World Languages Spanish 3 Curriculum Framework Overview

PGCPS

Prince George's County Public Schools

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Board of Education of Prince George's County, Maryland

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INTRODUCTION

The World Languages (WL) program in the Prince George's County Public School System is dedicated to the development of second language proficiency. In a curriculum driven by the Maryland College and Career Ready Standards, known as the 5 C's (Communication, Connections, Comparisons, Communities, and Cultures), students move toward proficiency in the Spanish language through a variety of contextual activities that allow them to demonstrate communicative competence through appropriate performance-based assessments. The school curriculum now resembles a fusion of curricular agendas, as we move away from the methods of learning language through isolated skill development and the use of rote drill and practice. Researchers and practitioners have clearly identified and affirmed the importance of using language in meaningful contexts.

Communicative acquisition of language is the focus of the WL program, with reading and writing at the core of proficiency development. The development of reading and writing skills within the World Languages classroom is an absolutely integral aspect of the World Languages curriculum. To this end, language input is presented in a variety of forms, and fundamental to the program is the presentation of visualized vocabulary and the integration of grammar structures into contextual situations. The Spanish program builds knowledge of the language needed to communicate on a basic level. In Spanish, students are expected to greet and say goodbye and describe a few objects and places. By the end of Spanish, students should be attaining novice-low proficiency in speaking, reading, writing, and listening. Students will demonstrate achievement in each of the three modes of communication, Interpersonal, Intrapersonal, and Presentational. In accordance with the ACTFL proficiency level guidelines, students will also demonstrate competence in each of the five domains of performance: comprehensibility, comprehension, language control, vocabulary usage, communication strategies and cultural awareness.

As students are being prepared to become global citizens in the 21st century and beyond, the WL program plays a crucial role in the preparatory process. Thus, language teachers are in a unique position to progress students toward oral and literacy proficiency goals through the integration of content, by including selected concepts from math, reading, social studies, science, and the fine arts in the WL program. The program is an indispensable part of the entire school curriculum, and the language outcomes have the immediate potential to benefit *every* student during their academic career and beyond.

The World Languages Office of Prince George's County serves as a resource for all county WL teachers. The Office exists to provide support and guidance in the educational program and also offers numerous professional development opportunities for learning and growth in the field.

The Spanish 3 Book Santillana Level 3 is written in the Spanish language with implicit connections to the Maryland and National Standards. These textbooks are specifically designed for elementary school students. It provides a developmentally appropriate, articulated textbook series for the instruction of Spanish. It offers detailed explanations and relevant ancillary materials that can be used to supplement instruction accordingly. Also, with continuously emerging information and communicative technologies being a reality in today's world, many other print resources and websites can be used in tandem with the textbook series to extend and enrich.

School System Mandate on Multicultural Education

Education that is multicultural is education that promotes the recognition, understanding and acceptance of individual uniqueness, interdependence and cultural diversity within a pluralistic society. A multicultural education also gives all students opportunities to "see themselves" in the curriculum in positive ways, and on a continuing basis. The term "multicultural" as used here refers broadly to the many cultural groups within our nation and our world: racial, ethnic, regional, religious, and socioeconomic groups, as well as males and females, the young and the old, and disabled persons.

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Presentational Communication:** Learners 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.
CULTURES Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

PGCPS
Great By Choice

PGCPS Definition of Literacy:

Literacy is the ability to read, write, speak, listen, and use numeracy. In Prince George's County Public Schools, our focus on literacy emphasizes the ability to:

1. **R**eport, **E**valuate, **G**ather, **S**ynthesize, and **C**omprehend information and ideas (REGS-C);
2. Conduct original research in order to answer questions or solve problems (Original Research);
3. Analyze and create print and non-print texts in media forms (Media Forms);
4. Use numbers to process information, solve problems, and interpret data (Numeracy).

Sources: Adapted from the *Common Core State Standards for Mathematics, Common Core State Standards for English Language Arts,* and the *National Council of Teachers of English*

Maryland College and Career Ready Standards

As a nation we are increasingly aware of our interdependence with diverse cultures and of our need to participate in the global community. Closer to home, the growing diversity of Maryland's population requires the preparation of a citizenry that is sensitive to other languages and cultures.

The *No Child Left Behind Act of 2001 (NCLB*) includes World Languages as one of the core academic subject areas, requiring states to develop standards and implement challenging academic content. The Maryland College and Career Ready Standards challenge students and teachers in preparing more rigorous work to achieve college and career readiness. The goal of the Prince George's County Public Schools World Languages Office is to prepare, development, and guide students to acquire the language necessary to community in the Spanish language with their global counterparts. Students will work on special projects such as using Skype and communicating with pen pals to enhance their global awareness and communicative skills.

The PGCPS World Languages Curriculum assists teachers and administrators in planning, developing, and implementing World Languages curricula. This document provides a broad framework so that teachers construct comprehensive World Languages programs for all students. The World Languages office uses SLO, Danielson's Framework for Teaching, and assessments to monitor progress of student achievement.

Because Maryland schools provide a variety of language program models with various entry points across elementary, middle, and high school, the standards are not tied to specific grade levels. Rather, the four levels of language learning: ***beginning***, ***emerging, developing***, *and* ***advancing***, characterize stages of language and culture acquisition and provide a common vision for determining student ability to make the transition from high school to postsecondary instruction. The four levels of language learning are aligned to the proficiency levels developed by the American Council of Teachers of Foreign Languages (*ACTFL Performance Guidelines for K-12 Learners*) as follows:

BEGINNING	**EMERGING**	**DEVELOPING**	**ADVANCING**
(Receptive-Imitative)	(Imitative-Interactive)	(Interactive-Reflective)	(Reflective-Refining)
Novice Low – Novice Mid	**Novice Mid – Novice High**	**Novice High – Intermediate Low**	**Intermediate Low-Mid-High**

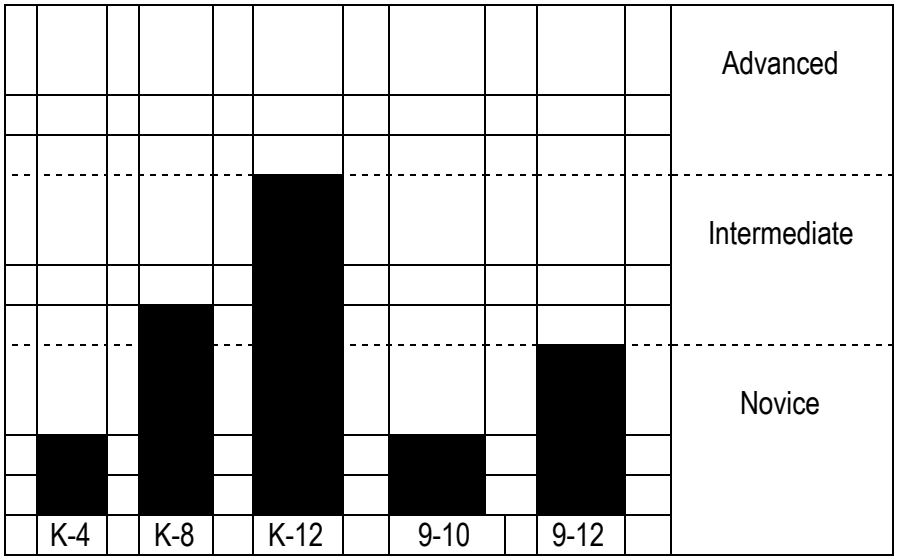
The **standards** remain consistent across the four levels of language learning. The focus of the standards is student learning: They tell us what students should know and be able to do. This document describes the target performance for students, not what the teacher does to create that performance. **Indicator** statements break the standard statements into teachable component parts and more specifically describe what students should know and be able to do at a particular level. **Objective** statements are written with a further level of specificity and describe individual student knowledge and skills. Objectives are intended to guide teachers in daily unit and lesson planning.

Maryland schools offer a variety of languages with unique vocabulary, sound and writing systems, structures, and cultures. For example, the focus of Latin and Ancient Greek study is reading comprehension rather than oral competence. American Sign Language (ASL) does not have an oral or written component. Chinese, Japanese, Russian, and Arabic offer a different set of challenges to English-speaking students than Romance languages, such as French, German, Portuguese, Spanish, and Russian. Heritage language programs focus on enhancing the language skills that students already have.

Regardless of these differences, communication (oral/written/signed) and culture are the organizing principles of language learning. The national *Standards for Foreign Language Learning* summarize the "key to successful communication: knowing *how*, *when,* and *why* to say *what* to *whom*." The ability to communicate in another language enables one to access a world not previously known: new people, new ideas, new cultures, and new experiences. We use language to describe the surrounding environment, to share thoughts and feelings with others, and to understand another culture and the roots of civilization.

As Maryland and the United States become more culturally diverse and their participation in the world community grows, effective cross-cultural communication is an essential component of good citizenship. The skills developed in the World Languages classroom are of great value in interpersonal relationships, education, business, world trade, travel, scientific research, national security, and diplomacy. World Languages study is one means of developing cultural sensitivity and an understanding of the changing cultural dynamics of local, state, national, and international communities.

Beginning as early as possible, all Maryland students should have the opportunity to learn languages in extended, uninterrupted sequences. Many experts agree that the ideal time to begin studying a foreign language is in elementary school; children in that age group who study a language have been shown to have greater mental flexibility, creativity, divergent thinking skills, and higher-order thinking skills, as well as improved listening skills and memories. Longer sequences of instruction result in higher proficiency levels; the table below illustrates the influence of time on language performance ability.



*ACTFL Performance Guidelines for K-12 Learners, "*Anticipated Performance Outcomes" *based on information gathered from foreign language professionals representing a variety of program models and articulation sequences.*

The notion that instruction in World Languages should be reserved for advanced or college-bound students is not supported by research. In fact, the research shows that virtually all students – students with different learning needs and styles – can learn a second or third language in today's interactive World Languages classroom. The research also shows that World Languages programs benefit all students: Across student subgroups, language learning correlates with higher standardized test scores.

PGCPS World Languages focuses the curriculum on:

- a real-world context for students learning a new language
- guidelines for vertical teaming and lesson planning that focus on broad goals which allow teachers to make choices to meet student needs and interests
- criteria for classroom observations
- a basis for accountability for teachers, administrators, parents, and the community.

COMMUNICATION: The Communication standard is the heart of the World Languages classroom. Central to World Languages learning is *using* the second language to communicate, to learn, and to become part of another culture, rather than talking *about* the second language or another culture in English. Communication comprises three modes that represent different purposes of language:

- to engage in conversation, exchange ideas, or negotiate meaning with another person (interpersonal mode).
- to understand information received through reading, listening, or viewing (interpretive mode), and
- to express ideas or deliver information through speaking, writing, or showing (presentational mode).

CULTURES: The Cultures standard stresses the awareness of differing perspectives behind the products and practices of the target cultures. The goal is to consider why the similarities or differences exist and how they help students understand another culture's perspective or view of the world.

CONNECTIONS: The Connections standard links World Languages study with other disciplines to create interesting, meaningful and authentic contexts for communication in the classroom. As a result, the pool of potential content in a language classroom is virtually limitless, allowing students to use language as a tool for learning in a more natural context.

COMPARISONS: The Comparisons standard helps students recognize that language and cultures interrelate and evolve to meet the dynamic needs of people and society. As a result, students encounter not only cultural and linguistic differences, but also similarities between the language and culture studied and their own.

COMMUNITIES: The Communities standard reminds teachers to look beyond the four walls of the classroom to ensure that students learn how to apply the skills and knowledge gained in the classroom. This may take the form of actual or virtual field trips locally and abroad, student or teacher exchanges, authentic materials used for specific purposes, or written or verbal communication with people from another culture. The teacher designs lessons that help students use their new language in purposeful and meaningful ways to provide personal enrichment and lifelong learning.

Click here for the Maryland State Curriculum World Languages Standards

http://mdk12.msde.maryland.gov/instruction/curriculum/foreign/vsc_worldlanguages_standards.pdf

Click here for the Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards

https://www.actfl.org/news/reports/alignment-the-world-readiness-standards-learning-languages-the-common-core-state-standards

Maryland Technology Literacy Standards for Students

Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems

Standard 2.0 – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety

Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

Standard 4.0 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats

Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information and data.

With the acceptance of the Maryland Educational Technology Plan for the New Millennium: 2007-2012, by the State Board of Education on April 24, 2007, the State now has technology literacy standards for students, teachers and administrators.

These standards define what students, teachers and administrators need to know and be able to do using technology. Click on the link below to view each set of standards by grade level and objectives.

http://www.marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Maryland-State-Plan.aspx

ACTFL Proficiency Guidelines

American Council on the Teaching of Foreign Languages

The ACTFL Proficiency Guidelines, first published in 1986, are global characterizations of integrated performance in each of four language skills: speaking, writing, reading, and listening. The ACTFL Guidelines are based in large part on the language skill level descriptions used by the Interagency Language Roundtable (ILR) and adapted for use in academic environments.

Prince George's County Public Schools uses the ACTFL Proficiency Guidelines as a baseline for the county curricular model in determining expectations for student proficiency in the four communicative areas.

Upon mastery of the Spanish level 3 course objectives outlined in this curriculum, students should demonstrate the following proficiency level, consistent with the ACTFL guidelines:

LISTENING PROFICIENCY

NOVICE			INTERMEDIATE		ADVANCED		ADVANCED+	SUPERIOR
LOW	*MID*	*HIGH*	*LOW*	*MID*	*HIGH*			

SPEAKING PROFICIENCY

NOVICE			INTERMEDIATE		ADVANCED		ADVANCED+	SUPERIOR
LOW	*MID*	*HIGH*	*LOW*	*MID*	*HIGH*			

READING PROFICIENCY

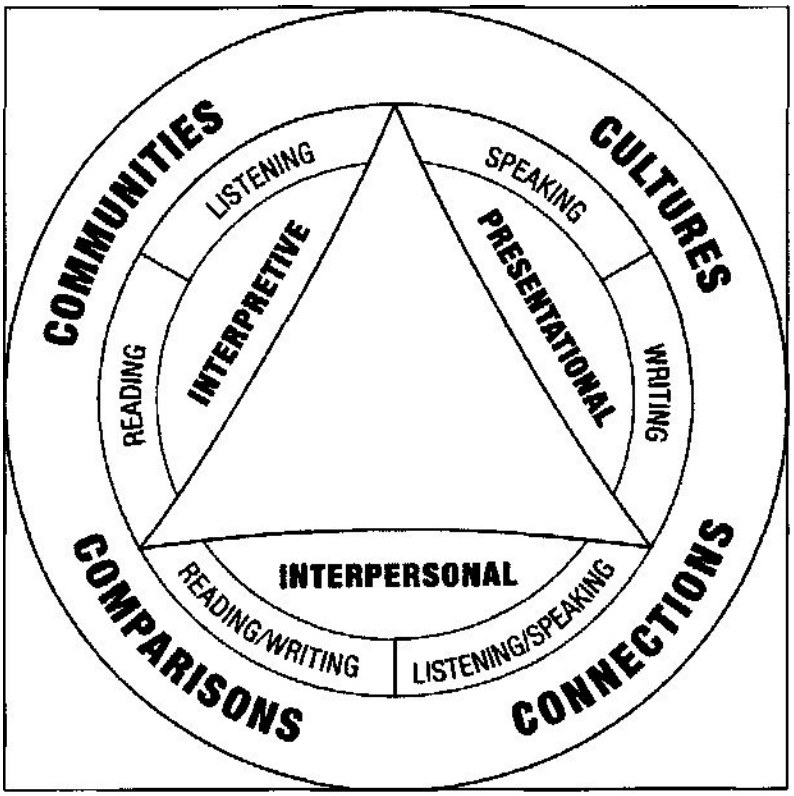
NOVICE			INTERMEDIATE		ADVANCED		ADVANCED+	SUPERIOR
LOW	*MID*	*HIGH*	*LOW*	*MID*	*HIGH*			

WRITING PROFICIENCY

NOVICE			INTERMEDIATE		ADVANCED		ADVANCED+	SUPERIOR
LOW	*MID*	*HIGH*	*LOW*	*MID*	*HIGH*			

Construction of the Assessment

Figure 1. The Foreign Language NAEP Assessment Framework



Evaluation Criterion	**Contexts**
● Demonstration of Comprehension and Comprehensibility (*including the use of communication strategies and the application of cultural knowledge)*	● Daily Life ● School ● Work

Suggested Instructional Techniques/Strategies/Materials

Spanish level 3

	Techniques/Strategies	Materials
Interpretive Mode	● Information Gap Activities ● Cloze Activities ● Follow directions given	● Speaking and Listening workbook ● Song lyrics ● Maps
Interpersonal Mode	● Exchange information in an e-mail ● Give directions ● Talk about a trip	● Pen pals ● How-to project
Presentational Mode	● Create and present a narrative ● Give information about a country ● Give a book report in the Spanish language	● Photo album about a trip ● Poster project
Career Readiness	● Talk about how you would use Russian in your dream job ● Talk about jobs that use Russian ● Talk about jobs in Spanish speaking countries	● Dream job project ● Newspaper wanted ads ● Videos

The Basic Lesson

The basic lesson each day should include integrated skills: listening, speaking, reading, and writing. The class should begin with a warm-up activity. This activity in the World Languages class may be oral or written, and should not take more than five minutes.

- The basic lesson should have teacher and student objectives. Teachers should make sure that students know what they are to learn and how to go about learning it. The developmental activities should be more than repetition and "fill in the blanks." Students should practice the language but should apply the structures learned in simulated activities.

- The basic lesson should have students interacting in writing and speaking from the first week of school. All skills may be incorporated in the basic lesson every day or on alternate days.

- A skill activity may take only five minutes, but it is done every day in a "build-up" pattern. Sequencing and continuity are important in any lesson.

- The Directed Teaching Activity (DTA) planner used by Prince George's County focuses on the following:
    - Focusing Student Attention
        - Statement of Objective
        - Warm-Up
    - Introductory and/or Developmental Activities (Teacher Directed)
    - Guided Practice Activities (Teacher Monitored)
    - Independent Activities and/or Meaningful-Use Tasks (Extension, Refinement, and Practice Activities)
    - Assessment
        - Formative Assessment
        - Summative Assessment
        - Closure

World Languages Lesson Planner (DTA)

Elements of an Effective Lesson
(Directed-Teaching Activity)

Planning Guide

Statement of Objective:
How will essential learner outcomes for the lesson be stated and communicated to students?

- What do I want students to know and to do as a result of the lesson?
- How will I share the lesson objectives with my students?
- What is the primary instructional focus of my lesson?
  - Mastery of essential declarative and procedural knowledge?
  - Extension and refinement of essential knowledge?
  - Meaningful use of knowledge?
  - Demonstration of productive habits of mind?

Lesson Objective Format:

*Student's will*_____

Focusing Student Attention or Warm-Up:
How will an anticipatory act be established to focus students' learning and to ensure on-task behavior by all students?

- What will be done to help students develop positive attitudes and perceptions about the learning climate and the learning task?
- What brief task (up to five minutes) can I use to get the students' attention focused and prepared to think critically?

A required element of the lesson is the warm-up. It can be a successful learning experience for the students because it provides a quick review of previously covered materials and helps the students get in the Spanish language "mood". It also gives the teacher 3-5 minutes to take care administrative duties, thus helping the teacher remain well organized.

A specific section of the board can be designated the "warm-up board". Instructions or problems are written there and students know to check the board upon entering the classroom and can begin as soon as they sit down. A written warm up allows the students to begin on their own and work quietly. The teacher can take the attendance or sign admit slips while the students finish. When the allotted time is up the teacher or another student can go over the warm-up orally.

The warm-up for an entire week can be done on a single sheet of paper which is handed daily or at the end of the week. Students' aides can be trained to go over the warm-ups orally and to check them. Students should receive credit for the successful completion of the warm-ups for the week. This should be completed in five minutes and the teacher should stick to that time so that students not waste time at the beginning of the class.

Introductory and Developmental Activities (Teacher Directed):

How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?

DECLARATIVE KNOWLEDGE: *What are the general topics and specifics of the lesson? What are the essential facts, concepts, generalizations, and principles that I wish to emphasize in the lesson?*

- *How will students be aided in constructing meaning, organizing information, and storing it in long-term memory?*
- *How will students experience the information presented in the lesson?*
- *How will students be assisted to understand the value and relevance of the content and activities presented in the lesson?*
- *What habits of mind will be introduced, emphasized, and/or reinforced?*

PROCEDURAL KNOWLEDGE: *What skills, processes, competencies, and procedures do students really need to master in this lesson?*

- *How will I model the skills and processes in the lesson?*
- *How will students be aided to comprehend and use the skill or competency?*
- *How will students be aided in shaping the skills and processes in the lesson?*
- *How will student be aided in internalizing the skills and processes in the lesson?*
- *What habits of mind will be introduced, emphasized, and/or reinforced?*

Guided Practice Activities (Teacher Monitored):

How will students be assisted to extend and refine the declarative and procedural knowledge they are acquiring?

- What information will be extended and refined?
- What activities will be used to help students extend and refine their knowledge? To what extend will student-centered activities be used? To what extend will cooperative learning structures be used?
- Which extending and refining thinking processes are most appropriate for this particular lesson, (i.e., comparison, classification, induction, deduction, and error analysis, analysis of perspectives, abstraction, and/or constructing support)?

Independent Activities/Meaningful-Use Tasks

(Independent or in Cooperative Learning Cohorts):

To what extent does this lesson contribute to students' ability to demonstrate self-regulated, critical, and creative thinking? To what extent does this lesson contribute to students' ability to respond successfully to long-term performance-based, meaningful-use tasks?

- What independent activities and tasks are to be part of this lesson?
- How do these activities and tasks reinforce students' mastery of essential learning outcomes?
- To what extent, if any, do these activities and tasks contribute to students' independent or group-centered response to an ongoing meaningful-use task involving one or more of the following: decision making, problem solving, investigation, experimental inquiry, and/or invention?

Assessment Activities:

Throughout the course of the lesson, how will I monitor student progress?

- What strategies will I use to monitor the extent of students' mastery of identified learner outcomes?
- What formative assessment strategies will I use to ensure that student progress is monitored from the beginning to the end of the lesson?
- What summative assessment strategy or strategies will I use to ensure that all students have mastered the essential learner outcomes?
- How will I integrate metacognitive strategies into my assessment process so that students can express and monitor their own comprehension and assess themselves as learners?
- How will I balance my assessment strategies to include both oral and written communication skills?

Closure Activities (Teacher Guided):

Such an activity is designed to foster a sense of completion among student participants. It may be an essential part of the assessment process or it can function as a stand-alone activity.

- What have we done this class?
- How far will we go tomorrow? For our next lesson, think about…
- In your opinion, what are the most significant or interesting parts of the lesson?
- How does the lesson relate to you and the world you inhabit?

Reflection:

FFT Support, 4.a (**Reflecting on Teaching)**

Consider the following in your reflection:

- How did this lesson demonstrate rigor?
- How was this lesson relevant in the course of the unit?
- Did the materials/resources/groupings support the lesson?
- Was student feedback collected? What did it indicate?
- For future use, what should be kept, changed, further differentiated or modified?
- How are you communicating to families about lesson mastery?

Teaching a Lesson

The daily objective should always be written on the board or on a transparency. The objective indicates what students will do, perform, say, or know as a result of the respective lesson.

•Warm-up — Oral group practice or written practice — 3-5 minutes

Examples:

- short closed paragraph (missing word vocabulary completion)
- transparency with pictures; students write vocabulary for pictures or
- categorize vocabulary, i.e. classroom, table setting, family
- response to a question
- unscrambling words or expressions

•Teacher-directed activities — Teacher presentation with active student participation — 10-15 minutes

Examples:

- review of previous material
- introduction of new verbs in context, flashcards with expressions, student manipulatives, realia, visuals, video clips, etc.
- modeling the use of essential content in a context or a situation
- pronunciation of vocabulary and oral practice in a situation

•Teacher-monitored Activities — Students participate in guided developmental activities — 15-25 minutes

Examples:

- student manipulation of flashcards ,visuals, realia, etc.
- practice language use in guided format

•Student practice Activities — Students participate in independent/group activities — 15-25 minutes

Examples:

- practice language in contextual situations
- Interact with one another in role-play, cooperative learning groups, and/or task completion activities
- Participate in real-life situations or scenarios; personalization of information learned

•Culminating Assessments — Students demonstrate mastery of concepts — 5-10 minutes

•Lesson Closure — Students reflect on what they have learned — 3-5 minutes

Examples:

- response to a question
- exit pass (student must respond in order to be dismissed)

World Languages Spanish 3 Objectives
Santillana Level 3

In the Spanish 3 level of the Spanish Language, students learn to communicate orally through selected functions and topics. The students will learn to communicate through the three modes of communication: Interpersonal, Interpretive, and Presentational modes. Students will learn greetings, goodbyes, family members, introducing themselves to new friends, expressing likes and dislikes, writing short phrases. Cultural information about Spanish is integrated through the languages and various activities that focus on the perspectives, practices, and products of the Spanish language.

- I can talk and describe myself, family, school, and friends in complete sentences; I can pronounce learned words and expressions correctly;
- I can understand and respond to a variety of people speaking Spanish; I can understand a variety of texts and listening activities about many different topics;
- I can read, identify, and discuss the main idea of materials in selected text, dialogues, magazines, selected poems and poetry, reading selections, as well as those readings created by the teachers using familiar vocabulary and grammar;
- I can use context clues to recognize the meaning of some new words in reading passages as found in intermediate level magazines, poems, and fictional and non-fictional selected readings;
- I can write paragraphs based on selected real-life scenarios using correct spelling, including accent marks;
- I can write essays giving information about myself or a friend;
- I can demonstrate knowledge of intermediate grammar of the target language, such as word order, verb agreement, and use of at least the present, preterite, and imperfect tense forms, and use of cases when appropriate, etc.
- I can use discussion and authentic materials to help refine my perspective on the target culture and to interpret meaning of current events, historical moments, cultural practices and products.

Curriculum Framework Overview

Coverage of Content
Spanish Level 3

Scope and Sequence: First Quarter

By the end of the first quarter, students will achieve the following can-do statements:

- I can describe people's physical characteristics and personality traits (Communication, Literacy 1,2,3, SL1, W4)
- I can express state of being and feelings (Communication, Literacy 1,2,3, W4, SL1) I can make comparisons and use superlatives (Communication, Connections, Comparisons, Literacy 1,3, SL1, W4)
- I can talk about past actions (Communication, Connections, Comparisons, Literacy 1,3, SL1)
- I can describe family relationships (Communication, Culture, Connections, Comparisons, Literacy 1, 2, 3, SL1, W4)
- I can express ownership with possessive adjectives and pronouns (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can narrate and describe in the past (Communication, Culture, Connections, Comparisons, Literacy 1, 3, SL1, W4)
- I can talk about life stages and events in a biography (Communication, Culture, Connections, Comparisons, Literacy 1, 2, 3, SL1)
- I can explore cultural aspects of the Latin American population. (Communication, Culture, Connections, Comparisons, Communities, Literacy 1,2,3, SL1, W4)

Pacing through *Santillana Level 3*
Using the PGCPS Framework

First Quarter

I can describe people's physical characteristics and personality traits	Antes de empezar, Chapter 1 Desafío 1
I can express state of being and feelings	Antes de empezar, Chapter 1 Desafío 1
I can make comparisons and use superlatives	Antes de empezar, Chapter 1 Desafío 1
I can talk about past actions	Chapter 1 Desafío 2 Capítulo 8 Desafío 1
I can describe family relationships	Chapter 1 Desafío 2
I can express ownership with possessive adjectives and pronouns	Chapter 1 Desafío 2
I can narrate and describe in the past	Chapter 1 Desafío 3
I can talk about life stages and events in a biography	Chapter 1 Desafío 3
I can explore cultural aspects of the Latin American population.	Chapter 1 Desafío 1, 2, 3 Capítulo 5 Desafío 3 Capítulo 7 Desafío 1 Capítulo 8 Desafío 1 Capítulo 8 Desafío 3

First Quarter Exemplar Lesson Plan
Learning scenario

Objective: The students will illustrate and produce a comic strip describing a new student using the vocabulary and ser and estar.

Coverage of Content
Spanish Level 3

Scope and Sequence: Second Quarter

By the end of the second quarter, students will achieve the following can-do statements:

- I can express feelings (Communication, Literacy 1,2,3, W4, SL1)
- I can talk about personal relationships (Communication, Literacy 1,2,3, W4, SL1)
- I can learn and use pronouns for direct and indirect objects (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can learn pronominal reflexive and reciprocal objects (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can express wishes, likes, and preferences (Communication, Connections, Literacy 1, 2, 3, SL1, W4)
- I can introduce people (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can extend an invitation and to respond to an invitation (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can conduct telephone calls (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can express necessity and obligation (Communication, Connections, Literacy 1, 2, 3, SL1, W4)
- I can talk about future actions (Communication, Connections, Literacy 1, 2, 3, SL1, W4)
- I can explore cultural aspects of traditional Latin American and Spanish festivals (Communication, Culture, Connections, Comparisons, Communities, Literacy 1, 2, 3, SL1, W4)

Pacing through *Santillana Level 3*
Using the PGCPS Framework

Second Quarter

I can express feelings	Antes de empezar Capítulo 2 Desafío 1
I can talk about personal relationships	Capítulo 2 Desafío 1
I can learn and use pronouns for direct and indirect objects	Capítulo 2 Desafío 1
I can learn pronominal reflexive and reciprocal objects	Capítulo 2 Desafío 1 Capítulo 7 Desafío 3
I can express wishes, likes, and preferences	Capítulo 2 Desafío 2 Capitulo 6 Desafío 1
I can introduce people	Capítulo 2 Desafío 2
I can extend an invitation and to respond to an invitation	Capítulo 2 Desafío 2
I can conduct telephone calls	Capítulo 2 Desafío 3
I can express necessity and obligation	Capítulo 2 Desafío 2
I can talk about future actions	Capítulo 2 Desafío 2
I can explore cultural aspects of traditional Latin American and Spanish festivals	Capítulo 2 Desafío 1, 2, 3 Capítulo 5 Desafío 1 Capítulo 6 Desafío 1 Capítulo 7 Desafío 2

Second Quarter Exemplar Lesson Plan
Learning scenario
Objective: Students will compose a letter to their teacher describing a vacation of their dreams.

Coverage of Content
Spanish Level 3

Scope and Sequence: Third Quarter

By the end of the third quarter, students will achieve the following can-do statements:

- I can identify articles of clothing (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can describe clothing and traditional costumes of Latin America populations (Communication, Culture, Connections, Comparisons, Communities, Literacy 1, 2, 3, SL1, W4)
- I can describe actions using the present perfect tense (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can describe the appearance and location of objects (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can use the impersonal pronoun se (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can use indefinite adjectives and pronouns properly (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can describe past actions using the past perfect (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can identify and describe domestic tasks and jobs (Communication, Connections, Literacy 1, 3, SL1, W4)

Pacing through *Santillana Level 3*
Using the PGCPS Framework

Third Quarter

I can identify articles of clothing	Antes de empezar Capítulo 3 Desafío 1
I can describe clothing and traditional costumes of Latin America populations	Capítulo 3 Desafío 1
I can describe actions using the present perfect tense	Capítulo 3 Desafío 1 Capítulo 8 Desafío 2
I can describe the appearance and location of objects	Capítulo 3 Desafío 2
I can use the impersonal pronoun se Capítulo 3 Desafío 2	Capítulo 3 Desafío 2
I can use indefinite adjectives and pronouns properly Capítulo 3 Desafío 2	Capítulo 3 Desafío 2
I can describe past actions using the past perfect	Capítulo 3 Desafío 3
I can identify and describe domestic tasks and jobs	Capítulo 3 Desafío 3

Third Quarter Exemplar Lesson Plan
Learning scenario

Objective: The students will describe clothing and create a dialogue between a customer and a salesman/woman.

Coverage of Content
Spanish Level 3

Scope and Sequence: Fourth Quarter

By the end of the fourth quarter, students will achieve the following can-do statements:

- I can identify traditional dishes and foods of the Spanish-speaking world (Communication, Culture, Connections, Comparisons, Communities, Literacy 1, 2, 3, SL1, W4)
- I can talk about nutrition (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can identify personal hygiene practices (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can differentiate between the uses of por and para (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can name parts of the body (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can state affirmative and negative commands (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can use the conditional verb tense properly (Communication, Connections, Literacy 1, 3, SL1, W4)
- I can use different verbs that express a change (Communication, Connections, Literacy 1, 2, 3, SL1, W4)
- I can give advice and make recommendations (Communication, Connections, Literacy 1, 2, 3, SL1, W4)

Pacing through *Santillana Level 3*
Using the PGCPS Framework

Fourth Quarter

I can identify traditional dishes and foods of the Spanish-speaking world	Capítulo 4 Desafío 1, 2, 3 Capítulo 7 Desafío 3
I can talk about nutrition	Capítulo 4 Desafío 1
I can identify personal hygiene practices	Capítulo 4 Desafío 2
To differentiate between the uses of por and para	Capítulo 4 Desafío 2
I can name parts of the body	Capítulo 4 Desafío 3
I can state affirmative and negative commands	Capítulo 4 Desafío 1
I can use the conditional verb tense properly	Capítulo 4 Desafío 3 Capítulo 7 Desafío 1
I can use different verbs that express a change	Capítulo 4 Desafío 3
I can give advice and make recommendations	Capítulo 4 Desafío 3

Fourth quarter exemplar lesson plan
Learning scenario
Objective: Students will describe what they would do in various situations.

World Languages Department Appendix

Profile of a World Languages Student

Profile of a World Languages Student

Prince George's County Public Schools

The World Languages office and teachers compiled these characteristics in order to develop the World Languages Student Profile.

- Student makes an effort to communicate in the language
- Open-minded
- Teacher facilitated, student lead learning
- Risk-takers
- Engaged
- Demonstrate global awareness
- Creative
- Highly motivated
- Life-long learner
- Respect themselves and others
- Students manage their own learning
- Innovators
- Open to diversity
- Responsible
- Proactive
- Demonstrate cultural awareness
- Meet deadlines
- Seek opportunities to use the language in the community
- Reflective
- Inquire about outside resources
- Inquisitive

Fifty Performance Based Tasks

Culminating activities or tasks for a performance-based unit should encompass the standards that are the focus of the unit. They should also assess student success in achieving the standards and answer the unit's essential question. The following list of performance task ideas should allow students an opportunity to demonstrate what content and skills they have accessed, interpreted, used, and disseminated.

1. Design a product, service, or system that meets an identified need.
2. Plan and organize an activity.
3. Conduct a project in response to a client's need.
4. Deliver an oral presentation.
5. Use information technologies to collect, analyze, organize, evaluate, and present information from different sources.
6. Create simulations showing real-life applications of a concept or skill.
7. Create and publish a newsletter with reflections and information.
8. Write and/or perform stories/plays around real problems and solutions.
9. Produce videotape or an audiotape.
10. Build a model.
11. Engage in a debate.
12. Create and use an educational game.
13. Demonstrate "how to" do something.
14. Create simulations of historical interaction, problems, and solutions.
15. Write an essay.
16. Create an exhibit.
17. Sing, dance, or play a musical instrument to show skills and knowledge of certain content.
18. Write and recite a poem.
19. Write an editorial and draw an editorial cartoon with a specific point of view.
20. Conduct a survey and summarize the results.
21. Write a letter to an official or community or family member.
22. Develop a mathematical problem for someone else to solve.
23. Maintain a portfolio that shows growth over time.
24. Replicate a scientific experiment.
25. Write a research paper.
26. Portray through mime a concept or idea.
27. Teach the class.
28. Produce a chart that shows commonalities and differences.
29. Design and explain flow chart.
30. Model a behavior.
31. Engage in a community project that involves a real issue or problem.
32. Put a famous person on trial in light of what is known today.
33. Create a gallery around a particular theme.
34. Produce different kinds of maps that demonstrate content learned.
35. Hold a conversation in another language.

36. Use a visual art to convey a concept, feeling, or idea. (drawing, painting, etc.)
37. Give alternative ways to solve a problem.
38. Invent, produce, and market a product.
39. Write a short story or fictional account.
40. Develop the test questions for a unit of study.
41. Engage in a service-learning project.
42. Use movement and modeling to demonstrate a process.
43. Create metaphors and analogies to show understanding of content.
44. Design and publish a brochure.
45. Write songs about important ideas, events or people.
46. Build a diorama.
47. Design and direct tours.
48. Recreate a historical period by using authentic and historically accurate visuals, text, etc.
49. Design a mural/billboard.
50. Solve a problem and show each step, explaining why it was taken.

Observation and Assessment of a World Languages Lesson

_____

Teacher's Name

Circle one: Elementary/Middle/High school

The Lesson	Highly effective	Moderately effective	Needs Improvement	Comments
Warm up was short and focused students' attention				
Objective was performance based and students were aware of the expectations.				
Introductory part of the lesson was modeled, well organized and engaged students as they attempted to understand. (Approximately ____ minutes)				
The teachers used visuals to help students understand and to eliminate use of English.				
The development part of the class allowed students to function in the second language in meaningful activities, which included cooperative groups/role play, independent activities/creative tasks. (Approximately _____ minutes.				
The teacher checked for understanding throughout the lesson.				
Students spoke in the second language most of the class time. The teacher spoke in the second language most of the class time. The closure/summary part of the lesson seemed evident to students.				
Assessment of learning was done at the end.				

Optimal Classroom Climate for World Languages Learning

Your Checklist

In my classroom:	Good	Fair	Needs to improve in this area
- There is a sense of mutual respect and trust between teacher and student. - There is a strong sense of organization and direction. The teacher has a well-planned lesson for the day. - There is a sense of humor. The teacher is kind but firm, fair, friendly, and flexible. - There is a consistency in classroom procedure and management. The students have a sense of security: inconsistency confuses. - The focus is on the positive- to eliminate a threatening atmosphere. Mistakes are corrected in a non-threatening manner. - The physical appearance of the room is inviting, warm and happy. The countries currently studied should be empathized via the bulletin boards. - The teacher displays an enthusiasm for his/her subject. - Every student feels a sense of worth- a sense of importance to the class. The teacher looks for a skill or talent which the student might contribute. - Testing methodology is consistent with the practice methodology. The students know what to expect and feel a sense of security- a sense of trust in the teacher and themselves. - There is a sense of honesty and willingness to admit having made a mistake.			

Developing Communication Skills

The four skills basic to mastery of any World Languages are listening, speaking, reading, and writing.

The Interpretive Mode of Communication (Listening)

Introduction

The skill of listening is directly related to the skill of speaking because messages in the Spanish language must be understood before meaningful speech can be produced. For this reason it is very important for the teacher to use the Spanish language as much as possible from the very first day of class. The students **will not** understand every word, but, with the use of gestures, mime, and cognates written on the board, the teacher can help the students understand.

The goal of the teacher at this point is to provide enough information in the Spanish language to enable the student to take an "Educated guess" at the meaning of the message. Such educated guessing is the key to developing listening skills. In this instance, the focus is on communication and the message itself, not on the form of the message. Not only does focus on communication contribute to the development of listening skills, it also leads to greater student interest and, in turn, to greater student motivation.

If a student can understand the message by paying attention on the first day of class, he/she is ready for success and can leave class with this thought: "I can understand almost everything the teacher says! It really isn't so hard to learn a language!" This student is not hung up on every single word and is instead listening for key words and phrases in context. Students must get over the "individual word hang-up" if they are to develop listening skills and be successful language learners.

The ability to understand a language always surpass the ability to speak. This is true for the native speaker of a language as well as for a foreign speaker of a language, including students of a language. The World Languages student is comfortable and motivated in class as long as activities do not require the student to speak beyond his/her ability to understand. The key to motivating the student, therefore, is to

create a classroom environment and activities that foster the development of listening skills while minimizing the threat of embarrassment of failure.

Listening Strategies

There are several strategies that the teacher can successfully employ to develop the listening skills of the students. From the outset, the students should understand that they must give their complete and undivided attention to what is being said in class. Their success depends on this. In addition, the teacher should make sure that there are no distracting noises (lawnmowers, hammering, etc.) during listening activities. Strategies for successful activities include the following:

- Provide lots of opportunities early on for students to focus on the message by first talking about the "here and now" (i.e. the classroom), rather than talking about the "there and then" (i.e. the textbook story line).
- Checks for meaning can include yes/no answers (in Spanish language of course!), giving the name of a student being described, raising hands, pointing to an object, or following other directions.
- Focused/Guided Listening- While listening to a conversation or dialogue, students are to listen for and record selected information (e.g. time, numbers, colors, days of the week, articles of clothing, words that describe (adjectives), sports, expressions about weather etc.
- Total Physical Response (TPR) activities.
- Listen and Draw (or color, complete the picture)
- Human Graphs- Students line up or organize themselves according to teacher directions without having to talk to each other, such as height or length of hair.
- Listening with Pictures- The teacher describes a picture in detail, occasionally asking a yes/no question, then continuing the description.
- Picture Sequencing- A set of pictures is out of order and the students need to put the pictures in correct order by listening to a story.
- Description Identification- An item is described without saying what the item is and students point to or pick up the item being described.
- Same or different- There are two similar, yet different pictures, and the teacher describes something in one of the two pictures and students pick the picture being described.
- Realia- Use pictures or realia to introduce vocabulary not in the classroom.

Note at this point, the student is **not** producing the Spanish language, except for yes/no short answers. The spoken material of the teacher, in all instances, should contain familiar material with some new material just beyond the students' grasp, which is understandable.

Interpersonal and Presentational Modes

(Speaking)

There are two approaches to teaching speaking. In one approach the teacher controls what the student says. This may be the approach used in the beginning of the year. In the other approach, the student has the control. Both approaches have a purpose and in fact can be used together.

The skill of speaking develops in a sequential manner, from single word utterances to larger chunks of language. The progression of responses looks like this:

1. single-word response to either/or question or WH-questions (Who, What, Where, When, or Why)
2. small combinations of known words (for example: description of someone or something
3. phrases
4. sentences
5. combinations of sentences

When students begin to produce language, accuracy is low because they will be focusing on the message they are trying to communicate. There are several types of mistakes that beginning students make, some involve information and some involve form. Errors include:

1. Incorrect word (for example: the student uses the word "book" to refer to a pencil
2. Correct word, incorrect pronunciation
3. Correct word, correct pronunciation, incorrect form – (for example: teacher asks, "What is she doing?" Student responds, "She study."

Direct correction is possible in error #1 because it is an error of information. Holding the pencil in a hand, the teacher can say, "This isn't a book, this is a pencil." And with the book in the other hand, he/she can say, "This is a book."

With errors #2 and #3, direct or overt correction of form should not be done because it undoes leaning and raises attitude barriers. The teacher can indicate that the response is correct, them repeat the word with correct pronunciation or correct form in a longer sentence for the students to hear. For example, in #3, "Yes, that's right. She's studying. She's studying because she has a test tomorrow."

Whole class

Human Graphs, where students line up or organize themselves according to teacher directions. First, students have to ask each question in order to correctly position themselves; for example: English class is: very easy ..... easy ..... a little easy ..... a little hard ..... hard ..... very hard.

Opinion statements require students to ask each other and state their own opinions on a topic.

Strategies

Small group

Picture Organizing A group of students receives a set of pictures and must organize or sort the pictures according to some shared characteristics to be determined by the students; for example, they have pictures of different foods and sort them as fruits, vegetables, meats, desserts, etc. The group shares their findings with the class.

Picture Story Students have a set of pictures and need to make a story for the set they have. Then, they tell the story to the class.

Picture Comparisons Two pictures with similarities and differences are given to a group of students. One student describes something in picture A. The other students need to look at picture B to see if what they have is the same or different, then describe their findings; for example, in picture A, a boy has a blue shirt while in B, a boy has a white shirt. The student with picture A says "Bill is wearing a blue shirt." For picture B, the students can say any of the following: "Tim does not have a blue shirt." "Tim is not wearing a blue shirt." "Tim is wearing a white shirt." "Tim's shirt is white," etc. If the detail in picture B is the same, they can say, "Tim is wearing a blue shirt, too." The group shares several similarities and differences with the class.

Pairs

Moveable Pairs A student has a short question to ask or task to complete with another student; for example, What is your favorite class? What is your favorite TV program? What is your favorite color? What is your favorite season? When the task is finished, the student can move to ask another student. Each student records the answers of other students (circle an answer, check a column, or complete a chart). Information can be shared with the class or there can be a follow-up writing activity.

Dyads A pair of students has a more involved task to complete. Each student has information, usually on a paper he/she must share with another in order to complete the task. The students can share their information by speaking, but not by showing the paper. The task can be to complete a chart, to finish a drawing, or to arrange items in a particular order. Sample charts for a dyad activity follow:

Pairs

Chart A

****

Student	Leisure Activity
Mary	?
Tom	watches TV
?	talks on the phone
Sue	plays video games

Chart B

****

Student	Leisure Activity
Mary	reads books
?	watches TV
Sam	talks on the phone
Sue	?

Student A needs to ask Student B for the missing information. Question asking when the information is missing is a truly meaningful activity and also gives much needed question practice. Instead of the words for the activities, there can be a little picture. To complete the chart the student would then draw a little picture instead of writing the name of the activity.

Note that each speaking strategy given here requires the students to move or to do something with their hands. This helps to motivate the students and keep them interested and involved. In pair work the students must record their answers. Students can also be required to record answers when working in groups. This requirement encourages the students to be more responsible for what they do and to get involved when working together. It also makes students listen to their partners. Credit should be given for the completion of each task.

The biggest challenge the teacher will have when the students work on speaking will be monitoring to prevent the use of English. If students are required to record their answers on paper, monitoring can be easy. Advise the students that the use of English will result in a penalty, then, while students are working in groups, walk around with a

colorful marker in hand and firmly put a mark on the paper of any offending student to indicate reduced credit for the speaking task. Thereafter, the teacher need only move around the room with marker in hand to prevent English from happening. When the students see that they can accomplish a task without relying on English, the temptation to fall back on it will vanish. The teacher will still need to move around the room, but there will be little need to mark any paper.

Interpretive Mode

(Reading)

Reading begins with the introduction of the writing system and spelling patterns. It encompasses skills which involve the ability to pronounce a word correctly that is shown in print, as well as the ability to glean meaning directly from the written symbols. Students should be able to progress from reading material previously practiced orally to recombined material (i.e., material using vocabulary and structures previously mastered but in a new context) and, finally, to authentic reading material with some new material in it with which a native speaker might come in contact.

Students will not immediately understand everything they read, but if a new word is used in context, the students can be encouraged to guess at the meaning of the unknown word.

Strategies

Many of these strategies can be used with individuals, pairs or small groups:

- Give students practice in vocabulary building by working on cognates and word derivation to increase understanding of new words.
- Illustrate the Story. Students draw pictures or choose pictures that illustrate a story the teacher gives them.
- Written TPR. Students follow written directions.
- Caption Match. Students have a set of pictures and a caption or sentence describing each. They have to match them up.
- Definition Match. Students have a set of definitions and a set of items and have to match them up.
- Arrange the Story. Students have a set of pictures and sentences of a story and have to put the pictures and sentences in a logical order to make a story.
- Illustration Mix-up. There are several stories and several sets of pictures and students need to match each story with an appropriate set of illustrations.
- Predict the Ending. Students are given an incomplete story and they need to come up with an appropriate ending (oral or written).
- Choose the Main Idea. Students are given several paragraphs and several main ideas and need to match each paragraph with its main idea.
- Paraphrasing. Students have two sets of sentences and each sentence in the first set expresses the same thought as a sentence in the second set. Students have to match similar sentences. For example:

Set One	Set Two
**********	**********
1. Mary was sad.	A. Mary traveled a great

2. Mary could not forget her sister.
3. Mary and her sister went on a long trip.

distance with her sister.

B. Mary was not happy.
C. Mary always thought about her sister.

One of the most common strategies teachers use for meaning checks is to ask questions. Good questions focus on overall meaning and encourage the reader to read "between the lines." Unfortunately, many questions in World Languages textbooks are not good for checking comprehension for two reasons:

1. Students can answer the question without either understanding the text or understanding the question by merely searching the text for words that occur in both the text and the question.
2. The question asks about details that are irrelevant to the main idea of the text.

The solution to this problem is for the teacher to create questions that require understanding the text. Teachers can easily do this for any text and gradually move from easier question types to more difficult types by using the question-type chart below which is proposed by Stevick in Teaching and Learning Languages, p. 124.

	yes-no	**alternative**	**question-word**
Information and words of answer in text	Is Mary 10 years old?	Is Mary 10 years old or 11?	How old is Mary?
Text has information needed but not words	Is Mary old enough to go to school?	Does Mary go to school on Mondays or does she stay home?	What does Mary do on Mondays?
Text does not contain information needed	Do you have any children?	Are your children boys or girls?	How old are your children?

The top row of questions merely looks for details stated in the text, while the middle row of questions requires the student to understand the text and think about it. The bottom row of questions is an extension of the vocabulary or ideas in the text to the life of the student. The difficulty of the question increases as you move down and/or right.

Interpersonal and Presentational Mode

(Writing)

Writing is using written symbols to express something that has already been learned. Students can use writing to express what they can read, understand and say. The students' practice and mastery of these skills serve as a springboard for writing. It is the previous exposure to the material that gives it context and purpose and helps the students to know what to write and how to write it. On the other hand, asking students to write new things that go beyond their ability in listening, speaking or reading leads to frustration of the student and the teacher.

Strategies used in the classroom should take the students small steps at a time from beginning writing skills to more developed skills. Here is a list of writing skills in order of easiest to more difficult:

1. Copying
2. Dictation, familiar material
3. Dictation, unfamiliar material
4. Written pattern drills
5. Responses to questions done orally
6. Completion of sentences
7. Controlled sentence construction
8. Controlled paragraph construction
9. Unguided sentence construction
10. Unguided paragraph construction

During writing practice, error correction should be done carefully. An error in information should be corrected directly. Errors in spelling, word order or form can be avoided by asking students to focus on these prior to putting their thoughts down in writing. If a student is unable to focus on these items, the teacher may be asking that student to write beyond his/her ability to listen, speak or read and some re-teaching or additional practice is necessary.

Strategies

- *Scrambled Sentences.* Give sentences that have been practiced in scrambled word order. Have students put the words in correct order by either rewriting or putting flash cards in order.
- *Scrambled Sentences with Pictures*. Same as above, but there are several sentences possible that have to be unscrambled and matched up with a picture.
- *Picture Description.* Using the same pictures used in earlier activities, students write guided descriptions; for example, what are they wearing? What's the weather like?)
- *Picture Story*. The teacher tells a story and instead of writing the words on the board, uses pictures or meaningful symbols. Then, the teacher asks questions about various aspects of the story. Students then rewrite story using pictures or symbols on the board.
- *Dictation*. Teacher gives students a single word with letters missing that need to be filled in as the teacher pronounces the word. The activity can then move to a single whole word, and then to short sentences. It can later move from practiced material to recombined material.
- *Categories*. Teacher gives the categories and students need to write items that fit in each.
- Write short answers during speaking activities.
- Prepare for speaking activities.

- Follow-up on speaking activities.
- Complete forms.
- *Open-ended Sentences*. Students complete.
- *Open Dialogues*. Students provide missing details.
- Write TPR commands on a familiar topic; for example, “doing the warm-up”: The students look at the board, read the question, take out a paper, write their name, write the date, and answer the warm-up question. Note that each of these commands should be second nature to the students because they have heard them since the first day of class.

Methodology

The objectives for Spanish 3 can be achieved if the teacher realizes that all students do not learn in the same way. It is important that teachers observe students' behavior and how they learn; then apply the most appropriate method in an organized manner.

It is important to introduce students to the Spanish sound system in order to avoid mispronunciation. Students should be taught how to learn a World Languages. Basic to the process is: how to listen, to repeat correctly, to substitute, to transpose, to synthesize, to speak independently of the text, and to compose.

Listening, speaking, reading, and writing are basic. To achieve some degree of proficiency, it is important to allow students to "perform" in class from the beginning. Students should understand what it is they are to learn, how to approach learning the material, and how to practice the pronunciation and patterns in meaningful exchanges.

The success of students' learning depends on many factors: attitude, organization of content, awareness of concepts to be learned, and how to communicate the thought they would like to express. Students need feedback, as well as reinforcement and encouragement from the teacher. It is not easy to learn new concepts when many of them are not fully understood in the native language. Teachers should **not** spend large amounts of time trying to explain a rule. It is important to introduce a concept, and go immediately into using it in the language so that students understand. Teachers should allow students some time to practice vocabulary in given situations. Students may practice the vocabulary in many ways, such as: retelling the dialogue using third person, giving different responses to the questions, and asking the teacher questions based on the vocabulary and structure. Students should focus on learning communication and grammar together.

As research in World Languages learning moves forward, there is an emphasis on "content-based World Languages instruction." Simply stated, one can use a World Languages not only for communication, but also for acquiring new knowledge. Therefore, the teacher should attempt to provide topics or information that are new to the students in the World Languages, such as interesting cultural facts which they would be required to learn. In learning, new facts through the World Languages, the language itself is more likely to be retained.

Trends

With the exception of a period when reading was the state goal for the profession, the development of a degree of proficiency in all four skills has always been among the primary aims. The purpose of this brief recapitulation on methodology is to set forth the most important trends in the field.

The overriding consideration in World Languages teaching for the 21st century is embodied in Standards for World Languages Learning….

The following basic tenets can be considered as guideposts at the classroom level:

1. Proficiency is not a method, but the degree of ability to function in the World Languages, within a defined context and level of accuracy.
2. Levels of proficiency are designated on the academic scale derived from the original scale developed by the Department of State (Foreign Service). Whereas the Foreign Service Scale uses numbers for the academic scale, the following terms were adopted:

Listening	Novice:	Limited to textbook knowledge. Recycling, repeating (not original).
Speaking	Intermediate:	More independent speakers and readers. Ability to create in the Russian language—speaking and writing.
Reading	Advanced:	Speaker can narrate, describe in past, present, future; can tell stories; connected paragraphs, etc.
Writing	Superior:	No limit: can engage in an argument or extended discourse; professional level discussion and writing.

3. Classroom activities should be of a creative nature in order to help students begin to progress beyond the Novice state.
4. In order to move in the direction of number three, above lessons must have the "proficiency" component. That is, through a variety of strategies students are required to use the material learned in "new" situations. The teacher must add this component before considering a unit as having been covered. Thus, both achievement (knowing the material) and proficiency (applying it in new ways) are addressed in the classroom.

Cooperative Learning Groups

Cooperative learning groups vary in size and can be a useful means of achieving speaking, listening, reading and writing objectives in the World Languages classroom. Students work as a team to accomplish a task. Each member of the group plays a critical role in the achievement of the team goal. Examples of cooperative learning activities are:

a. think-pair-share
b. numbered heads

Resources are available to the classroom teacher in the form of guides, activity packets, workshops and staff development training sessions on the topic of cooperative learning. See your department chairperson or principal for more information.

Teams are usually appropriate for game situations in which individual responses add to a team score and students depend on one another. Teaming brings about motivation and challenge to the student. Competition is a good way to encourage participation but should not be overdone. See the motivational activities section of this guide for game ideas.

Two methods used in classrooms for team learning are:

a. STAD—Student Teams—Achievement Divisions (Robert Slavin)
b. TGT—Teams/Games/Tournaments (David DeVrie)

Working Creatively With Dialogues

The dialogue is a useful activity that employs the speaking and listening skills and provides the opportunity to the students to work on the pronunciation of the Spanish language. In contrast to structure and pattern drills, dialogues motivate students to show expression and emotion in the World Languages and bring students closer to oral proficiency.

Most dialogues fall under the following categories:

1. situational—introducing thematic vocabulary units
2. grammar demonstration—teaching structure rules
3. conversational—providing a stock of useful expressions, fillers
4. recreational—skits
5. combination—more than one category included

Using dialogues can achieve various objectives:

1. Listening comprehension

Dialogues are an avenue to practice getting the main idea or for listening for a category of World Languages expressions.

2. Speaking

Students present dialogues to demonstrate solely pronunciation skills where they may read their parts, or the dialogue may be used to evaluate speaking skills and memorization.

3. Writing

Students create their own dialogues from a designated vocabulary base and use common expressions in the Spanish language.

4. Proficiency

Students become comfortable with and responsive to the Spanish language after having worked with dialogues. They acquire a sense for what seems "natural" in the speech of native speakers.

Creative uses of dialogues

1. Vanishing technique:
   A dialogue in its entirety is presented to the class in written form (on the chalkboard, overhead or flip chart). The teacher makes parts of the dialogue "vanish" by erasing or covering the words. Students' memories are challenged as they attempt to reproduce the complete dialogue with fewer written cues showing. The vanishing continues until no words are left. Finally, students pronounce the lines of the dialogue with no aid. Students can learn an entire eight-line dialogue in one class mod with this technique.

2. Category choice:
   Types of phrases in the Spanish language are provided in chart form (greetings, questions, responses, etc.). An outline of the dialogue is given. Students create a dialogue by choosing expressions from the various columns in the required pattern.

3. Have It Your Way:
   A dialogue is presented to the class. Various parts of the dialogue are highlighted or underlined, indicating that those expressions are to be changed in each student's version of the dialogue.

4. Dialogue Unscramble:
   A variety of dialogue lines in the Spanish language are provided out of order or on individual strips. Students arrange those lines to create their own dialogue.

SPECIAL-NEEDS STUDENTS IN THE SPANISH CLASS

Most approaches employed for World Languages teachers with academically challenged learners are appropriate. The following recommendations should be followed as most basic:

1. Allow for individual differences in learning styles. Vary class activities to accommodate these differences.
2. Establish a "buddy system" in the class to assure help from peers. Make the system an integral part of the class with respected status. See grouping.
3. Communicate with the parent, guidance counselor, and special education resource teacher, if appropriate.
4. Understand that all students benefit from the skills used and learned in a World Languages classroom. Along with a second language, students also acquire techniques in memorizing, decoding meaning through root words and cognates, and comparing and contrasting their native language with the Spanish language. These skills can prove invaluable to students.

Motivational Activities in the Classroom

Every concept/lesson taught by the teacher must have follow-up activities to ensure that each student understands what has been taught. After the initial presentation of a lesson (10 minutes), the teacher must assemble and use a variety of activities (20 minutes) to reinforce the skill in a way that keeps the students' interest. The activities provided in the text, the supplemental materials and the many motivational techniques that can be employed will stimulate the students to play an "active" part in the learning process.
A selection of motivational activities that you may use in your classroom follows:

- Use World Languages "funny money" as incentive points for positive reinforcement of a concept/lesson/activity
- Be a shrewd detective and discover the answer for the "Word of the Day"
- Create bulletin boards that are functional learning centers which encourage students to use the World Languages
- Use games in the classroom
- Wheel of Fortune/Hangman
- Jeopardy (*you can find an editable PowerPoint version on* http://tpduggan.tripod.com/powerp.html)
- Concentration/Memory
- Win, Lose, or Draw/ Pictionary
- Typewriter. Everyone in the class is assigned a letter A - Z (include accent marks). The teacher or designee says a vocabulary word and each student must jump up like a key on the typewriter saying their assigned letter in order to spell the word correctly.
- Tic Tac Toe. On the overhead set up a Tic Tac Toe board and title it with whatever topic you are reinforcing (i.e., numbers, verbs, opposites). Fill in the squares with related words/numbers and divide the class into teams/groups for the "X" and the "O". When the team answers correctly, the students receive their points. Put in Spanish language:

example : To Be

I	You	He
John	She	We
You and I	You all	Cindy

- Category Bingo. Students make their own Bingo sheets using five different categories. They then fill in each category with a related word. The teacher or a student can call out the category clues and the students can check them off (with a pencil, pen, lifesavers, paper dots, etc.) and the first one who has five in a row wins. (put in Spanish language)

example:

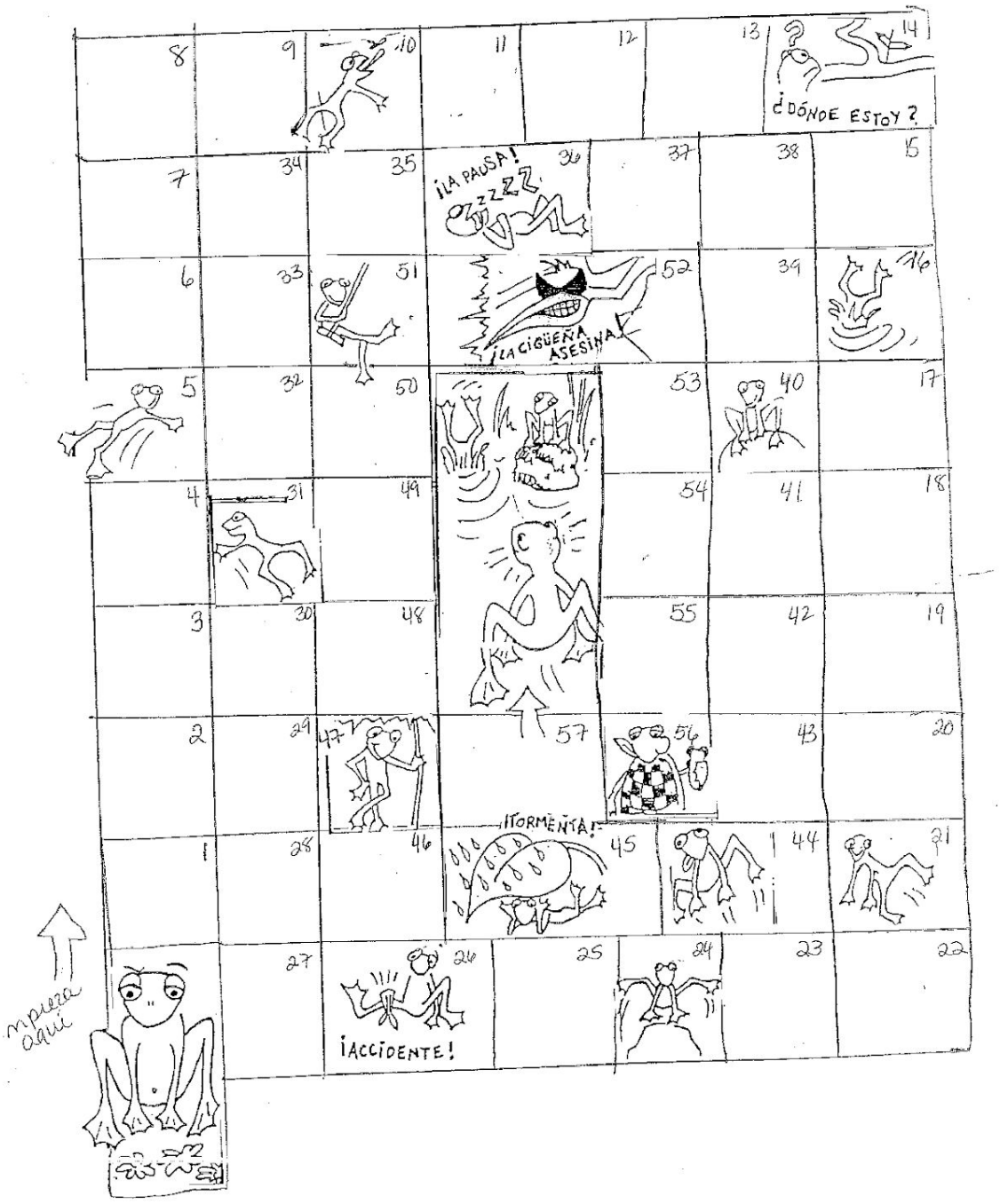
#'s 1-20	clothing	colors	food	greetings
two				
ten				
twenty				
seven				
one				

- Pass the Picture. Have students bring in pictures of certain topics (food, clothing, colors, etc.). Pass the picture to each person in the row/team and each one must say a complete sentence about the picture to receive a point. If the entire team uses correct sentences, they earn bonus points.
- Who wants to be a Millionaire

Gaming for Engagement

1. **Quizlet Live-** create questions, and the students can practice by using online flashcards, matching, tests, etc. Quizlet live is used for the entire class, and creates teams. The students compete against other teams. (Cell phone, Ipads, etc…)
2. **Monopoly/Chutes and Ladders-** Create a game board that the students can roll dice and answer questions. The questions could be basic such as vocabulary, questions relating to a novel/reading, or more advanced. Create a list of questions that correspond to the numbered blocks. (Game Board, dice, list of questions)
3. **Headbands- Create** a list of vocabulary words, and place in a stack. The students play in pairs. Player 1, does not look at the vocabulary and places it above their head so that Player 2 can see the word. Player 2 has to describe the word and Player 1 has to figure out what they are describing. (Index cards)
4. **Old Maid/Go Fish/Where's Waldo-** World Languages teachers can use it to review direct object pronouns. (Either Old Maid or Go Fish cards, Where's Waldo picture, or index cards with questions)
5. **"Pass the maraca"-** Similar to hot potato. This can be used for closure, the teacher plays music, and when the music stops, a question is given to whoever has the maraca. (Maraca, balloon, ball, beakers, etc…)
6. **Jenga-** On each stick, place questions relating to your class. If the student finishes early, they can play. They go to where you have it set up, and they pull a wood block, and they answer the question. (Jenga game)

El juego de la rana



Required Materials

In all languages and at every level there is a required textbook. However, the textbook is used as a support to help students develop proficiency in each of the World Languages outcomes. Therefore, the expected performance outcomes are the focus of the curriculum. If the activities in the textbook are not adequate, teachers should consult the specific language curricular activity packet for additional ideas as well as utilize supplementary materials in the school. The curriculum guide, the teacher, the textbook, motivational strategies and positive interaction will lead to successful teaching and learning.

The following Spanish textbook is required for Spanish level 3:

Santillana Level 3

Technology

Computer software in the Spanish language is an interesting learning tool for a Spanish student. The best and the brightest along with the struggling students in your class will all learn the language through this supplementary mode of instruction. All students like the challenges, the games, the race against the time clock, and competing with themselves as they work to better their own scores. Teachers will find that once they incorporate computers into their lessons, students will be more interested in the language and will be more successful in class.

Many kinds of software programs are available for classroom or lab use. There are commercially prepared ones that cover both grammatical and cultural concepts. There are teacher-made ones that provide more practice with concepts that are taught in the classroom. Both serve as a good supplement to the Intro text. High-tech software is also available that can provide the teacher with better graphics, more variety, clear computerized voices that students will repeat, a built-in tape recorder to record students' answers and various other options that will further benefit student learning.

In addition to software, there are several websites that students can visit to supplement and enhance their language learning.

Teachers are encouraged to take their students to the computer lab(s) in their school and also to request permission to use two or three computers in their classrooms for a more individualized approach. Please ask what the procedure is in your school concerning use of the computers and try to use them on a regular basis. If interested, call the World Languages Office for a special document on "Using Technology in the Foreign Language Classroom."

Prince George's County Public Schools

World Languages Apps

- iCaption- With iCaption, creating video subtitles or captions from scratch is made easier, even without prior experience in subtitle or transcript creation, its interface utilizes timeline-based editing with audio visualization.

- French in a Month- This application is a great chance to learn basis of the foreign language fast and effectively.

- Human Japanese- Human Japanese teaches the Japanese language from square one in a warm, engaging tone. Going much deeper than the canned phrases and vocab of other products.

- Explain Everything Player- Plays .XPL screencast projects and presentations created using Explain Everything on iPad. You can play EE projects directly transferred from your iPad, without the need for compressing them into MP4 movies.

- Dictionary All Languages- Is simple yet elegant and efficient. Typing a word in the search field, the application will try to find the most watching ones. Nineteen dictionaries to choose from, including Spanish, French, German, Russian, Portuguese, Chinese and more!

- German in a Month- This application is a great chance to learn basis of the foreign language fast and effectively.

- Learn Russian Deluxe- Learn Russian Deluxe is guaranteed to be the most entertaining way you have learn Russian so far!

- WordPower Learn Japanese- The ultimate vocabulary builder

- Learn Chinese Deluxe- Learn Chinese Deluxe is guaranteed to be the most entertaining way you have learnt Chinese Mandarin so far!

- Speak Spanish with PlazaLingua-Practice Lesson and Audio for Learning a Foreing Language/Lecciones para Hablar Español- Combines a realistic 3d environment, vocabulary sets, quizzes, simulated conversations and professionally produced audio to help you learn to speak Spanish.

- Midori (Japanese Dictionary)

- Barron's Dictionary

- Duolingo- Learn Languages for Free

- Quizlet- Flashcards and Study tool

- My Smart Hands Baby Sign Language Dictionary LITE

- Russian Free 24/7 Language Learning

- Kid's Spanish

- Spanish Kids- Speak and Learn Pro

- Lee Paso a Paso Free- Learn to Read Spanish Step by Step

- Number Learn To Count To 100 Free Phonics For Preschool in English, German, French, Spanish language.

- Ana Lomba's Spanish for Kids: The Red Hen (Bilingual Spanish-English Story)

- Ana Lomba's French for Kids: The Red Hen (Bilingual French-English Story)

- Ana Lomba's Spanish for Kids: Cinderella (Bilingual Spanish-English Story).

- Ana Lomba's French for Kids: Cinderella (Bilingual French-English Story)

- Ana Lomba's Chinese for Kids: Cinderella (Bilingual Mandarin-English Story

- Zaption- Interact & Learn with Video

- ShowMe allows you to record voice-over whiteboard tutorials and share them online.

- Songify turns speech into music, automatically! Speak into your device, and Songify will turn your speech into a song.

- iTunes U app gives you access to complete courses from leading universities and other schools -- plus the world's largest digital catalog of free education content -- right on your iPad, iPhone, or iPod touch.

- Haiku Deck is the simple new way to create and share inspiring presentations – whether you're pitching an idea, teaching a lesson, telling a story, or igniting a movement.

- Puppet Pals- Create your own unique shows with animation and audio in real time! Simply pick out your actors and backdrops, drag them on to the stage, and tap record. Your movements and audio will be recorded in real time for playback later.

- Voice Thread- Create and share dynamic conversations around documents, snapshots, diagrams and videos -- basically anything there is to talk about. You can talk, type, and draw right on the screen. VoiceThread takes your conversations to the next level, capturing your presence, not just your comments.

- Toontastic is a Creative Learning tool that empowers kids to draw, animate, and share their own cartoons through imaginative play. Making cartoons with Toontastic is as easy as putting on a puppet show- simply press the record button, move your characters onscreen, and tell your stories through play!

- Pow! Strip Designer- Select one of the many included page templates. Insert photos into the cells. Add a couple of balloons with fun words. Add additional effect symbols (stickers) like "Boom", "Splash", or "Bang" to spice up the story.

- Socrative is a smart student response system that empowers teachers to engage their classrooms through a series of educational exercises and games via smartphones, laptops, and tablets.

Music

The singing and memorization of songs in the World Languages is not only a clever teaching device, but also, one of the most pleasant and entertaining methods of learning for the students. The students can learn new songs written by popular artists, sing folk songs from the countries they are studying and create their own chants, cheers and raps in the World Languages to teach or reinforce vocabulary, grammar or culture. Songs tend to "wake up" the students from the routine of the class and help to involve everyone in the lesson.

Songs can be used to:

1. practice pronunciation
2. introduce/review vocabulary
3. practice the four language skills
4. develop cultural awareness
5. stimulate conversation
6. enrich holiday celebrations
7. serve as a concluding class activity

Suggestions for teaching a new song:

1. Tell the class about the song and the artist.
2. Provide copies of the song for each student in the class.
3. Sing the song or play a tape as students listen.
4. Read one line at a time and have students repeat it together.
5. Divide the class in half and have one side say each line and the other side repeat it.
6. Sing the song (or half, of it if it's too long) with the class a few times.
7. Then, have students sing it without the teacher.
8. Divide the class into groups and have them practice certain verses of the song. Have a contest for those groups who are interested. (optional)

Songs should be introduced throughout the year and "recycled" for review purposes and so students won't forget them. It is recommended that singing be limited to once or twice a week for no longer than ten minutes each class, so students look forward to this special time.

Reminder: Do not permit students to bring in any music for use in class that is not in the target Language. **Preview all songs** before playing them in the classroom

Testing and Assessment

Frequent assessment is necessary in a skill subject such as a World Languages. A test is just one tool used for assessment. The assessment tool should be designed to determine the competencies the student has mastered from what has been taught. Assessment can take the form of task completion, on an almost daily basis, of a dictation, or of a quiz focusing on a specific competency, several times a week. The more comprehensive form of a test may be given after several competencies have been mastered.

The form of the assessment can be oral, if the student is to demonstrate mastery of a speaking competency; written, if the student is to demonstrate mastery of a reading or writing competency, or in the form of listening comprehension to demonstrate a listening skill the student has mastered. The important thing is to assess using the same format that was used to present, practice and demonstrate mastery during class. For example, it doesn't make a lot of sense, nor is it fair, to evaluate a student's competency in speaking by using a written test.

Learning a World Languages is a cumulative process that is taught by constant re-entry, recycling or spiraling of material. Assessment can also include important previously learned competencies from recently presented lessons that are presented in new contexts.

Test-taking Tips for World Languages Students

Listening Skills

• Always listen in class and be sure you understand what is being said.
• If you have a hearing problem, let the teacher know.
• In a listening test you will be asked to respond to items spoken by either the teacher or a recording.
• Listen carefully for directions.
• Concentrate on what is being said--try closing your eyes from time to time while listening.
• When the teacher is speaking, remember to observe facial expressions and gestures, listen for changes in his/her voice, and watch his/her lips.
• If the test is recorded, remember that the recording will not wait for you to catch up.

Speaking Skills

• Participate in class as much as possible to keep improving your skills.
• In a speaking test you may be asked to demonstrate your ability to pronounce accurately, repeat phrases accurately, describe a picture or formulate answers to questions.
• You may be asked to speak in front of the class, record your answers or speak directly to the teacher.
• Prepare by practicing at home with someone in your family, in front of a mirror or with a tape recorder.
• Study with a classmate by asking each other questions in person or talking in the language over the phone.
• Speak clearly and do not mumble.
• Do not think about English, deal directly with the language you are trying to use.
• If you make a mistake, keep going.

• Do not chew gum or eat candy.
• If you are to answer a question, make sure you understand it.

Reading Skills

• Learn vocabulary and verb forms thoroughly.
• You may be asked to recognize vocabulary or verb forms on a specific topic or you may need to answer questions based on your understanding of a paragraph on a specific topic.
• Read everything once before trying to answer.
• After reading once, skim (go over quickly) for answers.
• Read carefully again looking for information to use in your answers.
• Focus on what you do know and understand.
• Try to get the gist of the passage if there are things you do not understand.
• Do not spend too long over a single word or phrase.

Writing Skills

• Always be observant of the details of the words and phrases you come across in the language.
• In a test you may be asked to correctly spell words or phrases given by the teacher, to compose short sentences or complete sentences or paragraphs on specific topics.
• Practice copying.
• Learn to visualize words--try to form a mind picture of the word.
• Be careful and take time to reflect on what you write so you are accurate.
• Concentrate on what you hear during dictation.
• Remember groups of words as you write.

Evaluating Students

ALWAYS . . .

• Prepare students for the test
• Teach what you test
• Test what you teach (information and format)
• Have an objective for the test
• Decide the skill or content knowledge being assessed Example: - Speaking/Reading
- Vocabulary/Grammar in Context
• Give adequate time for students to complete the items on the test
• Have a rubric for scoring

Alternative Assessment (AA)

Alternative Assessment allows students to participate in the evaluation of their own learning; it promotes holistic ways of assessing learning. Alternative Assessment is an ongoing process and uses a variety of ways to assess the progress of learners. It integrates curriculum, self-assessment and teacher assessment Alternative Assessment Standard Test.

Alternative Assessment	**Standard Test**
Alternative Assessments may include: ● Performance Tasks ● Peer Assessment ● Journals ● Special Projects ● Portfolios ● Interviews ● Video “Show and Tell” ● Audio Feedback ● Small group tasks ● Role Play ● Open-ended responses that are assessed by special rubrics	Standard Test item types include: ● Multiple Choice ● True and False ● Completion ● Fill in the blank ● Essays ● Picture-tasks ● Cloze Test ● Matching

Speaking Rubric

Topic: Yourself

Tell 5 things about yourself

A. Your name

B. Where you live

C. Your age

D. The school you attend

E. Your favorite subject or favorite food

Possible Points 0=no response 2=satisfactory
1=needs improvement 3=very good

√A. 0 1 2 3 0 1 2 3 0 1 2 3

Communications Pronunciation Accuracy

√B. 0 1 2 3 0 1 2 3 0 1 2 3

Communications Pronunciation Accuracy

√C. 0 1 2 3 0 1 2 3 0 1 2 3

Communications Pronunciation Accuracy

√D. 0 1 2 3 0 1 2 3 0 1 2 3

Communications Pronunciation Accuracy

√E. 0 1 2 3 0 1 2 3 0 1 2 3

Communications Pronunciation Accuracy

Student Self-Assessment
of
World Languages Performance

Grade Male Female

Read the descriptions of tasks that you can do as a result of completing level 3. Check the appropriate areas that indicate how you rate yourself.

Description Language_____ I can do the following:	Yes (with no assistance)	Yes (with assistance)	No	Comments
1. greet someone, and ask the person how she/he feels.				
2. tell someone my name, where I live, and my age.				
3. tell someone a little information about my family.				
4. question someone if it relates to me, my family, my school.				
5. describe my best friend.				
6. discuss 3 countries where the World Languages is spoken and tell a few interesting points about these countries.				
7. understand and respond to questions about my name, age, where I live, and the music I like.				
8. read a simple short paragraph if it is about someone who is discussing him/herself, the school, or a friend.				
9. write a note to a pen pal talking about myself.				
10. write to my teacher and describe a typical day from the time I get up to the time I go to bed.				
11. write the correct endings on verbs, when requested, because I understand which endings go with specific subjects.				
12. read, write, and tell the time.				
13. order something in a school store a restaurant a department store.				

14. Describe other tasks that you can perform.

15. Which of the above descriptions are you willing to demonstrate? List in priority order.

Functional Trisection of Oral Proficiency Levels

(Part of guidelines developed by the American Council on
Teaching Foreign Languages and the Educational Testing Service)

Oral Proficiency Level	Function (Tasks accomplished, attitudes expressed, tone conveyed)	Context (Topics, subject areas, activities, and jobs addressed)	Accuracy (Acceptability, quality, and accuracy of message conveyed)
5 (Superior)	Functions equivalent to an educated native speaker (ENS)	All subjects	Performance equivalent to an ENS
4 (Superior)	Able to tailor language to fit audience, counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries	All topics normally pertinent to professional needs	Nearly equivalent to an ENS. Speech is extensive, precise, appropriate to every occasion with only occasional errors
3 (Superior)	Can converse in formal and informal situations, resolve problem situations, deal with unfamiliar topics, provide explanations, describe in detail, offer supported opinions, and hypothesize	Practical, social professional and abstract topics, particular interests; special fields of competence	Errors never interfere with understanding and rarely disturb the native speaker. Only sporadic errors in basic structures
2 (Advanced)	Able to fully participate in casual conversations, can express facts, give instructions, describe, report, and provide narration about current, past, and future activities	Concrete topics, such as own background, family, interests, work, travel, and current events	Understandable to native speaker not used to dealing with foreigners. Sometimes miscommunicates
1 (Intermediate)	Can create with the language, ask and answer questions, participate in short conversations	Everyday survival topics and courtesy requirements	Intelligible to native speaker used to dealing with foreigners
0*	No functional ability	None	Unintelligible

*Novice level is not discussed here.

Articulation

Articulation or communication from one level to the next is a very important aspect of World Languages study. Elementary School World Languages teachers are asked to communicate with middle school teachers who will have six graders the subsequent year.

The concerns and discussions should include:

Coverage of content by the two teachers
- How much was covered?
- What areas seem difficult for students?
- Are there specific requirements imposed by a particular teacher that are unfamiliar to the other?

Skill development
- What kind of questions and answers are students accustomed to hearing?
- Are there problems in pronunciation or reading?
- What activities, with which your students are acquainted, do you especially stress?
- What writing activities do you emphasize or minimize?

World Languages outside the classroom
- Do you sponsor an activity after school that involves many of your own students?
- What field trips have students taken?

Use of Supplementary Materials

Dictionary

During the first few weeks of school, the Spanish student should become familiar with the use of the resource. Teachers should take some time to orient the student to key places in the book that will help him/her find the information he/she may need to do well in the course. One place to focus on is the glossary located near the end of the text. This section is most beneficial because students will likely use it the most.

Teachers should encourage all students to use their glossary for a variety of reasons:

- to look up the meaning of a word in the Spanish language
- to look up the English word to find its equivalent in the Spanish language
- to discover the gender and number of a word
- to find the part of speech of a word
- to locate that word in a particular lesson in the book

As the students mature in the World Languages, encourage them to purchase their own dictionary for use in class (check with department chair for availability of class dictionaries in your school) and at home. These will be very useful in helping students with their assignments, projects, and writing exercises.

Visuals

Visuals play a very important role in the World Languages classroom. Students need to work toward oral proficiency in the language, but also need the help of a variety of visuals to make sure they understand the concepts along the way. The following are examples of the visuals that should be used in your classroom on a weekly basis: posters, artifacts, handouts, television, videos, etc.

Chalkboard or Whiteboard

Most World Languages teachers use the chalkboard/whiteboard to write their plans for the day, their daily objectives and the warm-up. It can also be used for various learning activities, drawings, and further explanation of material. It is not suggested that teachers use it as the sole visual source for all activities. It is better if the teacher considers using other visuals so that he/she can face the students.

Video Visualizer

The video visualizer, also referred to as the “presenter,” offers teachers the ability to present visual media to students from any tangible object. The visualizer must be connected to an LCD Projector and will project a live color display of whatever object is placed under the visualizer camera. The camera can be used to display in detail anything from text or a picture from a book to an object that students are to describe.

Maps

Maps are a very important tool for use in the classroom. A wall map of the countries in which the Spanish language is spoken provides ambiance to the language classroom and also gives the students a clear picture of where countries are located in relationship to their own. Maps should be visible and available for student use throughout the year. The teacher may use them as a focal point of study for a particular lesson or as a reference point when a place is mentioned in the text. The teacher can also create desk-size maps of the country to give to each student. These maps may be colored and filled in according to the teacher's directions. They may be used for homework assignments and projects and used as reference materials throughout the year. Most schools have wall maps of the world countries your students are studying. If your school needs to order more, please alert the department chair.

Flashcards

Using flashcards is one of the best ways to teach new material or review material already covered. World Languages catalogs (see your department chair) have a variety of commercially prepared flashcards ready for use. However, many teachers decide to make their own, sometimes with the help of their students. This works well because they create general sets of flashcards with topics they use most often throughout the year. These can be used for repetition, dialogues, games and sequencing.

Flashcards are more effective when:
1. teachers' cards are large enough for the whole class to see.
2. they are used in whole group, small group and pair situations.
3. they have a variety of uses--vocabulary, grammar, creating phrases, game or matching
4. students are encouraged to make their own 3" X 5" (index card) flashcards of their lessons and practice with a parent or guardian.

Newspapers and Educational Magazines for Students

The use of newspapers and student magazines is an integral part of learning a second language. Students enjoy reading all kinds of journalistic materials in the Spanish language. These can be used to enhance language learning activities related to listening, reading, speaking and writing. The use of all four skills contributes to the understanding of the world culture and to the development of language proficiency.
Teachers have successfully used magazines and World Languages newspapers in their classrooms. The student magazine (ordered from the Approved Materials Catalog) is filled with multicultural events, people, places and vocabulary development activities that students may view as a diversion and teachers see as a valuable tool necessary in learning the language and culture. Newspapers (previewed before distributing to students) can be used to develop vocabulary lists, learn or review grammar, check reading comprehension, and even create a class newspaper. These materials tend to make the World Languages classroom more "real" to the students.

The Teacher's Edition of the World Languages magazine that has been printed for educational purposes contain many suggestions that are helpful in demonstrating how to use the magazines with students. Please make sure you order one copy for yourself. In addition to those ideas, we have compiled activities that can be assigned to students individually, in pairs, or in small groups (this may be necessary if only a few copies of the issue are available).

1. Vocabulary Building
a. List and arrange words according to their frequency in a specific newspaper or magazine column.
b. Build lexical and grammatical competence by doing crossword puzzles and other word games.
c. Make vocabulary lists on a topic of interest by creating a scrapbook of newspaper clippings.

2. Speaking Practice
a. Read aloud, as in a radio broadcast, from newspaper or magazine articles.
b. Present a commercial from ideas found in magazines.
c. Give a report, as on television, of weather, sports, or a special event.

3. Reading Comprehension
a. Match headlines with correct articles, which have been separated and scrambled.
b. Use vocabulary lists to aid in reading specific kinds of material (see 1c).

4. Writing Exercises
a Create a weather report or sports article.
b. Write a short article about current events or school activities.
c. Compose a classified ad or other advertisement.
d. Write an article about yourself or a close friend to put in the newspaper.

Students' and teacher's magazine subscriptions (usually 6 - 7 magazines per academic year) are to be ordered through the department chair and should be used by the entire department. These magazines can be stored for the next year. Please do not allow students to write in or dispose of them.

Teachers can also encourage students to bring in articles, pictures, and maps from local newspapers featuring current events of countries where the language is spoken. These can be presented and discussed in class, displayed in the room, and used to initiate new vocabulary. Be creative and always let the students know that their "find" is worthwhile.

Audiovisuals

DVD's and Videos

Showing audiovisual materials in the classroom is a good way to have the students listen to the Russian language as well as introduce them to the culture of the countries where the language is spoken. Students enjoy watching them as they add variety to the daily routine of learning a World Languages.

There are many worthwhile educational films and videos located in the World Languages office or

ones that you can order for your school to preview and buy. They vary in content, dealing with cultural aspects, vocabulary enrichment, grammar and songs in the Spanish language. All of these are designed to enhance our current program.

Students tell us that they enjoy learning from audiovisual materials that are interesting and up-to date. Videos such as these are part of our Spanish program and should be shown with the corresponding lessons in the text. Others can be purchased from various companies who carry these high interest World Languages videos. (See your department chair for more information.)

When showing a DVD or video always:

1. Preview the DVD/video and create a vocabulary list of unfamiliar words to present to the class before they view it.
2. Provide the students with a worksheet/activity sheet/"flick" sheet to fill out or answer concerning the information for which they will be responsible.
3. Collect the papers or go over the answers with them so they know their participation in class is important and their work does count.
4. Consider each class and set the pace accordingly. Some classes may finish the work while others may need more time.
5. Use DVD's or videos in a variety of ways. Students can look for cultural aspects, create new vocabulary lists, or write sentences in present, past or future. The teacher can use one frame or section for a written warm-up exercise, a writing assignment or a listening comprehension quiz.
6. Allow students to be creative. After they see a video short, have them create their own, which they must present to the class in the Spanish language (See Media Specialist for details.)

Audiovisual materials can also be ordered through the county. See the Foreign Language Video Catalog for materials specific to the World Languages Department and see the Media Specialist for ordering procedures.

World Languages and Careers

World Languages and careers must be infused into the discipline as mandated by both the Maryland State Department of Education and the Prince George's County Board of Education.

The knowledge of a World Languages most assuredly enhances one's career opportunities. In the United States, numerous languages are spoken and the need for a good working knowledge of another language is almost imperative.

Included in this section is a list of suggested activities for infusing career education into the World Languages curriculum. Also included are references and a list of teaching materials that are available.

Suggested Career Education Activities

(Teachers should keep in mind both paid and volunteer work—vocational)

1. Teacher might ask students to write hobbies, areas of expertise, interests, and career aspirations on a 5 x 7 card at the beginning of the year. This information should help individualize activities and instruction. Students may be "consultants" to the class.

2. Students and teacher examine lessons in text to see how material can be related to occupational situations.

3. Students might interview workers in the school: teachers, media specialist, counselors, custodians, inquiring as to how they would use knowledge of World Languages.

4. Teachers might have students collect samples of bulletins, business letters, newspapers and magazine articles to illustrate the need for the ability to communicate thoughts to others; also, make a study of radio announcers, anchormen and women in the news media for diction and use of foreign names and expressions.

5. Students prepare occupational packets for use by younger students in career exploration (e.g., a metric packet).

6. Students collect and study want ads for a variety of occupations available and stated requirements.

7. Students investigate in-depth a cluster of their own choosing--report to class how the subject matter of the class applies. Use innovative ways of reporting, such as collages, visuals, and transparencies.

8. Assign a group of students to be responsible for featuring different occupations each month on the classroom bulletin board.

9. Teachers work with other departments on an interdisciplinary level in the investigation of occupations.

10. Teacher or students prepare a listen-and-guess tape or CD, describing a variety of occupations which listener must guess. Other teacher- and student-devised games and puzzles.

11. Guest speakers

12. Actual "hands-on" activities, such as:
    a. producing a class newspaper (for practice in writing and publishing)
    b. interviews (work of a reporter or television announcer)

c. peer teaching
d. simulation
e. field trips
f. community service
g. translating menus from local restaurants into a World Languages

Career Education Materials in Schools (World Languages Department)

The use of these materials is recommended in the World Languages program.

Guides: (all schools)	1. Career Education/World Languages
Books: (all schools)	1. Career Education in the Academic Classroom 2. Careers in World Languages - handbook 3. World Languages and Your Career (Bourgoin)
Films:	Bonnie F. Johns Educational Media Center

Other recommendations

Second Language--Your Key to Understanding	4497
What Did You Say?	46
World Cuisine: Louisiana Cajun Cooking and Latin American Cooking	VC0339
The World of Work	VC0264
Art in America: Art Careers	VC5458
Career Plans	VC0268
Computers	VC0200

World Languages Enrichment

It is essential that the teacher encourage students to participate in out-of-class activities. This participation reinforces skills which students are learning in class and broadens their cultural perspective. The following activities are suggestions for WL enrichment outside the classroom.

Immersion Day

Immersion Day provides students with an opportunity to practice the WL in an environment that leads to refinement of communication skills. The PGCPS William S. Schmidt Environmental Education Center is an excellent location for an immersion day. The following requirements must

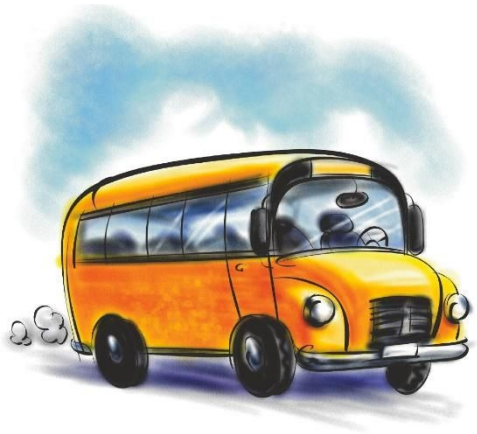
be fulfilled for a productive immersion activity:

1. It should be planned by more than one teacher.
2. Students should use only the Spanish language and should be isolated from English.
3. Every moment from arrival to departure should be "on task."

Field Trips

Field trips are a desirable activity for introducing and reinforcing cultural concepts. The teacher is required to follow PGCPS procedures for field trips that should be educationally relevant and well organized. The teacher should check with his/her school administration to ensure that all safety and liability procedures are being followed. Teachers should inquire of their principal as to the system guidelines, the limitations and procedures with regard to buses and liability. Field trips may be taken to museums, art galleries, movies, restaurants, folklore concerts, theaters, college productions, and academic days. All of the above places must be of creditable reputation and provide a World Languages experience to students that will justify the time away from school. Students should be assigned specific tasks in conjunction with field trips. You must preview commercial films and receive appropriate approval before taking students.

Forms may be retrieved from the main office at your school.



Field Trips

Places to Visit

French:

- **La Maison Française**
  - Website: http://www.la-maison-francaise.org
  - Contact: Monique Younger, Special Event Coordinator, 202-944-6090
- **The Anacostia Museum and Center for African American History and Culture**
  - Website: http://www.si.edu/anacostia/
  - For information on the Museum and its programs call 202-287-2060 recording 202-287-3306 main office ; Open every day 10 :00 to 5 :00 ; closed Christmas Day
- **Hillwood Museum** has one of America's largest collection of antique French furniture, Washington, DC
  - Website: http://www.hillwoodmuseum.org/
  - Contact 1-877-HILLWOOD ~or~ 202-686-5807, reservations required
- **Strathmore Arts** concert venue
  - Website: http://www.strathmore.org/
  - Contact 10701 Rockville Pike, North Besthesda, MD 20852; 301-530-0540

Spanish:

- **"Gala Hispanic Theatre",** Washington, DC
  - Website: http://www.galatheatre.org/ Contact: 202-234-7174
- **Fondo Del Sol Visual Arts Center, G**allery of Latin and Caribbean Art, Washington, DC
  - Contact: 202-265-9235
- **Dumbarton Oaks,** Pre-Colombian and Byzantine Art, Washington, DC
  - Website: http://www.doaks.org/ Contact: 202-339-6410
- **Organization of American States,** Museum**,** Washington, DC
  - Website: http://www.oas.org/ Contact: 202-458-3000
- **Mexican Cultural Institute,** 16th St NW, Washington, DC
  - Website: http://portal.sre.gob.mx/usa/ Contact: 202-728-1628
- **National Museum of American History,** 14th Street and Constitution Ave NW**,** Washington, DC
  - Website: http://www.americanhistory.si.edu/
  - Call Smithsonian visitor Information: 202-357-2700
- **National Museum of American Indian**
  - Website: http://www.nmai.si.edu/index.cfm

- Washington, DC 202-633-1000, Suitland, MD 301-238-1435

German:

- **Goethe Institute in Washington**
  - Website: http://www.goethe.de/ins/us/was/enindex.htm. 202-289-1200
- **Café Mozart** http://www.cafemozartgermandeli.com 202-347-5732
- **National Capital Trolley Museum** has a small collection of German Trolley cars, Silver Spring, MD
  - Website: http://www.dctrolley.org/ Contact: 301-384-6088
- **Wurzburg Haus Restaurant,** Rockville, MD
  - Website: http://www.wurzburghaus.com/ Contact: 301-330-0402
- **The John F. Kennedy Center for the Performing Arts** for pre-concert events, minuet lessons and dancing. 2700 F Street, NW, Washington, DC 20566
  - Website: http://www.kennedy-center.org/
  - Tickets and Information: 800-444-1324 or 202-467-4600

Russian:

- **Little Italy in Baltimore**
  - Website: http://www.littleitalymd.com/
- **Russian Cultural Society**
  - Website: http://www.Russianculturalsociety.org/ 301-215-7885
- **Casa Russiana**
  - Website: http://www.casaRussianaschool.org 202-638-0165
- **Harke Theatre,** Catholic University, for opera performances
  - Website: http://publicaffairs.cua.edu
  - Concert Information Line at 202-319-5416 and the Hartke Box Office at: 202-319-4000
- **Buca di Beppo,** Russian Cuisine, served family style, Washington, DC
  - Website: http://www.bucadibeppo.com/ Contact: 202-232-VINO

Japanese:

- **Japan-America Society of Washington** lists upcoming Japanese events in the area
  - Website: http://www.us-japan.org/dc/ Phone: 202-833-2210
- **Freer Gallery and Arthur M. Sackler Gallery,** Asian art
  - Website: http://www.asia.si.edu/ Phone: 202-357-3200
- **Japan Information and Culture Center,** Embassy of Japan
  - Website: http://www.us.emb-japan.go.jp/english/html/index.htm Contact: 202-238-6900
- **National Postal Museum,** 2 Massachusetts Ave., N.E., Washington, DC 20002
  - Website: http://www.si.edu/postal/
  - Contact Phone: 202-357-2991

Russian:

- **Hillwood Museum** has America's largest collection of Russian Decorative Art as well as Fabergé eggs, Washington, DC
  - Website: http://www.hillwoodmuseum.org/
  - Contact: 1-877-HILLWOOD ~or~ 202-686-5807, reservations required

- **The Russian Gourmet,** McLean, VA, Russian and East European food store with videos and books. Contact: 703-760-0680
- **Russia House**, 1800 Connecticut Ave NW, Washington, DC 20009, https://www.russiahouselounge.com/, Contact: (202) 234-9433
- **Mari Vanna DC,** 1141 Connecticut Ave NW, Washington, DC 20036, http://www.marivannadc.com/, Contact: (202) 783-7777
- Rus Uz, 1000 N Randolph St, Arlington, VA 22201, rus-uzcuisine.com, Contact: (571) 312-4086

All Languages:

- **Strathmore Arts** concert venue
  - Website: http://www.strathmore.org/
  - Contact: 10701 Rockville Pike, North Bethesda, MD 20852; 301-530-0540
- **National Gallery of Art (**Paintings and permanent Spanish and French exhibits)
  - Website: http://www.nga.gov/ Contact: 202-737-4215
- **The Phillips Collection** (Large collection of Impressionists, El Greco, Cubism, etc.)
  - Website: http://www.phillipscollection.org/ Contact: 202-387-2151
- **Kennedy Center-**Tour of Center and gifts given by countries
  - Website: http://www.kennedy-center.org/ Contact: 800-444-1324
- **Corcoran Gallery of Art**
  - Website: http://www.corcoran.org/ 202-639-1700
- **Embassies**
- **Smithsonian-** various exhibits Website: http://www.si.edu/
- Look in Friday's Weekend Section of the **Washington Post** newspaper under museums, galleries www.washingtonpost.com

International Club, Pen Pals, and Community Resources

Some schools have World Languages or international clubs that meet after school or during the activity period (where one exists). Planning for the club is left to the discretion of the school administration and the language department. The Spanish Club in High School written by E. Roach is a resource book in your closet and it offers guidelines for establishing a successful club:

Guidelines

1. The International Club shall have objectives, such as introducing students to different cultures or focusing on the languages being taught at the school.
2. The club shall have an organizational structure with by-laws and officers as well as requirements for membership.
3. The club shall have an agenda for the school year.
4. The club shall follow the PGCPS guidelines for all extracurricular activities and field trips.
5. Club activities shall have the approval of the teacher and the school administration.

International Day or Evening

For an International Day or Evening, the teacher and students may plan an event that incorporates singing, dancing, acting, cooking and other fun-filled activities. The teacher should encourage as much participation from the WL classes as possible. Often, students who may not want to participate in class activities will be very enthusiastic in a less structured scenario such as an international day or evening. In preparing such programs, the teacher should train students to have good stage presence, to speak the WL correctly and to behave in a professional manner. The teacher also may invite native speakers to contribute in some way, making the international day or evening more authentic in nature. The teacher should ensure that the activities are approved by the school administration. The WL Office will provide guidelines and assistance at the teacher's request.

Pen Pals

The teacher may initiate a pen pal program in the WL classes to promote exposure and camaraderie with other WL speakers. In addition to cultural exposure, the students also will happen their writing and grammatical skills. Students may acquire pen pals through some of the following situations.

1. Contact students in another county school.
2. Contact students in another county or state.
3. Contact students in the native country. Resources for finding pen pals in world countries are:
Student Letter Exchange IYS
Waseca, Minnesota 56093 P.O. Box 125
SF-20101
Turku, Finland (letters require 2 stamps)

Community Resources

The teacher and students may become involved in a variety of positive WL experiences in the community. The proximity to Washington, D.C., provides students of PGCPS with convenient access to numerous WL contacts. The WL Office suggests the following examples for community involvement:

1. Contact senior citizens who speak the WL. Use local agencies on aging, senior citizen centers and nursing homes as resources.

2. Contact companies which employ native speakers or which conduct business with the native country. This experience may expose students to career opportunities as well as to community activities in the WL.

3. Contact local civic or social organizations whose membership includes native speakers.
The teacher should obtain approval from school administration before proceeding with community activities.

World Languages Week

Each year, the state of Maryland commemorates the importance of WL and cultures by pronouncing a "World Languages Week." It usually is the second week of March, which coincides with National World Languages Week. During this time, the teacher may offer a variety of activities to the students to increase their awareness of the importance of the WL that they are studying. The WL Office offers the following ideas to commemorate WL Week in the schools:

1. Invite a group of native speakers to perform or to discuss their respective cultures.

2. Have students perform skits, plays, songs, and/or dances in the WL.

3. Sponsor a school-wide poster contest with prizes for the best posters commemorating the importance of WL in our society.

4. Sponsor a "WL Awareness Day" at the school. Have WL students coordinate exhibits, make announcements and conduct activities to educate other students in the school about the importance of WL in our society.

5. Coordinate a "World Food Day" in the cafeteria. This activity needs approval of and cooperation from school administration and cafeteria staff.

6. Sponsor a "WL Game Day" among the WL classes with prizes for winning teams.

7. Sponsor a "Foreign Film Festival" and invite teachers and students to attend the films. All

films must be approved by the WL Office and the school administration prior to showing them.

8. Have students make daily announcements over the television featuring World Languages phrases and aspects of different cultures. In addition, GWATFL and MFLA publications stimulating ideas to implement.

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CURRICULUM GUIDE EVALUATION FORM

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to the Supervisor of World Languages, Department of Curriculum and Instruction, ISSC Building. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

Spanish level 3 Curriculum
Name of Document

_____
Name of Unit/Chapter Evaluated

_____ _____
Instructional/Grade Level Publication Date

1. In-service was received on this publication. Yes _____ No _____
2. The in-service was (adequate, inadequate) for using this document.
3. Teachers could use further in-service on the following topics/chapters/units:

   _____

   _____

4. The errors/omissions noted in the document are on page(s)_____

   _____

5. The best written and most helpful sections or pages of this document are:

   _____

   _____

6. Information needs to be revised on the following:

   _____

   _____

7. The attached material (outline, lesson plan, etc.) should be added to the document.

_____

8. Did the format of the guide make it easy to use? Yes _____ No _____
9. What changes would you like to see included? _____

_____

10. Do the lessons contain realistic teaching time frames? Yes _____ No _____
11. Are there a sufficient number of teaching lessons/activities? Yes ____ No ____
12. Are there a sufficient number of available resources listed? Yes ____ No ____
13. Was the content appropriate for the level of teaching? Yes ____ No _____
14. Does the content adequately provide for Title IX (sex equality) guidelines?

    Yes ____ No ____
15. Does the content adequately provide for inclusion of information about

    multicultural and multiracial relationships? Yes ____ No ____
16. The following suggestions would improve this document: _____

_____

_____

_____

_____

Name (if desired) _____

School _____