style-type: none"> <li>Using the personal a,</li> <li>Direct and Indirect object pronouns.</li> <li>Preterite –AR verbs</li> <li>Preterite of ir, ser, hacer, ver, dar</li> <li>Interrogatives</li> </ul>
Unit 2: Argentina		<ul style="list-style-type: none"> <li>Talk about sporting events, athletes, and staying healthy</li> <li>Point out specific people and things</li> <li>Retell events from the past</li> <li>Discuss your daily routine</li> <li>Clarify the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs with –mente</li> <li>Preterite of –er and –ir</li> <li>Demonstrative adjectives and pronouns</li> <li>Reflexive verbs</li> <li>Present progressive</li> </ul>
Unit 3: Puerto Rico		<ul style="list-style-type: none"> <li>Talk about clothing, shopping, and personal needs</li> <li>Say whom things are for</li> <li>Express opinions</li> <li>Describe past activities and events</li> <li>Ask for and talk about items at a marketplace</li> <li>Express yourself courteously</li> </ul>	<ul style="list-style-type: none"> <li>Verbs like gustar</li> <li>Present tense of irregular yo verbs</li> <li>Hace + expressions of time</li> <li>Irregular preterite verbs</li> <li>Preterite of –ir stem-changing verbs.</li> </ul>

Unit 4: México		<ul style="list-style-type: none"> <li>● Describe continuing activities in the past</li> <li>● Narrate past events and activities</li> <li>● Describe people, places, and things</li> <li>● Describe early civilizations and their activities</li> <li>● Describe the layout of a modern city</li> <li>● Ask for and give directions</li> </ul>	<ul style="list-style-type: none"> <li>● Past participles as adjectives</li> <li>● The imperfect tense</li> <li>● Preterite and imperfect</li> <li>● Verbs with <i>ia</i> and <i>y</i> spellings change in the preterite</li> <li>● Preterite of <i>-car</i>, <i>-gar</i>, and <i>-zar</i></li> <li>● Most verbs with irregular preterite stems</li> </ul>
Unit 5: España		<ul style="list-style-type: none"> <li>● Identify and describe ingredients</li> <li>● Talk about food preparation and follow recipes</li> <li>● Give instructions and make recommendations</li> <li>● Order meals in a restaurant</li> <li>● Talk about meals and dishes</li> <li>● Describe food and service</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives ending in <i>-ísimo</i></li> <li>● <i>Usted/Ustedes</i> commands</li> <li>● Pronoun placement with commands</li> <li>● Affirmative and negative words</li> <li>● Double object pronouns</li> </ul>

Title of Curriculum: Spanish 3

Unit Name	Why (Enduring Understandings)	How (Skills)	What (Content)
Preliminary Lesson: United States	<ul style="list-style-type: none"> <li>Students will expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>Students will gain knowledge and understanding of the Spanish-speaking world</li> </ul>	<ul style="list-style-type: none"> <li>Talk about themselves and their friends</li> <li>Say what they know how to do</li> <li>Talk about people and places they know</li> <li>Describe their daily routine</li> <li>Make comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Gustar</li> <li>Present tense</li> <li>Saber vs. conocer</li> <li>Ser vs. estar</li> <li>Reflexive verbs</li> <li>Unequal and equal comparisons</li> </ul>
Unit 1: Mexico	<ul style="list-style-type: none"> <li>Students will use Spanish to expand their knowledge through connections with other areas of the curriculum</li> <li>Students will use Spanish to gain an understanding of the nature of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>Describe a camping trip</li> <li>Talk about what you did with friends</li> <li>Talk about nature</li> <li>Talk about family vacations</li> <li>Discuss activities, skills, and abilities</li> <li>Describe a place and its climate</li> </ul>	<ul style="list-style-type: none"> <li>Preterite tense of regular verbs</li> <li>Irregular preterites</li> <li>Stem-changing verbs in the preterite</li> <li>Saber vs. conocer</li> <li>Imperfect tense</li> <li>Preterite vs. imperfect</li> </ul>
Unit 2: United States	<ul style="list-style-type: none"> <li>Students will use Spanish to gain an understanding of the nature of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>Describe volunteer activities</li> <li>Organize people to do a project</li> <li>Persuade or influence others</li> <li>Make requests and recommendations</li> <li>Express opinions</li> <li>Talk about media and the community</li> </ul>	<ul style="list-style-type: none"> <li>Affirmative tú commands</li> <li>Negative tú commands</li> <li>Usted/Ustedes/Nosotros affirmative and negative commands</li> <li>Pronouns with commands</li> <li>Impersonal constructions with “se”</li> </ul>
Unit 3: Central America	<ul style="list-style-type: none"> <li>Students will use Spanish to gain an understanding of the nature of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the impact of technology</li> <li>Express environmental concerns and possibilities</li> <li>Make predictions and discuss causes and effects</li> </ul>	<ul style="list-style-type: none"> <li>Future tense</li> <li>Por and Para</li> <li>Present subjunctive of regular verbs</li> <li>Some irregular subjunctive verb forms</li> </ul>

		<ul style="list-style-type: none"> <li>● Discuss obligations and responsibilities</li> <li>● Present and support an opinion</li> <li>● Express a point of view and make recommendations</li> </ul>	
Unit 4: The Caribbean		<ul style="list-style-type: none"> <li>● Describe people and things</li> <li>● Tell others what to do</li> <li>● Express wishes, desires, doubt, denial, and disbelief</li> <li>● Express positive and negative emotions</li> </ul>	<ul style="list-style-type: none"> <li>● Subjunctive with “ojalá” and verbs of hope</li> <li>● Subjunctive with verbs of influence</li> <li>● Suffixes</li> <li>● Subjunctive with doubt</li> <li>● Subjunctive with emotions</li> <li>● Superlatives</li> </ul>
Unit 5: The Andean Countries		<ul style="list-style-type: none"> <li>● Talk about personal items</li> <li>● Talk about requirements</li> <li>● Express what does / does not exist</li> <li>● Say what would or would not happen</li> <li>● Report what someone said</li> <li>● Talk about the day’s activities</li> </ul>	<ul style="list-style-type: none"> <li>● Subjunctive with conjunctions</li> <li>● Subjunctive with the unknown</li> <li>● Conditional tense</li> <li>● Qué and cuál</li> <li>● Reported speech</li> </ul>

Title of Curriculum: CP Spanish 4

Unit Name	Why (Enduring Understandings)	How (Skills)	What (Content)
Unit 1: The Working World	<ul style="list-style-type: none"> <li>Students will expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>Students will gain knowledge and understanding of the Spanish-speaking world</li> <li>Students will use Spanish to expand their knowledge through connections with other areas of the curriculum</li> <li>Students will use Spanish to gain an understanding of the nature of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>Filling out a job application</li> <li>Talk about work in an office</li> <li>Ask and answer work-related questions</li> <li>Talk about workplace communications</li> <li>Exchange work-related emails</li> <li>Describe an ideal employee</li> </ul>	<ul style="list-style-type: none"> <li>Ser vs estar</li> <li>Object pronouns</li> <li>Reflexive pronouns</li> <li>Verbs with prepositions</li> </ul>
Unit 2: Exercise and Fun		<ul style="list-style-type: none"> <li>Talk about outdoor sports and sports equipment</li> <li>Ask and answer questions about your favorite sports</li> <li>Talk about indoor sports and activities</li> <li>Discuss what you and others do in your free time</li> </ul>	<ul style="list-style-type: none"> <li>Preterite vs. imperfect</li> <li>Verbs with different meaning in the preterite</li> <li>Comparisons</li> <li>Gerunds</li> </ul>
Unit 3: The Adventure of Traveling		<ul style="list-style-type: none"> <li>Talk about vacations</li> <li>Describe results and states</li> <li>Talk about past events</li> <li>Talk about airplane travel</li> <li>Discuss travel arrangements</li> </ul>	<ul style="list-style-type: none"> <li>The past participle</li> <li>Preterite perfect and the pluperfect</li> <li>Future tense</li> <li>Conditional tense</li> </ul>
Unit 4: What is Our Society Like?		<ul style="list-style-type: none"> <li>Talk about family and society</li> <li>Discuss personal relationships</li> <li>Talk about education and personal finances</li> <li>Express attitudes about college and financial goals</li> </ul>	<ul style="list-style-type: none"> <li>Present subjunctive with:</li> <li>Noun clauses</li> <li>Adjective clauses</li> <li>Certain conjunctions</li> <li>Preterite perfect of subjunctive</li> <li>Imperfect of the subjunctive</li> </ul>
Unit 5: Let's Talk About		<ul style="list-style-type: none"> <li>Discuss painting and music</li> </ul>	<ul style="list-style-type: none"> <li>The future and conditional perfect</li> </ul>

Art		<ul style="list-style-type: none"> <li>● Talk about artistic and musical interests</li> <li>● Talk about sculpture and literature</li> <li>● Discuss arts-related activities</li> </ul>	<p>tenses</p> <ul style="list-style-type: none"> <li>● Relative pronouns</li> <li>● The passive voice, passive se, and impersonal se</li> <li>● Se with unintentional events</li> </ul>
Unit 6: Seeing, Having Fun, and Being Informed		<ul style="list-style-type: none"> <li>● Talk about television equipment, programming, and advertising</li> <li>● Discuss what you like and don't like to watch on TV</li> <li>● Discuss news and current events</li> </ul>	<ul style="list-style-type: none"> <li>● Imperfect subjunctive with adverbial clauses</li> <li>● The pluperfect of the subjunctive</li> <li>● Sequence of tenses</li> </ul>

Title of Curriculum: Honors Spanish 4

Unit Name	Why (Enduring Understandings)	How (Skills)	What (Content)
Unit 1: Personal and Public Identity	<ul style="list-style-type: none"> <li>● Students will expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● Students will gain knowledge and understanding of the Spanish-speaking world</li> <li>● Students will use Spanish to expand their knowledge through connections with other areas of the curriculum</li> <li>● Students will use Spanish to gain an understanding of the nature of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>● Alienation and assimilation</li> <li>● Heroes and historic characters</li> <li>● National and ethnic identity</li> <li>● Personal interests</li> <li>● Personal beliefs</li> </ul>	<ul style="list-style-type: none"> <li>● Essay about <i>Naranjas</i></li> <li>● Informal discussions</li> <li>● Formal presentation</li> </ul>
Unit 2: Contemporary Life		<ul style="list-style-type: none"> <li>● Education and professional careers</li> <li>● Entertainment and fun</li> <li>● Travel and enjoyment</li> <li>● Traditions</li> <li>● Styles of life</li> <li>● Personal relations</li> <li>● Volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>● Essay on <i>la siesta</i></li> <li>● Informal discussions</li> <li>● Formal Presentation</li> </ul>
Unit 3: Families and Communities		<ul style="list-style-type: none"> <li>● The structure of family</li> <li>● Social media</li> <li>● Traditions</li> <li>● Educational communities</li> <li>● Human geography</li> </ul>	<ul style="list-style-type: none"> <li>● Essay on <i>machisimo</i></li> <li>● Informal discussions</li> <li>● Formal Presentation</li> </ul>
Unit 4: Beauty and Aesthetics		<ul style="list-style-type: none"> <li>● Architecture</li> <li>● Definitions of creativity</li> <li>● Language and literature</li> <li>● Definitions of creativity</li> <li>● Style and design</li> <li>● Visual and performing arts</li> </ul>	<ul style="list-style-type: none"> <li>● Essay on books and digital media</li> <li>● Informal discussions</li> <li>● Formal Presentation</li> </ul>
Unit 5: Science and Technology		<ul style="list-style-type: none"> <li>● Access to technology</li> <li>● Medical health and care</li> </ul>	<ul style="list-style-type: none"> <li>● Essay on technology</li> <li>● Informal discussions</li> </ul>

		<ul style="list-style-type: none"> <li>● Natural phenomenon</li> <li>● Effects of technology on the individual and in society</li> <li>● Technological innovations</li> <li>● Science and ethics</li> </ul>	<ul style="list-style-type: none"> <li>● Formal presentation</li> </ul>
Unit 6: Global Challenges		<ul style="list-style-type: none"> <li>● Economic themes</li> <li>● Philosophical thoughts and religion</li> <li>● Population and demographics</li> <li>● Themes concerning the environment</li> <li>● Population and demographics</li> <li>● Social well-being</li> <li>● Social awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Essay on philosophical thinking</li> <li>● Informal discussions</li> <li>● Formal presentation</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish Grade 5

### Introductory Unit: New York (part 1)

#### Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Interact with cultural competence and understanding.</li> <li>● <b>Connections:</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</li> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1 Interpersonal Communication:</b> Students interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>● <b>Standard 1.2 Interpretive Communication:</b> Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>● <b>Standard 1.3 Presentational Communication:</b> Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> <li>● <b>Standard 2.1 Relating Cultural Practices to Perspectives:</b> Students use the language to investigate, explain and reflect on the</li> </ul>	<b>Transfer</b>	
	Students will be able to communicate in Spanish at a Novice Low to Novice Mid level by using memorized words and phrases to respond to basic conversational questions.	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● They can expand their ability to communicate in Spanish (writing, oral and written comprehension).</li> <li>● they can gain knowledge and understanding of the Spanish-speaking world.</li> <li>● Spanish can be used to expand their knowledge through connections with other areas of the curriculum.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Common Spanish greetings and goodbyes</li> <li>● Cognates in English and Spanish</li> <li>● Spanish alphabet</li> <li>● Colors in Spanish</li> <li>● Shapes in Spanish</li> <li>● Emotions/feelings in Spanish</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Expressing the benefits of learning a world language</li> <li>● Following basic classroom directions in Spanish</li> <li>● Using a variety of phrases to greet others in Spanish</li> <li>● Using a variety of phrases to say goodbye to others in Spanish</li> </ul>	

<p>relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> <li>● <b>Standard 2.2 Relating Cultural Products to Perspectives:</b> Students use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.</li> <li>● <b>Standard 3.1 Making Connections:</b> Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> <li>● <b>Standard 3.2 Acquiring Information and Diverse Perspectives:</b> Students access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> <li>● <b>Standard 4.1 Language Comparisons:</b> Students use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2 Cultural Comparisons:</b> Students use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1 School and global Communities:</b> Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> <li>● <b>Standard 5.2 Lifelong Learning:</b> Students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul>	<ul style="list-style-type: none"> <li>● Body parts in Spanish</li> <li>● Numbers 0-100 in Spanish</li> <li>● Grammatical Gender in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying words that are cognates in English and Spanish</li> <li>● Introducing themselves in Spanish and asking someone's name</li> <li>● Singing the Spanish alphabet</li> <li>● Spelling words in Spanish</li> <li>● Counting to 20 by ones in Spanish</li> <li>● Counting to 100 by tens in Spanish</li> <li>● Identifying the color of an object in Spanish</li> <li>● Identifying the shape of an object in Spanish</li> <li>● Recognizing whether a Spanish word is masculine or feminine</li> <li>● Working individually, with partners, and with small groups</li> <li>● Asking for clarification as needed when a concept is not understood</li> </ul>
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will have opportunities to actively seek out new experiences, use their imagination, express and defend their ideas, and create original artifacts in Spanish class.</li> <li>● <i>Collaboration:</i> Students will have opportunities to work effectively with partners and small groups to practice skills and complete assignments in Spanish class.</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Communication:</i> Students will have opportunities to use and understand verbal and written language in Spanish class.</li> <li>● <i>Critical Thinking:</i> Students will have opportunities to analyze academic and cultural concepts, solve problems, and articulate opinions in Spanish class.</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
<ul style="list-style-type: none"> <li>● <b>Speaking:</b> Can the student say Spanish words and short sentences with the correct pronunciation and meaning?</li> <li>● <b>Writing:</b> Can the student write Spanish words and short sentences with the correct spelling and meaning?</li> <li>● <b>Reading:</b> Can the student read and understand single words and short sentences written in Spanish?</li> <li>● <b>Listening:</b> Can the student listen to and understand single words and short sentences spoken in Spanish?</li> </ul>	<p>Throughout each unit, students will receive formative and summative assessments to monitor their understanding of the concepts being studied. Some examples of assessments for fifth grade students may include:</p> <ul style="list-style-type: none"> <li>● Creating a poster with a reason to study Spanish and sharing the poster with a small group</li> <li>● Independently reciting the Spanish alphabet</li> <li>● Giving an oral presentation to the class on a Spanish-speaking country</li> <li>● Writing and performing a conversation in Spanish with a partner</li> <li>● Listening to questions asked by the teacher in Spanish and correctly responding orally or through writing</li> <li>● Creating a sculpture or drawing of a person and labeling various body parts in Spanish</li> </ul>
	<p>OTHER EVIDENCE: <i>not applicable</i></p>

# Windham School District Curriculum

## Content Topic: Spanish Grade 6

### Introductory Unit: New York (part 2)

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>● <b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>● <b>Cultures:</b> Interact with cultural competence and understanding</li> <li>● <b>Connections:</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</li> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1 Interpersonal Communication:</b> Students interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>● <b>Standard 1.2 Interpretive Communication:</b> Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>● <b>Standard 1.3 Presentational Communication:</b> Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics</li> </ul>	<i>Transfer</i>	
	Students will be able to communicate in Spanish at a Novice Low to Novice Mid level by using memorized words and phrases to respond to basic conversational questions.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● they can gain knowledge and understanding of the Spanish-speaking world</li> <li>● Spanish can be used to expand their knowledge through connections with other areas of the curriculum</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Common Spanish greetings and goodbyes</li> <li>● Cognates in English and Spanish</li> <li>● Days of the week in Spanish</li> <li>● Months of the year in Spanish</li> <li>● Likes and dislikes in Spanish</li> <li>● Spanish-speaking countries</li> <li>● Weather phrases in Spanish</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Expressing the benefits of learning a world language</li> <li>● Following basic classroom directions in Spanish</li> <li>● Using a variety of phrases to greet others in Spanish</li> <li>● Using a variety of phrases to say goodbye to others in Spanish</li> <li>● Identifying words that are cognates in English and Spanish</li> </ul>	

<p>using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <ul style="list-style-type: none"> <li>● <b>Standard 2.1 Relating Cultural Practices to Perspectives:</b> Students use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Standard 2.2 Relating Cultural Products to Perspectives:</b> Students use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.</li> <li>● <b>Standard 3.1 Making Connections:</b> Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> <li>● <b>Standard 3.2 Acquiring Information and Diverse Perspectives:</b> Students access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> <li>● <b>Standard 4.1 Language Comparisons:</b> Students use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2 Cultural Comparisons:</b> Students use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1 School and global Communities:</b> Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> <li>● <b>Standard 5.2 Lifelong Learning:</b> Students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul>		<ul style="list-style-type: none"> <li>● Responding to questions about the date in Spanish: What day is today? What day was yesterday? What day is tomorrow?</li> <li>● Stating their own birthday in Spanish and asking when someone else’s birthday occurs</li> <li>● Identifying the 21 countries in the world where Spanish is an official language</li> <li>● Stating an activity they like to do in Spanish, and asking someone else what activities they like to do</li> <li>● Stating an activity they do not like to do in Spanish, and asking someone else what activities they do not like to do</li> <li>● Describing the weather in Spanish</li> <li>● Working individually, with partners, and with small groups</li> <li>● Asking for clarification as needed when a concept is not understood</li> </ul>
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*Used in Content Area Standards*

*21<sup>st</sup> Century Skills*

<p><i>not applicable</i></p>	<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will have opportunities to actively seek out new experiences, use their imagination, express and defend their ideas, and create original artifacts in Spanish class.</li> <li>● <i>Collaboration:</i> Students will have opportunities to work effectively with partners and small groups to practice skills and complete assignments in Spanish class.</li> <li>● <i>Communication:</i> Students will have opportunities to use and understand verbal and written language in Spanish class.</li> <li>● <i>Critical Thinking:</i> Students will have opportunities to analyze academic and cultural concepts, solve problems, and articulate opinions in Spanish class.</li> </ul>
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<h3 style="text-align: center;">Stage 2 - Evidence</h3>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<ul style="list-style-type: none"> <li>● <b>Speaking:</b> Can the student say Spanish words and short sentences with the correct pronunciation and meaning?</li> <li>● <b>Writing:</b> Can the student write Spanish words and short sentences with the correct spelling and meaning?</li> <li>● <b>Reading:</b> Can the student read and understand single words and short sentences written in Spanish?</li> <li>● <b>Listening:</b> Can the student listen to and understand single words and short sentences spoken in Spanish?</li> </ul>	<p>Throughout each unit, students will receive formative and summative assessments to monitor their understanding of the concepts being studied. Some examples of assessments for sixth grade students may include:</p> <ul style="list-style-type: none"> <li>● Creating a calendar and labeling the months of the year, days of the week, and number of each day in Spanish</li> <li>● Independently reciting the days of the week in Spanish</li> <li>● Writing and performing a weather report in Spanish with a partner</li> <li>● Listening to questions asked by the teacher in Spanish and correctly responding orally or through writing</li> <li>● Giving an oral presentation to the class on a Spanish holiday</li> <li>● Creating a Google Slides presentation to express various likes and dislikes</li> </ul>
	<p>OTHER EVIDENCE: <i>not applicable</i></p>

# Windham School District Curriculum

## Content Topic: Spanish Grade 7

### Preliminary Lesson: Hello, New York

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i></p> <ul style="list-style-type: none"> <li>Learners negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions; they also investigate the cultural practices in Spanish-speaking countries in relation to their own; and they compare the grammatical structures and rules with the language of their own.</li> </ul> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li><b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li><b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li><b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li><b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li><b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li><b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	<p>Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>Spanish connects to other areas of the curriculum</li> <li>through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>What is the value of learning another language?</li> <li>Why is it important to communicate effectively?</li> <li>How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Say where are they from</li> <li>Numbers 1 to 10</li> <li>days of the week</li> <li>Weather expressions</li> <li>Classroom phrases</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Greeting people and say goodbye</li> <li>Introducing oneself and others</li> <li>Asking and saying how to spell names</li> <li>Saying where you are from</li> <li>Exchanging phone numbers</li> <li>Saying what day of the week it is</li> <li>Describing the weather</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<ul style="list-style-type: none"> <li>● New York City’s Hispanic population and it’s cultural celebrations</li> </ul>	<ul style="list-style-type: none"> <li>● Responding to classroom instructions</li> <li>● Make cultural connection to the Spanish in New York city</li> <li>● Compare cultures</li> </ul>
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<p><i>Communication:</i> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <ul style="list-style-type: none"> <li>● Use communication for a range of purposes e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> </ul>

	<ul style="list-style-type: none"> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
<ul style="list-style-type: none"> <li>● Speaking: oral presentations</li> <li>● Writing: short paragraphs and dialogues.</li> <li>● Reading: authentic conversations and situations.</li> <li>● Listening: cultural listenings and vibrant conversations.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative assessments: exercises about vocabulary on classroom instructions ,numbers 1 to 10, on days of the week and weather expressions,</li> <li>● Examples of Formative Assessment: conjugation of verbs ser (Soy de/ eres de/es de)</li> <li>● Summative assessments including sections of listening, reading, writing, grammar and vocabulary, at the end of each preliminar lesson.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Oral assessment: Basic Interpersonal Conversation with puppets; pronunciation of phonemes and idioms, oral chain stories</li> <li>● Project -Personalize it / Students illustrated their own examples of alphabet letters</li> <li>● Country project</li> <li>● Weather project</li> <li>● Famous Spanish person project</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish Grade 7

### Unit 1: United States

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> <i>Competencies (Standards):</i> Learners negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions; they also investigate the cultural practices in Spanish-speaking countries in relation to their own; and they compare the grammatical structures and rules with the language of their own.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<b>Transfer</b>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● They can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● There is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● Through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Talk about Activities expansión de vocabulario</li> <li>● snack food and beverage</li> <li>● Other words and phrases la actividad, antes, después</li> <li>● Description one self and others</li> <li>● Numbers 10 to 20</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Greet people and say goodbye</li> <li>● Introduce yourself and others</li> <li>● Provide basic information about yourself and your surroundings</li> <li>● Say what you like and do not like to do</li> <li>● Describe yourself and others</li> <li>● Identify people and things</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Miami and San Antonio Texas Hispanic population and it's cultural celebrations</li> <li>● After school activities in Miami and Florida</li> <li>● Traditional dishes from Mexico and Cuba</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Subject pronouns and ser</li> <li>● ( soy de/ es de/ somos de.....</li> <li>● Gustar with an infinitive</li> <li>● Verb gustar (subject pronouns I you/he/she.....)</li> <li>● verb ser to describe themselves and others (personality/ appearance)</li> <li>● Definite and Indefinite articles</li> <li>● Noun adjective agreement</li> </ul>	<ul style="list-style-type: none"> <li>● Describe yourself and others using noun adjective agreement concept(gender/number)</li> <li>● Identify people and things</li> <li>● Identify numbers 1 to 30</li> <li>● Compare culture</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multi-lingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p>

	<ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
<ul style="list-style-type: none"> <li>● Speaking: oral presentations.</li> <li>● Writing: short paragraphs and dialogues.</li> <li>● Reading: authentic conversations and situations.</li> <li>● Listening: cultural listenings and vibrant conversations.</li> </ul>	<ul style="list-style-type: none"> <li>● Oral assessment: Basic Interpersonal Conversation with puppets; pronunciation of phonemes and idioms; physical descriptions of individuals.</li> <li>● Formative assessments: workbook exercises about vocabulary on like and dislikes activities, snack food and beverages, adjectives and other words and phrases</li> <li>● Examples of Formative Assessment: vocabulary tests, conjugation of verbs, definite indefinite articles, etc.</li> <li>● Summative assessments including sections of listening, reading, writing, grammar and vocabulary, at the end of each lesson and unit.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Project using verbs ser/ gustar</li> <li>● Proyecto ¿Quién es? / Project Who is it?</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish Grade 7

### Unit 2: Mexico and Let's Go to School

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Learners negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions; they also investigate the cultural practices in Spanish-speaking countries in relation to their own; and they compare the grammatical structures and rules with the language of their own.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p><i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Daily schedules</li> <li>● Telling time</li> <li>● Numbers 11-100</li> <li>● Describing classes and places in school and location (prepositions)</li> <li>● school objects</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about daily schedules</li> <li>● Asking and telling time</li> <li>● Saying what you have and have to do</li> <li>● Saying what you do and how often you do things</li> <li>● Describing classes and classroom objects</li> <li>● Saying where things are located</li> </ul>	

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<ul style="list-style-type: none"> <li>● frequency words</li> <li>● Expressing feelings</li> <li>● other phrases</li> <li>● Mexican schools, uniforms, classes, schedules.....</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● The verb tener/ tener que to indicate what you have and what and to say what you have to do</li> <li>● Present tense conjugations of -ar verbs</li> <li>● The verb estar to indicate location and say how people feel</li> <li>● The verb ir to talk about where someone is going</li> </ul>	<ul style="list-style-type: none"> <li>● Saying where you are going</li> <li>● Talking about where you are</li> <li>● Talking about how you feel</li> <li>● compare culture</li> </ul>
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multi-lingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> </ul>

	<ul style="list-style-type: none"> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"> <li>● Oral assessment: Basic Interpersonal Conversation, pronunciation of phonemes and idioms; descriptions of daily schedules, express where you are and how you feel</li> <li>● Formative assessments: workbook exercises about vocabulary on daily schedules, time, expressions of frequency, classroom objects, places in school adjectives to express feelings</li> <li>● Examples of Formative Assessment: vocabulary tests, conjugation of verb tener and tener que, present tense of -ar verbs, verb estar, verb ir</li> <li>● Assessment summative tests including sections of listening, reading, writing, grammar and vocabulary, at the end of each lesson and unit.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Create a mural “public art” students draw pictures of themselves and their favorite activities</li> <li>● Project a tour in school</li> <li>● Bulletin board project A qué hora?</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish Grade 7

### Unit 3 Lesson 1: Puerto Rico and My Favorite Foods

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Learners negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions; they also investigate the cultural practices in Spanish-speaking countries in relation to their own; and they compare the grammatical structures and rules with the language of their own.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	<p>Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.</p>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS - OVERARCHING</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Food and beverages</li> <li>● words to describe feelings</li> <li>● Question words</li> <li>● other words and phrases (ahora, importante, horrible.....)</li> </ul>	<p><i>Students will be skilled at...</i> Talking about foods and beverages</p> <ul style="list-style-type: none"> <li>● Asking questions</li> <li>● Saying which foods you like and don't like</li> <li>● Talking about how you feel</li> <li>● Describe where you are</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Gustar with nouns to talk about things that people like</li> <li>● Present tense of <b>-er</b> and <b>-ir</b> verbs</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p><i>not applicable</i></p>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multi-lingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> </ul>

	<ul style="list-style-type: none"> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"> <li>● Oral assessment: Basic Interpersonal Conversation, pronunciation of phonemes and idioms; descriptions of feelings and people’s location , create dialogues using questions words,</li> <li>● Formative assessments: workbook exercises about vocabulary on foods and beverages,interrogative words,</li> <li>● Examples of Formative Assessment: vocabulary tests, conjugation of verbs gustar wit nouns, present tense of -er and -ir verbs, verb hacer</li> <li>● Summative assessments including sections of listening, reading, writing, grammar and vocabulary, at the end of each lesson and unit.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Menu project</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish Grade 8

### Unit 3 Lesson 2: In My Family

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> <i>Competencies (Standards):</i> Learners negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions; they also investigate the cultural practices in Spanish-speaking countries in relation to their own; and they compare the grammatical structures and rules with the language of their own.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS - OVERARCHING</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Family relationships.</li> <li>● Months of the year.</li> <li>● Numbers 100-1,000,000.</li> <li>● Dates</li> <li>● Possessive adjectives.</li> <li>● Comparisons.</li> <li>● Pronunciation of letter j.</li> <li>● La quinceañera.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● talking about people.</li> <li>● ask and tell ages.</li> <li>● express possession.</li> <li>● use the preposition de to show possession.</li> <li>● give dates.</li> <li>● make comparisons.</li> </ul>	

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<p><i>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</i></p> <ul style="list-style-type: none"> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work.</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work.</li> <li>● Developing, implementing and communicating new ideas to others.</li> <li>● Being open and responsive to new and diverse perspectives.</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.</li> </ul>

	<p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
<ul style="list-style-type: none"> <li>● Speaking: oral presentations</li> <li>● Writing: short paragraphs and dialogues.</li> <li>● Reading: authentic conversations and situations.</li> <li>● Listening: cultural listenings and vibrant conversations.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative assessments: exercises about vocabulary on family relations, possessive adjectives, and comparisons of equality and inequality, pronunciation exercises of sounds, Flipgrid presentation describing the family, telling their age and birthdate, and comparing several relatives.</li> <li>● Examples of Formative Assessment: creation of a family tree, use of the possessive adjective in sentences, oral presentation of their family, etc.</li> <li>● Summative assessments including sections of listening, reading, writing, grammar and vocabulary, at the end of the session.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Project: Drawing of a family tree.</li> <li>● Game: Playing Guess who? and Hedbanz.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish Grade 8

### Unit 4: Spain; Downtown and What Are We Doing Tonight?

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> <i>Competencies (Standards):</i> Learners negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions; they also investigate the cultural practices in Spanish-speaking countries in relation to their own; and they compare the grammatical structures and rules with the language of their own.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS - OVERARCHING</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature, and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Vocabulary about clothes.</li> <li>● Vocabulary about urban places.</li> <li>● Colors.</li> <li>● Expressions with tener.</li> <li>● Stem changing verbs (e-ie; o-ue; e-i).</li> <li>● The verb ver.</li> <li>● The verbal construction ir + a + infinitive.</li> <li>● Direct object pronouns.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● talking about what clothes you want to buy.</li> <li>● saying what you wear in different seasons.</li> <li>● telling the prices of clothes.</li> <li>● communicating your corporal sensations.</li> <li>● sharing what you want, prefer, etc.</li> <li>● referring to aforementioned nouns indirectly through the use of a pronoun.</li> <li>● describing places and events in town.</li> </ul>	

<p>relationship between the products and perspectives of the culture studied.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Pronunciation of letter c in combination with vowels.</li> <li>● Surrealist art.</li> </ul>	<ul style="list-style-type: none"> <li>● talking about types of transportation.</li> <li>● saying what you are going to do.</li> <li>● ordering from a menu.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><i>not applicable</i></p>	<p>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <ul style="list-style-type: none"> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work.</li> </ul> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work.</li> <li>● Developing, implementing and communicating new ideas to others.</li> <li>● Being open and responsive to new and diverse perspectives.</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.</li> </ul>
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	<p>Critical Thinking and Problem solving</p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
<ul style="list-style-type: none"> <li>● Speaking: oral presentations</li> <li>● Writing: short paragraphs and dialogues.</li> <li>● Reading: authentic conversations and situations.</li> <li>● Listening: cultural listenings and vibrant conversations.</li> </ul>	<ul style="list-style-type: none"> <li>● Formative assessments: exercises about vocabulary on pieces of clothing and urban places, irregular verbs in the present simple of indicative, and direct object pronouns, pronunciation exercises of sounds, Flipgrid presentations reporting what they wear on certain occasions and where they go during the weekend.</li> <li>● Examples of Formative Assessment: develop a fashion show, conjugate irregular verbs, oral presentation of their dressing code and of their preferences when they visit the city, etc.</li> <li>● Summative assessments including sections of listening, reading, writing, grammar and vocabulary, at the end of the session.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Project: Drawing of a family tree.</li> <li>● Game: Playing Guess who? and Hedbanz.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Introductory Unit: The Hispanic World

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, listen to greetings and announcements.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on greetings, weather and calendar.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a weather and calendar.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Greetings</li> <li>● Introductions</li> <li>● Classroom phrases</li> <li>● Numbers 1-100</li> <li>● Telling time</li> <li>● Body parts</li> <li>● Things in the classroom</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Greeting people at different times of the day.</li> <li>● Introducing yourself to others</li> <li>● Responding to classroom directions</li> <li>● Beginning using numbers</li> <li>● Telling time</li> <li>● Identifying parts of the body</li> <li>● Talking about things in the classroom</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Alphabet</li> <li>● Telling the date</li> <li>● Weather description</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions about new words and phrases</li> <li>● Using the Spanish alphabet to spell words</li> <li>● Talking about things related to the calendar</li> <li>● Learning about Aztec calendar</li> <li>● Describing weather conditions</li> <li>● Identifying the seasons</li> <li>● Comparing the weather in the northern and Southern Hemispheres.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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<p><b>not applicable</b></p>	<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> </ul>
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	<ul style="list-style-type: none"> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENTS: <ul style="list-style-type: none"> <li>● Chapter Exam: Preliminary Unit “Para Empezar”</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Speaking assessment: Introducing yourself</li> <li>● Poster on body parts</li> <li>● Description of the weather in the different seasons.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 1A: What do you like to do?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Activities</li> <li>● Expressing likes and dislikes</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Infinitives</li> <li>● Negatives</li> <li>● Expressing agreement or disagreement.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying activities</li> <li>● Understanding when someone talks about activities they like and do not like to do.</li> <li>● Describing activities they like and do not like to do.</li> <li>● Asking others about their favorite activities.</li> </ul>	

<p>language through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> </ul>		
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><b>not applicable</b></p>	<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> </ul>	

	<ul style="list-style-type: none"> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Production vocabulary quiz on chapter 1A</li> <li>● Recognition vocabulary quiz on chapter 1A</li> <li>● Grammar quiz on infinitive verbs</li> <li>● Grammar quiz on negative forms.</li> <li>● Grammar quiz on expressing agreement and disagreement</li> <li>● Chapter exam: ¿Qué te gusta hacer? (What do you like to do?)</li> </ul>
	<p>OTHER EVIDENCE ASSESSMENTS:</p> <ul style="list-style-type: none"> <li>● Make a survey and interview your classmates on what activities they like to do, then choose one activity and ask your classmates if they like that activity. Prepare a chart with your results and present them in the classroom using a graph with percentages. This presentation will be using Spanish at novice level in the mode of “<i>Presentational Communication</i>”.</li> <li>● Make a poster using the graphic organizer to describe things that you like a lot, you like, you do not like and do not at all to do, then, make a presentation in Spanish. This presentation will be using Spanish at novice level in the mode of “<i>Presentational Communication</i>”.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 1B: What are you like?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Personality traits</li> <li>● Physical traits</li> <li>● Expressing likes and dislikes</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Definitive and indefinite articles</li> <li>● Word order: Placement of adjectives</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Listening to and reading descriptions of others.</li> <li>● Talking and writing about your personality traits.</li> <li>● Describing your personality to others.</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
not applicable		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> </ul>

	<ul style="list-style-type: none"> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENTS: <ul style="list-style-type: none"> <li>● Recognition vocabulary quiz on chapter 1B</li> <li>● Production vocabulary quiz on chapter 1B</li> <li>● Adjectives grammar quiz</li> <li>● Definite and indefinite articles' quiz</li> <li>● Word order: Placement of adjectives' quiz</li> <li>● Summative chapter: And you? What are you like? (Y tú, ¿Cómo eres?)</li> </ul>
	OTHER EVIDENCE ASSESSMENT: <ul style="list-style-type: none"> <li>● Prepare a booklet about describing yourself: physically and personality.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 2A: Your Days in School

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive</li> </ul>	<i>Transfer</i>	
	<i>Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● School subjects and schedules</li> <li>● School supplies</li> <li>● Class descriptions</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Subject pronouns</li> <li>● Present tense of _ar verbs.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Listening to and reading descriptions of school subjects and schedules.</li> <li>● Talking about classes, school activities and likes and dislikes.</li> <li>● Exchanging information while explaining what classes and activities you and friends have in common.</li> </ul>	

<p>viewpoints that are only available through the foreign language and its cultures.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> </ul>		
<p><i>Used in Content Area Standards</i></p>		<p><i>21<sup>st</sup> Century Skills</i></p>
<p>not applicable</p>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> </ul>

	<ul style="list-style-type: none"> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> <li>● Recognition vocabulary quiz on the chapter 2A</li> <li>● Production vocabulary quiz on the chapter 2A</li> <li>● Grammar quiz on subject pronouns</li> <li>● Grammar quiz on regular _ar conjugations</li> <li>● Chapter Exam: Your day in the School (Tu día en la escuela)</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Make a schedule and describe your day in school in writing, then read it in class.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 2B: Your Classroom

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, about where things are located.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.</i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Classroom items and furniture</li> <li>● Computers</li> <li>● Prepositions of location</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Verb to be “estar”</li> <li>● Plurals of nouns and articles</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Listening to and reading conversations and notes about school.</li> <li>● Talking and writing about classes, classrooms and where things are located.</li> <li>● Exchanging information while describing someone’s location.</li> </ul>	

<p>viewpoints that are only available through the foreign language and its cultures.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> </ul>		
<p><i>Used in Content Area Standards</i></p>		<p><i>21<sup>st</sup> Century Skills</i></p>
<p><b>not applicable</b></p>	<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> </ul>	

	<ul style="list-style-type: none"> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> <li>● Recognition vocabulary quiz on the chapter 2B</li> <li>● Production vocabulary quiz on the chapter 2B</li> <li>● Grammar quiz on the verb to be (estar)</li> <li>● Grammar quiz on plural nouns and articles</li> <li>● Chapter Exam: Your classroom (Tu sala de clases)</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Students will make a hands-on project where they have to draw a character and place it with school supplies, describing its location.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 3A: Breakfast or Lunch

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Food and beverages for breakfast and lunch.</li> <li>● Expressions of frequency.</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Present tense of _er and _ir verbs</li> <li>● Use the verb to like (gustar) and to delight (encantar) with plural nouns.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Listening to and reading descriptions of meals and menus.</li> <li>● Talking and writing about foods you and others like and dislike.</li> <li>● Exchanging information about food preferences.</li> <li>● Identifying cultural practices viewed in an authentic video about food.</li> </ul>	

<p>language through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		<ul style="list-style-type: none"> <li>● Analyzing the exchange of native foods between the Americas and Europe.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p><b>not applicable</b></p>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul>

	<p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Recognition vocabulary quiz on the chapter 3A</li> <li>● Production vocabulary quiz on the chapter 3A</li> <li>● Grammar quiz on the present tense for _er and _ir verbs.</li> <li>● Grammar quiz on I like them (me gustan) I love them (me encantan).</li> <li>● Chapter Exam: ¿Breakfast or Lunch? (¿Desayuno o almuerzo?)</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.</li> <li>● Students find a food pyramid or similar nutritional guide online from a target language country and read it to understand healthy eating in that country. They go shopping on a target language website, select foods that represent a healthy meal according to the nutritional guidelines and create a menu for a week. They then have a conversation with a person from the target language country to verify their understanding of the food pyramid.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 3B: Maintaining Health

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p><i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Foods groups</li> <li>● Healthy activities</li> <li>● Ways to describe foods</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Listening to and reading descriptions of healthy and unhealthy lifestyles.</li> <li>● Taking and writing about food, health, and exercise choices.</li> </ul>	

	<p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Plurals of adjectives</li> <li>● The verb ser (to be)</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p><b>not applicable</b></p>	<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> </ul>	

	<ul style="list-style-type: none"> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> <li>● Recognition vocabulary quiz on the chapter 3B</li> <li>● Production vocabulary quiz on the chapter 3B</li> <li>● Grammar quiz on plurals of adjectives</li> <li>● Grammar quiz on the verb to be “ser”.</li> <li>● Chapter Exam: In order to be healthy “Para mantener la salud”</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.</li> <li>● Students find a food pyramid or similar nutritional guide online from a target language country and read it to understand healthy eating in that country. They go shopping on a target language website, select foods that represent a healthy meal according to the nutritional guidelines and create a menu for a week. They then have a conversation with a person from the target language country to verify their understanding of the food pyramid.</li> <li>● Students listen to authentic audio clips featuring native speakers describing an event, and can match the oral description to a picture, or put pictures in the order of the sequence of events as described.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 4A: Where are you going?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <p><i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Leisure activities</li> <li>● Places in the community</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● The verb ir</li> <li>● Asking questions</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><i>Communication</i></p> <p><i>By the end of this chapter you will be able to:</i></p> <ul style="list-style-type: none"> <li>● Listen and read about leisure activities and schedules.</li> <li>● Talk and write about places to go and activities to do during free time.</li> <li>● Exchange information about weekend plans.</li> </ul> <p><i>Culture</i></p>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		<p><i>By the end of this chapter you will be able to:</i></p> <ul style="list-style-type: none"> <li>● Listen and read about leisure activities and schedules.</li> </ul>
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><b>not applicable</b></p>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> </ul>

	<ul style="list-style-type: none"> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENTS: <ul style="list-style-type: none"> <li>● Recognition vocabulary quiz on the chapter 4A</li> <li>● Production vocabulary quiz on the chapter 4A</li> <li>● Grammar quiz on verb “ir” (to go)</li> <li>● Grammar quiz on asking questions</li> <li>● Chapter Exam: Where are you going? “¿Adónde vas?”</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Make a video clip of places to go and what you are going to do, using the song: “¿Adónde vas?”</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1 High School

### Unit 4B: Do you want to go with me?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of</li> </ul>	Transfer	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narration in the present, and provide simple explanations to why something is done.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
Acquisition		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Sports and activities outside of school</li> <li>● Telling time</li> <li>● Extending accepting and declining invitations.</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Planned future: ir +a + infinitive</li> <li>● The verb “jugar” to play</li> </ul>	<p><i>Students will be skilled at...</i> <i>Communication</i> <i>By the end of this chapter you will be able to:</i></p> <ul style="list-style-type: none"> <li>● Listen to and read invitations and responses.</li> <li>● Discuss and write an invitation and an activity plan.</li> <li>● Exchange information while responding to an invitation.</li> </ul>	

<p>language through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		<p><i>Culture</i>  <i>You will be able to:</i></p> <ul style="list-style-type: none"> <li>● Auténtico identifies cultural perspectives in an authentic video about sports and free-time activities.</li> <li>● Understand cultural differences regarding extracurricular activities.</li> <li>● Compare and contrast the careers of two athletes.</li> </ul>
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><b>not applicable</b></p>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> </ul>

	<ul style="list-style-type: none"> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> <li>● Recognition vocabulary quiz on the chapter 4B</li> <li>● Production vocabulary quiz on the chapter 4B</li> <li>● Grammar quiz on verb “ir + a + infinitive</li> <li>● Grammar quiz on the verb to play “jugar”</li> <li>● Chapter Exam: Where are you going? “¿Quieres ir conmigo?”</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Songs and dialogues about going somewhere accompanied by someone.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1.5 High School

### Introductory Unit: New York; Hello!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narrations in the present, provide simple explanations to why something is done	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Greetings</li> <li>● Introductions</li> <li>● Alphabet</li> <li>● Saying where you are from</li> <li>● Numbers 1-10</li> <li>● Days of the week</li> <li>● Weather</li> <li>● Classroom phrases</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Greeting people and say goodbye</li> <li>● Introducing oneself and others</li> <li>● Asking and saying how to spell names</li> <li>● Saying where you are from</li> <li>● Exchanging phone numbers</li> <li>● Saying what day of the week it is</li> <li>● Describing the weather</li> <li>● Responding to classroom instructions</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<p><i>Creativity:</i></p> <ul style="list-style-type: none"> <li>● Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Students will apply the new content in speaking, listening, reading, and writing</li> </ul> <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> <li>● Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Vocabulary Quiz (greetings and introductions)</li> <li>● Formative Assessment: The verb SER (Where you're from)</li> <li>● Formative Assessment: Vocabulary (numbers and weather)</li> <li>● Summative Assessment: Conversational dialogue: a recorded exchange of dialogue between 2-3 students in the target language that covers unit objectives.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Larger Formative</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1.5 High School

### Unit 1: United States; A While With Friends

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narrations in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● After-school activities</li> <li>● Snack foods and beverages</li> <li>● Describing oneself and others</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Subject pronouns and ser</li> <li>● Gustar with an infinitive</li> <li>● Definite and indefinite articles</li> <li>● Noun adjective agreement</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about activities</li> <li>● Telling where one from</li> <li>● Saying what one likes and does not like to do</li> <li>● Describing oneself and others</li> <li>● Identifying people and things</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> </ul>		
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<p><i>Creativity:</i></p> <ul style="list-style-type: none"> <li>● Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Students will apply the new content in speaking, listening, reading, and writing</li> </ul> <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> <li>● Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"><li>● Formative Assessment: Unit 1 Lesson 1 Vocabulary Quiz</li><li>● Formative Assessment: Unit 1 Lesson 1 Grammar 1 Quiz (the verb SER)</li><li>● Formative Assessment: Unit 1 Lesson 1 Grammar 2 Quiz (Gustar with an Infinitive)</li><li>● Formative Assessment: Unit 1 Lesson 1 Culture Quiz</li><li>● Formative Assessment: Unit 1 Lesson 2 Vocabulary Quiz</li><li>● Formative Assessment: Unit 1 Lesson 2 Grammar 1 Quiz (Definite and Indefinite Articles)</li><li>● Formative Assessment: Unit 1 Lesson 2 Grammar 2 Quiz (Noun Adjective Agreement)</li><li>● Formative Assessment: Unit 1 Lesson 2 Culture Quiz</li><li>● Summative Assessment: Unit 1 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Poster project. A visual representation of the vocabulary and applied grammar. Usually limited to a lesson; 2 posters per unit.</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1.5 High School

### Unit 2: México; Students

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> </ul>	Transfer	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narrations in the present, provide simple explanations to why something is done	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
Acquisition		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Daily schedules</li> <li>● Telling time</li> <li>● Numbers 11-100</li> <li>● Describing classes and location</li> <li>● Expressing feelings</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● The verb tener</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about daily schedules</li> <li>● Asking and telling time</li> <li>● Saying what you have and have to do</li> <li>● Saying what you do and how often you do things</li> <li>● Describing classes and classroom objects</li> <li>● Saying where things are located</li> <li>● Saying where you are going</li> <li>● Talking about how you feel</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Present tense conjugations of -ar verbs</li> <li>● The verb estar</li> <li>● The verb ir</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b><i>not applicable</i></b>		<p><i>Creativity:</i></p> <ul style="list-style-type: none"> <li>● Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Students will apply the new content in speaking, listening, reading, and writing</li> </ul> <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> <li>● Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"><li>● Formative Assessment: Unit 2 Lesson 1 Vocabulary Quiz</li><li>● Formative Assessment: Unit 2 Lesson 1 Grammar 1 Quiz (the verb Tener and time)</li><li>● Formative Assessment: Unit 2 Lesson 1 Grammar 2 Quiz (Present tense of -AR verbs)</li><li>● Formative Assessment: Unit 2 Lesson 1 Culture Quiz</li><li>● Formative Assessment: Unit 2 Lesson 2 Vocabulary Quiz</li><li>● Formative Assessment: Unit 2 Lesson 2 Grammar 1 Quiz (the verb Estar and location)</li><li>● Formative Assessment: Unit 2 Lesson 2 Grammar 2 Quiz (the verb Ir)</li><li>● Formative Assessment: Unit 2 Lesson 2 Culture Quiz</li><li>● Summative Assessment: Unit 2 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Poster project. A visual representation of the vocabulary and applied grammar. Usually limited to a lesson; 2 posters per unit.</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1.5 High School

### Unit 3: Puerto Rico; Eat as a Family

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narrations in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Meals and foods</li> <li>● Asking questions</li> <li>● Family</li> <li>● Giving dates</li> <li>● Numbers from 200-1,000,000</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Gustar with nouns</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about foods and beverages</li> <li>● Asking questions</li> <li>● Saying which foods you like and don't like</li> <li>● Talking about family</li> <li>● Asking and telling ages</li> <li>● Expressing possession</li> <li>● Giving dates</li> <li>● Giving comparisons</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Present tense of -er and -ir verbs</li> <li>● Possessive Adjectives</li> <li>● Comparatives</li> <li>● Quinceañera</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<p><i>Creativity:</i></p> <ul style="list-style-type: none"> <li>● Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Students will apply the new content in speaking, listening, reading, and writing</li> </ul> <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> <li>● Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"><li>● Formative Assessment: Unit 3 Lesson 1 Vocabulary Quiz</li><li>● Formative Assessment: Unit 3 Lesson 1 Grammar 1 Quiz (Gustar with nouns)</li><li>● Formative Assessment: Unit 3 Lesson 1 Grammar 2 Quiz (present tense of -ER and -IR verbs)</li><li>● Formative Assessment: Unit 3 Lesson 1 Culture Quiz</li><li>● Formative Assessment: Unit 3 Lesson 2 Vocabulary Quiz</li><li>● Formative Assessment: Unit 3 Lesson 2 Grammar 1 Quiz (possessive adjectives)</li><li>● Formative Assessment: Unit 3 Lesson 2 Grammar 2 Quiz (comparatives)</li><li>● Formative Assessment: Unit 3 Lesson 2 Culture Quiz</li><li>● Summative Assessment: Unit 3 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li></ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>● Poster project. A visual representation of the vocabulary and applied grammar. Usually limited to a lesson; 2 posters per unit.</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1.5 High School

### Unit 4: Spain; City Center

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> </ul>	<b>Transfer</b>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narrations in the present, provide simple explanations to why something is done.	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Clothing and shopping</li> <li>● Places, events</li> <li>● Getting around town</li> <li>● Restaurants</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Stem-changing verbs e-ie</li> <li>● Direct Object Pronouns</li> <li>● Stem-changing verbs: o-ue</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about clothes you want to buy</li> <li>● Saying what you wear in different seasons</li> <li>● Describing places and events in town</li> <li>● Talking about types of transportation</li> <li>● Saying what you are going to do</li> <li>● Ordering from a menu</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Stem-changing verbs: e-i</li> <li>● Los árabes</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<p><i>Creativity:</i></p> <ul style="list-style-type: none"> <li>● Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Students will apply the new content in speaking, listening, reading, and writing</li> </ul> <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> <li>● Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Unit 4 Lesson 1 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 4 Lesson 1 Grammar 1 Quiz (stem-changing verbs; e:ie)</li> <li>● Formative Assessment: Unit 4 Lesson 1 Grammar 2 Quiz (direct object pronouns)</li> <li>● Formative Assessment: Unit 4 Lesson 1 Culture Quiz</li> <li>● Formative Assessment: Unit 4 Lesson 2 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 4 Lesson 2 Grammar 1 Quiz (stem-changing verbs; o:ue)</li> <li>● Formative Assessment: Unit 4 Lesson 2 Grammar 2 Quiz (stem-changing verbs; e:i)</li> <li>● Formative Assessment: Unit 4 Lesson 2 Culture Quiz</li> <li>● Summative Assessment: Unit 4 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Poster project. A visual representation of the vocabulary and applied grammar. Usually limited to a lesson; 2 posters per unit.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 1.5 High School

### Unit 5: Ecuador; Welcome to Our Home

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in basic communication with learned phrases, simple questions, and answers, provide simple descriptions of people and things, perform and understand simple narrations in the present, provide simple explanations to why something is done.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Describing a house (i.e. household items, furniture, etc.)</li> <li>● Planning a party</li> <li>● Chores</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Ser or Estar</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describing a house and household items</li> <li>● Indicating the order of things</li> <li>● Describing people and locations</li> <li>● Planning a party</li> <li>● Talking about chores and responsibilities</li> <li>● Telling someone what to do</li> <li>● Saying what you just did</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Ordinal numbers</li> <li>● More irregular verbs: decir, venir, dar, poner, salir, traer,</li> <li>● Affirmative tú commands</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<p><i>Creativity:</i></p> <ul style="list-style-type: none"> <li>● Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Students will apply the new content in speaking, listening, reading, and writing</li> </ul> <p><i>Critical Thinking:</i></p> <ul style="list-style-type: none"> <li>● Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Unit 5 Lesson 1 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 5 Lesson 1 Grammar 1 Quiz (ser or estar)</li> <li>● Formative Assessment: Unit 5 Lesson 1 Grammar 2 Quiz (ordinal numbers)</li> <li>● Formative Assessment: Unit 5 Lesson 1 Culture Quiz</li> <li>● Formative Assessment: Unit 5 Lesson 2 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 5 Lesson 2 Grammar 1 Quiz (more irregular verbs)</li> <li>● Formative Assessment: Unit 5 Lesson 2 Grammar 2 Quiz (affirmative tú commands)</li> <li>● Formative Assessment: Unit 5 Lesson 2 Culture Quiz</li> <li>● Summative Assessment: Unit 5 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Large Formative</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 2 High School

### Introductory Unit: Florida; Me and My Friends

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive</li> </ul>	<b>Transfer</b>	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (preterite and imperfect) and planned (near) future; express personal wishes and needs.	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● How to say who you are</li> <li>● Personality characteristics</li> <li>● Daily activities and food</li> <li>● Places in a school and around town</li> <li>● Saying how you feel, daily routine, making plans</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Definite and indefinite articles</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying and describing people.</li> <li>● Talking about likes and dislikes.</li> <li>● Saying where you and your friends go.</li> <li>● Describing how you and others feel.</li> <li>● Talking about what you and your friends do.</li> </ul>	

<p>viewpoints that are only available through the foreign language and its cultures.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Subject pronouns and ser</li> <li>● Adjectives</li> <li>● The verb tener</li> <li>● The verb gustar</li> <li>● Ir + a + place</li> <li>● Ser or estar</li> <li>● Regular present tense verbs</li> <li>● Stem-changing verbs</li> <li>● Ir + a + infinitive</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><b>Creativity and Innovation:</b></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> </ul>

	<ul style="list-style-type: none"> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Vocabulary Quiz (Multiple Choice)</li> <li>● Formative Assessment: Vocabulary Quiz (Fill-in-the-Blank)</li> <li>● Formative Assessment: Grammar 1 Quiz (verb conjugations)</li> <li>● Formative Assessment: Grammar 2 Quiz (gustar)</li> <li>● Summative Assessment: Examen Lección preliminar (Preliminary exam)</li> <li>● Optional Summative Alternative: Recorded conversation of basic introductions, self descriptions and likes and dislikes.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Poster project. A visual representation of the vocabulary and applied grammar. Usually limited to a lesson; 2 posters per unit.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 2 High School

### Unit 1: Costa Rica; To Discover New Places

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Competencies (Standards): Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (preterite and imperfect) and planned (near) future; express personal wishes and needs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p><b>Vocabulary related to:</b></p> <ul style="list-style-type: none"> <li>● Travel preparations</li> <li>● At the airport</li> <li>● Around town</li> <li>● Vacation activities</li> <li>● Vacation lodgings</li> <li>● Gifts and souvenirs</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Discussing travel preparations</li> <li>● Talking about things you do at the airport</li> <li>● Asking how to get around town</li> <li>● Saying where you went and what you did on vacation</li> <li>● Asking informational questions</li> <li>● Talking about buying gifts and souvenirs</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> <li>● <b>Standard 5.2: Lifelong Learning</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<p><b>Grammatical concepts:</b></p> <ul style="list-style-type: none"> <li>● Using the personal a,</li> <li>● Direct and Indirect object pronouns.</li> <li>● Preterite –AR verbs</li> <li>● Preterite of ir, ser, hacer, ver, dar</li> <li>● Interrogatives</li> <li>● Pronunciation l, ll and h, ch</li> </ul>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
<p><i>not applicable</i></p>	<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Unit 1 Lesson 1 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 1 Lesson 1 Grammar 1 Quiz (Direct Object Pronouns)</li> <li>● Formative Assessment: Unit 1 Lesson 1 Grammar 2 Quiz (Indirect Object Pronouns)</li> <li>● Formative Assessment: Unit 1 Lesson 1 Culture Quiz (Costa Rica)</li> <li>● Formative Assessment: Unit 1 Lesson 2 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 1 Lesson 2 Grammar 1 Quiz (Interrogatives and -AR verbs)</li> <li>● Formative Assessment: Unit 1 Lesson 2 Grammar 2 Quiz (Preterite of IR, SER, HACER, VER and DAR)</li> <li>● Formative Assessment: Unit 1 Lesson 2 Culture Quiz (Costa Rica)</li> <li>● Summative Assessment: Unit 1 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Projects: <ul style="list-style-type: none"> <li>- Buying souvenirs in a foreign country and for whom.</li> <li>- Diary about my everyday life.</li> </ul> </li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 2 High School

### Unit 2: Argentina; We Are Healthy!

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>	<i>Transfer</i>	
	<p>Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (preterite and imperfect) and planned (near) future; express personal wishes and needs.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Sports</li> <li>● Staying healthy</li> <li>● Daily routine</li> <li>● Sequencing works</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about sporting events and athletes</li> <li>● Discussing ways to stay healthy</li> <li>● Pointing out specific people and things</li> <li>● Retelling events from the past</li> <li>● Discussing your daily routine</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Parts of the body</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Adverbs with –mente</li> <li>● Preterite of –er and –ir</li> <li>● Demonstrative adjectives and pronouns</li> <li>● Pensar + infinitive</li> <li>● Reflexive verbs</li> <li>● Present progressive</li> <li>● Pronunciation: k, accents</li> </ul>	<ul style="list-style-type: none"> <li>● Clarifying the sequence of events</li> <li>● Saying what you and others are doing right now or intend to do</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul>

	<p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Unit 2 Lesson 1 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 2 Lesson 1 Grammar 1 Quiz (Adverbs -mente and Preterite of -ER / IR verbs)</li> <li>● Formative Assessment: Unit 2 Lesson 1 Grammar 2 Quiz (Demonstrative Adjectives)</li> <li>● Formative Assessment: Unit 2 Lesson 1 Culture Quiz (Argentina)</li> <li>● Formative Assessment: Unit 2 Lesson 2 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 2 Lesson 2 Grammar 1 Quiz (Pensar + inf and Reflexive Verbs)</li> <li>● Formative Assessment: Unit 2 Lesson 2 Grammar 2 Quiz (Present Progressive)</li> <li>● Formative Assessment: Unit 2 Lesson 2 Culture Quiz (Argentina)</li> <li>● Summative Assessment: Unit 2 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Project: Make a powerpoint presentation about their habits and their recommendations to be healthy.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 2 High School

### Unit 3: Puerto Rico; Let's Go Shopping

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (preterite and imperfect) and planned (near) future; express personal wishes and needs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Clothing and personal times</li> <li>● Places to shop</li> <li>● Expressing opinions</li> <li>● Items at a marketplace</li> <li>● Expressions of courtesy</li> </ul> <p>Grammatical concepts:</p> <ul style="list-style-type: none"> <li>● Verbs like gustar</li> <li>● Present tense of irregular yo verbs</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about clothing, shopping, and personal needs</li> <li>● Saying whom things are for</li> <li>● Expressing opinions</li> <li>● Describing past activities and events</li> <li>● Asking for and talking about items at a marketplace</li> <li>● Expressing yourself courteously</li> </ul>	

<p>viewpoints that are only available through the foreign language and its cultures.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Hacer + expressions of time</li> <li>● Irregular preterite verbs</li> <li>● Preterite of –ir stem-changing verbs.</li> <li>● Pronunciation of Diphthongs and the letter “g”</li> </ul>	
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> <li>● Creativity and Innovation</li> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> </ul>

	<ul style="list-style-type: none"> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Unit 3 Lesson 1 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 3 Lesson 1 Grammar 1 Quiz (Verbs like gustar and irregular yo)</li> <li>● Formative Assessment: Unit 3 Lesson 1 Grammar 2 Quiz (Pronouns after prepositions)</li> <li>● Formative Assessment: Unit 3 Lesson 1 Culture Quiz (Puerto Rico)</li> <li>● Formative Assessment: Unit 3 Lesson 2 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 3 Lesson 2 Grammar 1 Quiz</li> <li>● Formative Assessment: Unit 3 Lesson 2 Grammar 2 Quiz</li> <li>● Formative Assessment: Unit 3 Lesson 2 Culture Quiz (Puerto Rico)</li> <li>● Summative Assessment: Unit 3 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li> </ul>
	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● Make a clothing catalog, describing clothes and accessories you wear in different seasons.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 2 High School

### Unit 4: Mexico: Ancient Culture, Modern City

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <i>Competencies (Standards):</i> Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive</li> </ul>	Transfer	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (preterite and imperfect) and planned (near) future; express personal wishes and needs.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
Acquisition		
<p><i>Students will know...</i> Vocabulary related to:</p> <ul style="list-style-type: none"> <li>● Legend terms</li> <li>● Words to describe people</li> <li>● Words associated with ancient civilizations</li> <li>● Words associated with modern cities</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describing continuing activities in the past</li> <li>● Narrating past events and activities</li> <li>● Describing people, places, and things</li> <li>● Describing early civilizations and their activities</li> <li>● Describing the layout of a modern city</li> <li>● Asking for and giving directions</li> </ul>	

<p>viewpoints that are only available through the foreign language and its cultures.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<p>Grammar concepts:</p> <ul style="list-style-type: none"> <li>● Past participles as adjectives</li> <li>● The imperfect tense</li> <li>● Preterite and imperfect</li> <li>● Verbs with i→ y spellings change in the preterite</li> <li>● Preterite of –car, -gar, and –zar</li> <li>● Most verbs with irregular preterite stems</li> </ul> <p>Pronunciation of:</p> <ul style="list-style-type: none"> <li>● The sound r / rr and the sound s</li> </ul>	
<p><b><i>Used in Content Area Standards</i></b></p>	<p><b><i>21<sup>st</sup> Century Skills</i></b></p>	
<p><b><i>not applicable</i></b></p>	<p><b><i>Communication:</i></b></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><b><i>Collaboration:</i></b></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><b><i>Creativity and Innovation:</i></b></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> <li>● Being open and responsive to new and diverse perspectives</li> </ul>	

	<ul style="list-style-type: none"> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Unit 4 Lesson 1 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 4 Lesson 1 Grammar 1 Quiz (Past participles and Imperfect Tense)</li> <li>● Formative Assessment: Unit 4 Lesson 1 Grammar 2 Quiz (Preterite and Imperfect)</li> <li>● Formative Assessment: Unit 4 Lesson 1 Culture Quiz</li> <li>● Formative Assessment: Unit 4 Lesson 2 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 4 Lesson 2 Grammar 1 Quiz (-Car -Gar and -Zar)</li> <li>● Formative Assessment: Unit 4 Lesson 2 Grammar 2 Quiz (More irregular preterite)</li> <li>● Formative Assessment: Unit 4 Lesson 2 Culture Quiz</li> <li>● Summative Assessment: Unit 4 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Students will create a fairy tale story and make a movie using the imperfect and preterite.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 2 High School

### Unit 5: Spain; Let's Eat

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Competencies (Standards): Artistic Process (Creating, Performing, Connecting, Responding) And accompanying ANCHOR STANDARDS (specified to which Artistic Process they align with)</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive</li> </ul>	Transfer	
	Students will be able to engage in creative conversation by asking and answering questions; provide more detailed descriptions, including simple comparisons; perform and understand basic narration in the past (preterite and imperfect) and planned (near) future; express personal wishes and needs.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
Acquisition		
<p><i>Students will know...</i></p> <p><b>Vocabulary related to:</b></p> <ul style="list-style-type: none"> <li>● Food</li> <li>● Food Preparation</li> <li>● Restaurant phrases</li> <li>● Restaurant dishes</li> <li>● Table setting terms, food preparation</li> </ul> <p><b>Grammar related to:</b></p> <ul style="list-style-type: none"> <li>● Adjectives ending in <b>-ísimo</b></li> <li>● <b>Ustedes/ustedes</b> commands</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying and describing ingredients</li> <li>● Talking about food preparation and following recipes</li> <li>● Giving instructions and making recommendations</li> <li>● Ordering meals in a restaurant</li> <li>● Talking about meals and dishes</li> <li>● Describing food and service</li> </ul>	

<p>viewpoints that are only available through the foreign language and its cultures.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Pronoun placement with commands</li> <li>● Affirmative and negative words</li> <li>● Double object pronouns</li> </ul> <p>Pronunciation:</p> <ul style="list-style-type: none"> <li>● The letters h, g, and j</li> </ul>	
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>● Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</li> <li>● Communicate effectively in diverse multilingual environments.</li> </ul> <p><i>Collaboration:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating the ability to work effectively with diverse teams.</li> <li>● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>● Assuming shared responsibility for collaborative work</li> </ul> <p><i>Creativity and Innovation:</i></p> <ul style="list-style-type: none"> <li>● Demonstrating originality and inventiveness in work</li> <li>● Developing, implementing and communicating new ideas to others</li> </ul>

	<ul style="list-style-type: none"> <li>● Being open and responsive to new and diverse perspectives</li> <li>● Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul> <p><i>Critical Thinking and Problem Solving:</i></p> <ul style="list-style-type: none"> <li>● Exercising sound reasoning in understanding</li> <li>● Making complex choices and decisions</li> <li>● Understanding the interconnections among systems</li> <li>● Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>● Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>
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<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<ul style="list-style-type: none"> <li>● Formative Assessment: Unit 5 Lesson 1 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 5 Lesson 1 Grammar 1 Quiz (ísimo and formal commands)</li> <li>● Formative Assessment: Unit 5 Lesson 1 Grammar 2 Quiz (Pronoun placement with commands)</li> <li>● Formative Assessment: Unit 5 Lesson 1 Culture Quiz</li> <li>● Formative Assessment: Unit 5 Lesson 2 Vocabulary Quiz</li> <li>● Formative Assessment: Unit 5 Lesson 2 Grammar 1 Quiz (Affirmative and Negative words)</li> <li>● Formative Assessment: Unit 5 Lesson 2 Grammar 2 Quiz (Double Object Pronouns)</li> <li>● Formative Assessment: Unit 5 Lesson 2 Culture Quiz</li> <li>● Summative Assessment: Unit 5 Exam, Listening, Vocabulary, Grammar, Reading, and Writing.</li> </ul>
	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● Cooking project: prepare a recipe and teach to the class -live or video- using formal commands.</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 3 High School

### Introductory Unit: American Traditions: A Busy Life

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences</i>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS - OVERARCHING</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> <li>● How does globalization affect our identity?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i> <b>Vocabulary related to:</b></p> <ul style="list-style-type: none"> <li>● Talking about yourself and others</li> <li>● What you know how to do</li> <li>● Talking about places and people you know</li> <li>● Describing your daily routine</li> <li>● Making comparisons</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about themselves and their friends</li> <li>● Saying what they know how to do</li> <li>● Talking about people and places they know</li> <li>● Describing their daily routine</li> <li>● Making comparisons</li> </ul>	

<p>through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>● Gustar</li> <li>● Present tense</li> <li>● Saber vs. conocer</li> <li>● Ser vs. estar</li> <li>● Reflexive verbs</li> <li>● Unequal and equal comparisons</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Lección Preliminar Exam</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Larger Formative</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 3 High School

### Unit 1: We Had Fun Outdoors

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences</i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● A camping trip</li> <li>● What you did with friends</li> <li>● Nature</li> <li>● Family vacations</li> <li>● A place and its climate</li> <li>● Trips and transportation</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describing a camping trip</li> <li>● Talking about what you did with friends</li> <li>● Talking about nature</li> <li>● Talking about family vacations</li> <li>● Discussing activities, skills, and abilities</li> <li>● Describing a place and its climate</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> <li>● <b>Standard 5.2: Lifelong Learning</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Activities, skills, and abilities</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Preterite tense of regular verbs</li> <li>● Irregular preterites</li> <li>● Stem-changing verbs in the preterite</li> <li>● Saber vs. conocer</li> <li>● Imperfect tense</li> <li>● Preterite vs. imperfect</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"><li>● Unit 1 Lesson 1 Exam</li><li>● Unit 1 Lesson 2 Exam</li><li>● Performance Assessment</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Larger Formative</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 3 High School

### Unit 2: It's Time to Help!

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS - OVERARCHING</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p><i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Volunteer activities</li> <li>● Persuading or influencing others</li> <li>● Organizing people to do a project</li> <li>● Media</li> <li>● Expressing opinion</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describing volunteer activities</li> <li>● Organizing people to do a project</li> <li>● Persuading or influencing others</li> <li>● Making requests and recommendations</li> <li>● Expressing opinions</li> <li>● Talking about media and the community</li> </ul>	

<p>through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Community</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Affirmative t. commands</li> <li>● Negative t. commands</li> <li>● Usted/Ustedes/Nosotros affirmative and negative commands</li> <li>● Pronouns with commands</li> <li>● Impersonal constructions with “se”</li> <li>● Impersonal expressions + infinitive</li> </ul>	
<p><b><i>Used in Content Area Standards</i></b></p>		<p><b><i>21<sup>st</sup> Century Skills</i></b></p>
<p><b><i>not applicable</i></b></p>		<ul style="list-style-type: none"> <li>● <b><i>Creativity:</i></b> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <b><i>Collaboration:</i></b> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <b><i>Communication:</i></b> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <b><i>Critical Thinking:</i></b> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"><li>● Unit 2 Lesson 1 Exam</li><li>● Unit 2 Lesson 2 Exam</li><li>● Performance Assessment</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Larger Formative</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 3 High School

### Unit 3: The Future of our Planet; Central America

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language</li> </ul>	<i>Transfer</i>	
	<p>Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p><i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Environmental concerns and possibilities</li> <li>● Impact of technology</li> <li>● Predictions</li> <li>● Obligations and responsibilities</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Discussing the impact of technology</li> <li>● Expressing environmental concerns and possibilities</li> <li>● Making predictions and discuss causes and effects</li> <li>● Discussing obligations and responsibilities</li> </ul>	

<p>through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Presenting and supporting an opinion</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Future tense</li> <li>● Por and Para</li> <li>● Present subjunctive of regular verbs</li> <li>● Some irregular subjunctive verb forms</li> </ul>	<ul style="list-style-type: none"> <li>● Presenting and supporting an opinion</li> <li>● Expressing a point of view and making recommendations</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"> <li>● Unit 3 Lesson 1 Exam</li> <li>● Unit 3 Lesson 2 Exam</li> <li>● Performance Assessment</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Larger Formative</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 3 High School

### Unit 4: This is Who I Want to Be; Caribbean

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language</li> </ul>	<i>Transfer</i>	
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Describing people and things</li> <li>● Telling others what to do</li> <li>● Positive actions and emotions</li> </ul> <p><i>Grammar concepts:</i></p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describing people and things</li> <li>● Telling others what to do</li> <li>● Expressing wishes, desires, doubt, denial, and disbelief</li> <li>● Expressing positive and negative emotions</li> </ul>	

<p>through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Subjunctive with “ojal.” and verbs of hope</li> <li>● Subjunctive with verbs of influence</li> <li>● Suffixes</li> <li>● Subjunctive with doubt</li> <li>● Subjunctive with emotions</li> <li>● Superlatives</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"> <li>● Unit 4 Lesson 1 Exam</li> <li>● Unit 4 Project</li> <li>● Performance Assessment</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Larger Formative</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 3 High School

### Unit 5: How Do You Entertain Yourself; The Andean Countries

Stage 1 Desired Results	
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language</li> </ul>	<i>Transfer</i>
	Students will be able to engage in extended conversation using complex sentences and appropriate pronouns; make more complex comparisons of people, things, and actions; perform and understand extended narration of past, present, and future; events; express emotions, wishes, and hypotheses in complex sentences.
	<i>Meaning</i>
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>
	<i>Acquisition</i>
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Personal items</li> <li>● Requirements</li> <li>● Daily activities</li> <li>● Reporting what someone said</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about personal items</li> <li>● Talking about requirements</li> <li>● Expressing what does and does not exist</li> <li>● Saying what would or would not happen</li> <li>● Reporting what someone said</li> <li>● Talking about the day's activities</li> </ul>

<p>through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Subjunctive with conjunctions</li> <li>● Subjunctive with the unknown</li> <li>● Conditional tense</li> <li>● Qu. and cu.l</li> <li>● Reported speech</li> </ul>	
<p><b>Used in Content Area Standards</b></p>		<p><b>21<sup>st</sup> Century Skills</b></p>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<p><b>Stage 2 - Evidence</b></p>	
<p><b>Evaluative Criteria</b></p>	<p><b>Assessment Evidence</b></p>
	<p>ASSESSMENT: SUMMATIVE ASSESSMENT?</p> <ul style="list-style-type: none"> <li>● Unit 5 Exam</li> <li>● Performance Assessment</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Larger Formative</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4 High School

### Unit 1: How do you entertain?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	Students will be able to expand upon content from the first three levels as they go on to master more advanced language skills.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● Travel preparations</li> <li>● Computers</li> <li>● Leisure activities</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about personal items</li> <li>● Expressing what does and doesn't exist</li> <li>● Say what would or would not happen</li> <li>● Report what someone said</li> <li>● Talk about the day's activities</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>● Subjunctive with the unknown</li> <li>● Conditional</li> <li>● Reported Speech</li> <li>● Expressions with sea</li> <li>● Qué/Cuál</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Unit 5 Lesson 1 Exam</li> <li>● U5L2 Project: Plan a trip to Ecuador, Perú, or Bolivia</li> <li>● U5L1 Vocab 1 and 2 Quiz</li> <li>● U5L2 Vocab 1 and 2 Quiz</li> <li>● U5L1 Grammar 1 and 2 Quiz</li> <li>● U5L2 Grammar 1 and 3 Quiz</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Culture Presentations to prepare for project</li> <li>● Class practice</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4 High School

### Unit 2: Where we live

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing.</p> <p>Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	Students will be able to expand upon content from the first three levels as they go on to master more advanced language skills.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p><i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● neighborhoods               <ul style="list-style-type: none"> <li>○ homes</li> <li>○ apartments</li> </ul> </li> <li>● excursions</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about their neighborhoods</li> <li>● Describing homes</li> <li>● Describing an excursion</li> <li>● Expressing what will have happened</li> <li>● Knowing aspects of life in Spain</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> <li>● <b>Standard 5.2: Lifelong Learning</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>○ cities</li> <li>○ countryside</li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Past participles</li> <li>● present perfect</li> <li>● past perfect/future perfect</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● Unit 6 Lesson 1 Exam</li> <li>● Unit 6 Lesson 2 Exam</li> <li>● Unit 6 Lessons 1 and 2 Vocab Quizzes</li> <li>● Unit 6 Lessons 1 and 2 Grammar Quizzes</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Presenting sentences about what they have done recently</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4 High School

### Unit 3: Your Past and Your Future

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language</li> </ul>	<i>Transfer</i>	
	Students will be able to expand upon content from the first three levels as they go on to master more advanced language skills.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● future plans</li> <li>● school activities and events <ul style="list-style-type: none"> <li>○ part-time jobs</li> <li>○ careers</li> </ul> </li> </ul> <p><i>Grammatical concepts:</i></p> <ul style="list-style-type: none"> <li>● Imperfect subjunctive</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Talking about future plans</li> <li>● Describing jobs and school activities</li> <li>● relating what others want you to do</li> <li>● expressing past assumptions and emotion</li> <li>● talking about career possibilities</li> <li>● hypothesizing</li> <li>● narrating in the past</li> </ul>

<p>through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Subjunctive of perfect tense (present and past)</li> <li>● Si clauses</li> <li>● Sequence of tenses</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<ul style="list-style-type: none"> <li>● <b>Creativity:</b> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <b>Collaboration:</b> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <b>Communication:</b> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <b>Critical Thinking:</b> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<p>ASSESSMENT: SUMMATIVE ASSESSMENT?</p> <ul style="list-style-type: none"> <li>● Unit 7 Lesson 1 Exam</li> <li>● Unit 7 Lesson 2 Exam</li> <li>● U7L1 Vocab quizzes 1 and 2</li> <li>● U7L2 Grammar quizzes 1 and 2</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Creating a yearbook page of their high school career so far</li> <li>● Creating a “vision board” page for what they have planned for their future</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4 High School

### Unit 4: Let's Talk About Literature

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Develop a command of many grammatical structures and a wide range of vocabulary in order to become proficient in listening, speaking, reading, and writing. Develop an understanding of Spanish history and culture.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	Students will be able to expand upon content from the first three levels as they go on to master more advanced language skills.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i> <i>Vocabulary related to:</i></p> <ul style="list-style-type: none"> <li>● artistic events</li> <li>● literature               <ul style="list-style-type: none"> <li>○ plays</li> </ul> </li> </ul> <p><i>Grammar concepts:</i></p> <ul style="list-style-type: none"> <li>● conjunctions</li> <li>● past progressives</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Discussing painting and music</li> <li>● Talking about artistic and musical interests</li> <li>● Talking about sculpture and literature</li> <li>● Discussing arts-related activities</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● The passive voice, passive se, and impersonal se</li> <li>● Se with unintentional events</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"> <li>● Unit 8 Lesson 1 Exam</li> <li>● Unit 8 Lesson 2 Exam</li> <li>● Unit 8 Lessons 1 and 2 Vocab Quizzes</li> <li>● Unit 8 Lessons 1 and 2 Grammar Quizzes</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Presenting about a movie and book that they enjoy</li> </ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4-Honors High School

### Unit 1: Personal and Public Identities

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> </ul>	<i>Transfer</i>	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken Spanish; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; and communicate advanced ideas through speaking and writing.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Students will understand that they are citizens of the world</li> <li>● Students will better understand world issues from more than one perspective</li> <li>● Students will better understand their own language and culture</li> <li>● Students will gain a greater appreciation and familiarity of the many aspects of Spanish culture, art, music, and history</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> <li>● How does globalization affect our identity?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know how, in Spanish, to discuss...</i></p> <ul style="list-style-type: none"> <li>● Alienation and assimilation</li> <li>● Heroes and historic characters</li> <li>● National and ethnic identity</li> <li>● Personal interests</li> <li>● Personal beliefs</li> <li>● Self-esteem</li> </ul>	<p><i>Students will be skilled at discussing...</i></p> <ul style="list-style-type: none"> <li>● How different aspects of identity are expressed in different situations?</li> <li>● How language and culture influence a person's identity?</li> <li>● How does the identity of a person develop over time?</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>		
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>	

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● Ch 1 Test</li><li>● Ch 2 Test</li><li>● Ch 4 Test</li><li>● Ch 3 Test</li><li>● Ch 5 Test</li><li>● Ch 6 Test</li><li>● Unit 1 Project</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Large Formative</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4-Honors High School

### Unit 2: Contemporary Life

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.1: Practices of Culture:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that</li> </ul>	<i>Transfer</i>	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken Spanish; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; and communicate advanced ideas through speaking and writing.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know how, in Spanish, to discuss...</i></p> <ul style="list-style-type: none"> <li>● Education and professional careers</li> <li>● Entertainment and fun</li> <li>● Travel and enjoyment</li> <li>● Traditions and values</li> </ul>	<p><i>Students will be skilled at discussing...</i></p> <ul style="list-style-type: none"> <li>● How do societies and individuals define their own quality of life?</li> <li>● How are people influenced by cultural products, practices, and perspectives?</li> <li>● Challenges of modern life</li> </ul>	

<p>are only available through the foreign language and its cultures</p> <ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.1: School and Community:</b> Students use the language both within and beyond the school setting.</li> <li>● <b>Standard 5.2: Lifelong Learning</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Styles of life</li> <li>● Personal relations</li> <li>● Volunteer work</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p><i>not applicable</i></p>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"><li>● Ch 6 Test</li><li>● Ch 7 Test</li><li>● Ch 8 Test</li><li>● Ch 9 Test</li><li>● Ch 10 Test</li><li>● Ch 11 Test</li><li>● Ch 12 Test</li><li>● Unit 2 Project</li><li>● Performance Assessment</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Larger Formative</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4-Honors High School

### Unit 3: Families and Communities

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>	<i>Transfer</i>	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken Spanish; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; and communicate advanced ideas through speaking and writing.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know how, in Spanish, to discuss...</i></p> <ul style="list-style-type: none"> <li>● The structure of family</li> <li>● Social media</li> <li>● Traditions and values</li> <li>● Educational communities</li> <li>● Human geography</li> </ul>	<p><i>Students will be skilled at discussing...</i></p> <ul style="list-style-type: none"> <li>● How is family defined in different societies?</li> <li>● How do individuals contribute to the well being of communities?</li> <li>● Differences in the roles that communities take on in different societies throughout the world</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>		
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"><li>● Ch 14 Test</li><li>● Ch 15 Test</li><li>● Ch 16 Test</li><li>● Ch 17 Test</li><li>● Ch 18 Test</li><li>● Ch 19 Test</li><li>● Unit 3 Project</li><li>● Performance Assessment</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Larger Formative</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4-Honors High School

### Unit 4: Beauty and Aesthetics

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b> Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	<i>Transfer</i>	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken Spanish; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; and communicate advanced ideas through speaking and writing.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS - OVERARCHING</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS - OVERARCHING</b></p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know how, in Spanish, to discuss...</i></p> <ul style="list-style-type: none"> <li>● Architecture</li> <li>● Definitions of creativity</li> </ul>	<p><i>Students will be skilled at discussing...</i></p> <ul style="list-style-type: none"> <li>● How are perceptions of beauty and creativity established?</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Language and literature</li> <li>● Definitions of creativity</li> <li>● Style and design</li> <li>● Visual and performing arts</li> </ul>	<ul style="list-style-type: none"> <li>● How do ideals of beauty and aesthetics influence daily life?</li> <li>● How do the arts challenge and reflect cultural perspectives?</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"> <li>● Ch 20 Test</li> <li>● Ch 21 Test</li> <li>● Ch 22 Test</li> <li>● Ch 23 Test</li> <li>● Ch 24 Test</li> <li>● Ch 25 Test</li> <li>● Unit 4 Project</li> <li>● Performance Assessment</li> </ul>
	OTHER EVIDENCE: Larger Formative

# Windham School District Curriculum

## Content Topic: Spanish: Level 4-Honors High School

### Unit 5: Science and Technology

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>	<i>Transfer</i>	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken Spanish; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; and communicate advanced ideas through speaking and writing.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know how, in Spanish, to discuss...</i></p> <ul style="list-style-type: none"> <li>● Access to technology</li> <li>● Medical health and care</li> <li>● Natural phenomena</li> <li>● Effects of technology on the individual and in society</li> </ul>	<p><i>Students will be skilled at discussing...</i></p> <ul style="list-style-type: none"> <li>● What impact does the development of science and technology have on our lives?</li> <li>● What factors have pushed the development and the innovation of science and technology?</li> <li>● What role ethics play in scientific advances?</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>● Technological innovations</li> <li>● Science and ethics</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● <i>Creativity:</i> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration:</i> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication:</i> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking:</i> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"><li>● Ch 27 Test</li><li>● Ch 28 Test</li><li>● Ch 29 Test</li><li>● Ch 30 Test</li><li>● Ch 31 Test</li><li>● Unit 5 Project</li><li>● Performance Assessment</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Larger Formative</li></ul>

# Windham School District Curriculum

## Content Topic: Spanish: Level 4-Honors High School

### Unit 6: Global Challenges

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Use higher-order thinking skills of application, synthesis, and evaluation to discover literature in a rich and varied context that includes activities in listening, speaking, reading and writing. Explore a variety of genres on a variety of topics. Exhibit independent thinking and self-expression.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.1: Interpersonal Communication:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>● <b>Standard 1.2: Interpretive Communication:</b> Students understand and interpret written and spoken language on a variety of topics.</li> <li>● <b>Standard 1.3: Presentational Communication:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>● <b>Standard 2.2: Products of Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>● <b>Standard 3.1: Making Connections:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>● <b>Standard 3.2: Acquiring Information:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>	<i>Transfer</i>	
	Students will be able to summarize, analyze, compare, contrast, and evaluate written and spoken Spanish; demonstrate a command of grammar and vocabulary in order to understand a variety of reading selections; and communicate advanced ideas through speaking and writing.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can expand their ability to communicate in Spanish (writing, oral and written comprehension)</li> <li>● there is great knowledge and understanding to be gained from studying the Spanish-speaking world</li> <li>● Spanish connects to other areas of the curriculum</li> <li>● through Spanish they can gain an understanding of the nature of language and culture</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know how, in Spanish, to discuss...</i></p> <ul style="list-style-type: none"> <li>● Economic themes</li> <li>● Philosophical thoughts and religion</li> <li>● Population and demographics</li> <li>● Themes concerning the environment</li> <li>● Social well-being</li> <li>● Social awareness</li> </ul>	<p><i>Students will be skilled at discussing...</i></p> <ul style="list-style-type: none"> <li>● What social, political, and environmental challenges societies around the world face</li> <li>● The origin of those challenges</li> <li>● Possible solutions to those challenges</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Standard 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Standard 4.2: Cultural Comparisons:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> <li>● <b>Standard 5.2: Lifelong Learning:</b> Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</li> </ul>		
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● <b><i>Creativity:</i></b> Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <b><i>Collaboration:</i></b> Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <b><i>Communication:</i></b> Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <b><i>Critical Thinking:</i></b> Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"><li>● Ch 32 Test</li><li>● Ch 33 Test</li><li>● Ch 34 Test</li><li>● Ch 35 Test</li><li>● Ch 36 Test</li><li>● Ch 37 Test</li><li>● Unit 6 project</li><li>● Performance Assessment</li></ul>
	OTHER EVIDENCE: Larger Formative

# Windham School District Curriculum

## Content Topic: Spanish: AP Spanish V High School

### Unit 6: Global Challenges

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: This course is intended for students who wish to develop proficiency and integrate his or her language skills using authentic materials and sources. In order to take Spanish V, students must have permission from his or her Spanish IV teacher. This course is conducted completely in Spanish beginning in the second semester and very limited English in the first semester. All students who are enrolled in Spanish are strongly encouraged to take the AP Spanish Language exam.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● Comprehend formal and informal spoken Spanish</li> <li>● Read literary and non-literary documents with good comprehension</li> <li>● Write formal and informal compositions using a variety of tenses</li> <li>● Engage in debates</li> <li>● Express ideas orally with accuracy</li> <li>● Summarize the main idea of authentic texts (oral or print)</li> <li>● Synthesize various sources and express an opinion</li> <li>● Discuss various traditions, differences and similarities among Spanish-speaking countries in comparison with the United States.</li> </ul>	<b>Transfer</b>	
	<p>The AP Spanish Language course helps to prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas outlined in the <i>Standards for Learning Foreign Language Learning in the 21<sup>st</sup> Century</i> (Communication, Cultures, Connections, Comparisons, and Communities). This course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.</p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● they can demonstrate an understanding of the products, practices, and perspectives of the Spanish culture</li> <li>● they can make comparisons between and within languages and cultures.</li> <li>● they can use the target language in real-life settings.</li> </ul>	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> <li>● What is the value of learning another language?</li> <li>● Why is it important to communicate effectively?</li> <li>● How do history, literature and the arts influence and reflect a society and its culture?</li> <li>● How do other cultures influence our lives?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know how, in Spanish, to discuss...</i></p> <ul style="list-style-type: none"> <li>● Global Challenges</li> <li>● Science and Technology</li> <li>● Contemporary Life</li> <li>● Personal and Public Identities</li> <li>● Families and Communities</li> <li>● Beauty and Aesthetics</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-advanced range.</li> <li>● Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-advanced range.</li> <li>● Interpretive Communication to understand and synthesize information from a variety</li> </ul>	

		<p>of authentic audio, visual, and audiovisual materials.</p> <ul style="list-style-type: none"> <li>● Interpretive Communication to understand and synthesize information from a variety of authentic written and print sources.</li> <li>● Spoken Presentational Communication in a variety of situations in the Intermediate to Pre-advanced range.</li> <li>● Written Presentational Communication in a variety of situations in the Intermediate to Pre-advanced range.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<ul style="list-style-type: none"> <li>● <i>Creativity</i>: Students will solve different kinds of non-familiar problems in both conventional and innovative ways by applying new content from the unit</li> <li>● <i>Collaboration</i>: Students will work in pairs as well as groups to solve problems and create artifacts related to content</li> <li>● <i>Communication</i>: Students will apply the new content in speaking, listening, reading, and writing</li> <li>● <i>Critical Thinking</i>: Students will use critical thinking skills to make connections across disciplines and make comparisons between the Spanish and English languages as well as cross-cultural comparisons</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: SUMMATIVE ASSESSMENT? <ul style="list-style-type: none"> <li>● Reading, writing, speaking, and listening assessments to cover each of the major themes.</li> </ul>
	OTHER EVIDENCE: Larger Formative