

CONVERSE COUNTY SCHOOL DISTRICT #2

FOREIGN LANGUAGE CURRICULUM  
K-12

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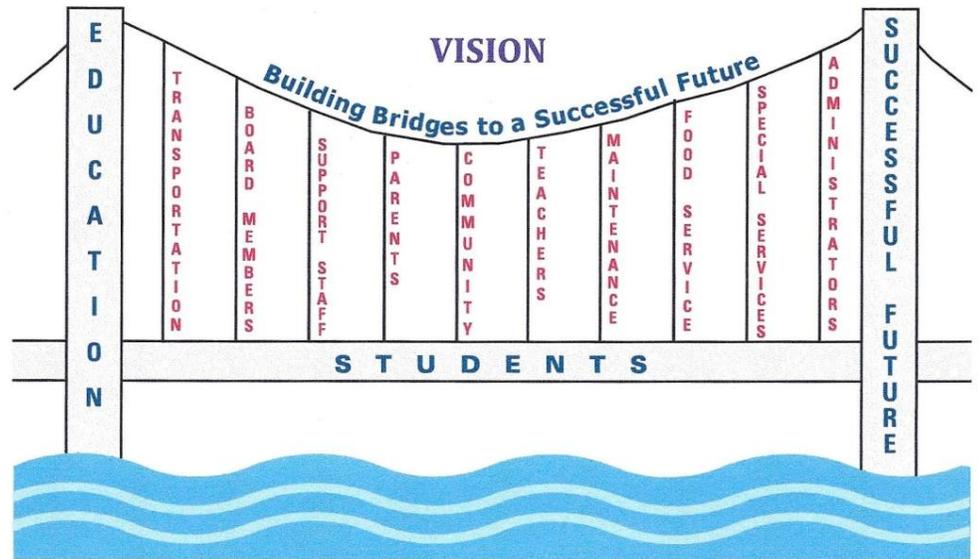
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# Converse County School District #2

## MISSION

In partnership with students, parents, staff, and community, our purpose is to ensure a safe and orderly environment where all students receive quality educational experiences which empower them to be responsible citizens and lifelong learners.



## VALUES

### Accountability

We accept responsibility for achieving goals by evaluating our progress individually and collectively.

### Collaboration

We work together by supporting the decision-making process and its resolution.

### Commitment

We are dedicated to continuous improvement in all areas.

### Excellence

We embrace high expectations and believe every person can learn.

### Integrity

We are honest, trustworthy, and take ownership for our actions.

### Respect

We value diversity, acknowledge others' opinions, and treat each other with dignity.

### Work Ethic

We value hard work and diligence and lead by example. Success requires effort.

## Goal 1: Improve Student Achievement

### OBJECTIVES:

1. All grade levels assessed will meet or exceed the Adequate Yearly Progress (AYP) target goals on the required state assessment.
2. All schools in the district will perform in the top 10% of schools in the nation using Measures of Academic Progress (MAP) testing.
3. Graduation rate will meet or exceed the state average.
4. The high school composite score on the ACT will meet or exceed the state average.

## Goal 2: Improve Student Academic Behaviors

### OBJECTIVES:

1. The district will meet or exceed 95% daily attendance rate on an annual basis.
2. To enhance a safe and orderly learning environment, written behavioral referrals resulting in In-School Suspension (ISS) or Out-of-School Suspension (OSS) will decrease from the previous year.
3. The district will decrease the percentage of failing grades from the previous year.

## Goal 3: The District Will Operate Efficiently and Effectively

### OBJECTIVES:

1. Identify and prioritize operational processes.
2. Evaluate and update three district, building, and department operational processes each year.

## FOREIGN LANGUAGE MISSION STATEMENT

Students who successfully complete foreign language courses will build a level of proficiency in a language other than English and demonstrate an appreciation of foreign cultures. They will demonstrate skills that will enable them to participate more efficiently in a global society.

### Program Outcomes

Program Outcomes: All students will be able to individually and cooperatively:

1. Perform basic tasks
2. Provide and obtain information for personal use
3. Demonstrate how to acquire goods and services
4. Express opinions
5. Participate in age-appropriate cultural activities
6. Describe similarities and differences of the products, practices, and perspectives of the first and second language cultures.

### CURRICULUM LEGEND

FLI = Foreign Language – Spanish I

FLII = Foreign Language – Spanish II

Example:

FLI:1-3

FLI = Foreign Language-Spanish I

1= First Outcome

3 = 3<sup>rd</sup> component

## Spanish I

**Focus Statement: Students will communicate at a beginner’s level through listening, speaking, reading, and writing Spanish. They will build a Spanish vocabulary based on real-life situations and events. The students will compare and contrast Spanish-speaking cultures to their own in English.**

**FLI: 1 Students will use vocabulary necessary to participate in basic conversations in Spanish.**

FLI: 1-1 Use the Spanish alphabet to spell vocabulary words.

FLI: 1-2 Write, and demonstrate understanding of the numbers 0-30 in Spanish.

FLI: 1-3 Ask for and tell time using the numbers through 30.

FLI: 1-4 Ask and answer questions to get name, origin, and general state of being.

FLI: 1-5 Write the present tense conjugations of the verb “*Ser*” in Spanish.

FLI: 1-6 Apply the concept of masculine/feminine and plural/singular with respect to nouns and articles in Spanish.

**FLI: 2 Students will communicate by describing their classes in Spanish and compare their school experience with that of a student in a Spanish-speaking country.**

FLI: 2-1 Conjugate regular –AR verbs in the present tense.

FLI: 2-2 Demonstrate understanding of interrogative words.

FLI: 2-3 Write present tense conjugations of the verb “*Estar*” in Spanish.

FLI: 2-4 Demonstrate understanding of the numbers 31-100 in Spanish.

FLI: 2-5 Communicate about school schedules using school related vocabulary and present tense verb conjugations.

FLI: 2-6 Compare their school experience with that of a student in a Spanish-speaking country in English.

**FLI: 3 Students will communicate by describing family members and themselves. Students will explain how last names are formed in Spanish-speaking countries in English.**

FLI: 3-1 Use adjectives to describe themselves and family members.

FLI: 3-2 Tell someone’s age.

FLI: 3-3 Correctly use the verbs “*tener*” and “*venir*” according to the appropriate subject pronouns in the present tense.

FLI: 3-4 Conjugate regular –ER and –IR verbs in the present tense.

FLI: 3-5 Explain how last names are formed in Spanish-speaking countries.

**FLI: 4 Students will communicate by describing pastimes and identifying where pastimes take place.**

FLI: 4-1 Conjugate the verb “*ir*” in the present tense.

FLI: 4-2 Identify and conjugate stem-changing verbs in the present tense.

FLI: 4-3 Identify and conjugate verbs with an irregular “*yo*” form in the present tense.

**FLI: 5 Students will communicate by discussing vacation destinations and activities, telling about the weather and what they should take on their vacations in Spanish and will identify countries where Spanish is spoken.**

FLI: 5-1 Discuss vacation choices and activities.

FLI: 5-2 Talk about the weather and list weather expressions.

FLI: 5-3 Identify the seasons and months of the year.

FLI: 5-4 Use ordinal numbers correctly.

FLI: 5-5 Demonstrate the use of direct object pronouns *lo*, *la*, *los*, and *las*.

FLI 5-6 Distinguish the differences between the uses of the verbs “*ser*” and “*estar*.”

FLI 5-7 Conjugate verbs in the present progressive tense.

FLI 5-8 Identify countries where Spanish is spoken as an official language.

**FLI: 6 Students will communicate by demonstrating the necessary knowledge to shop for clothing and by describing the color, and price of the clothing in Spanish.**

FLI: 6-1 Describe the color, and price of clothing.

FLI: 6-2 Ask how much different articles of clothing cost.

FLI: 6-3 Write out the numeral of a spelled-out number and spell out the number for a written numeral into the thousands.

FLI: 6-4 Conjugate regular –AR, –ER, and –IR verbs in the preterite tense.

## **Spanish II:**

**Focus Statement: Students will communicate at an intermediate level through listening, speaking, reading, and writing Spanish. They will continue to build their Spanish vocabulary based on previously studied as well as new situations and events. Students will compare and contrast Spanish-speaking cultures with their own.**

**FLII: 1 Students will communicate by describing their daily routines and relating information about their typical day. In addition, they will compare their daily routines with those of students in Spanish-speaking countries.**

FLII: 1-1 Talk about their daily routines.

FLII: 1-2 Use the negative words nada, nunca, ninguno/a, ningún.

FLII: 1-3 Identify reflexive verbs, regular verbs, and stem-changing verbs.

FLII: 1-4 Conjugate the verbs “*ser*” and “*ir*” in the preterite tense.

FLII: 1-5 Compare and contrast their daily routines with those of students from Spanish-speaking countries.

**FLII: 2 Students will communicate by describing their favorite foods in Spanish and by showing they can order food in Spanish.**

FLII: 2-1 Conjugate the verbs “*servir*” and “*pedir*” in the preterite tense.

FLII: 2-2 Order food in Spanish.

FLII: 2-3 Recognize and use in a written form the double-object pronouns.

FLII: 2-4 Use comparatives and superlatives in Spanish.

**FLII: 3 Students will compare and contrast holidays in Spanish-speaking countries to those celebrated here. Name holidays in Spanish and describe a memory of a holiday in Spanish.**

FLII: 3-1 Compare and contrast holidays in Spanish-speaking countries to holidays celebrated in the United States.

FLII: 3-2 Name holidays in Spanish and recognize vocabulary associated with celebrations.

FLII: 3-3 Describe a memory of their favorite holiday using the preterite tense.

FLII: 3-4 Correctly conjugate irregular verbs in the preterite tense.

**FL II: 4 Students will communicate by describing how they feel physically and by communicating about health and medical conditions.**

FLII: 4-1 Use vocabulary to communicate in a hospital setting including body parts.

FLII: 4-2 Communicate about injuries suffered by themselves or another person.

FLII: 4-3 Using the imperfect tense, describe an injury or sickness they have dealt with and their subsequent visit to a medical professional.

FLII: 4-4 Conjugate verbs in the preterite and imperfect tenses in the same paragraph.

FLII: 4-5 Create adverbs from provided adjectives.

**FLII: 5 Students will communicate by discussing current technology and how it is used.**

FLII: 5-1 Use informal commands.

FLII: 5-2 Distinguish between the uses of “*por*” and “*para*.”

FLII: 5-3 Use stressed possessive adjectives and pronouns correctly.

**FLII: 6 Students will communicate by describing their home. Students will give opinions on chores with the subjunctive tense in Spanish. Students will also tell where they live in Spanish.**

FLII: 6-1 Tell where they live, and describe their home.

FLII: 6-2 Name and describe household chores.

FLII: 6-3 Construct a model of a house and label the rooms.

FLII: 6-4 Integrate the subjunctive tense in a demonstration of the home.

**FLII: 7 Students will read a work of literature by a Latin-American or Spanish author, or by an author of Latino/Hispanic descent, that has some cultural significance and will provide an analysis of said work.**

FLII: 7-1 Read a work of literature by an author of Latino/Hispanic descent.

FLII: 7-2 Analyze a work of literature by an author of Latino/Hispanic descent to identify “Patterns of thought, beliefs, behavior, customs, traditions, rituals, dress, and language.” (Webster’s New World Encyclopedia, 1992)

## STATE STANDARDS ALIGNMENT

State Standard Code  
11.1 Communication

Curriculum Code  
FLI: 1-1,1-2,1-3,1-4,1-5,1-6  
FLI: 2-1,2-2,2-3,2-4,2-5  
FLI: 3-1,3-2,3-3,3-4  
FLI: 4-1,4-2,4-3  
FLI: 5-1,5-2,5-3,5-4,5-5,5-6,5-7  
FLI: 6-1,6-2,6-3,6-4

FLII: 1-1,1-2,1-3,1-4  
FLII: 2-1,2-2,2-3,2-4  
FLII: 3-2,3-3,3-4  
FLII: 4-1,4-2,4-3,4-4, 4-5  
FLII: 5-1,5-2,5-3  
FLII: 6-1,6-2,6-3,6-4

State Standard Code  
11.2 Culture

Curriculum Code  
FLI: 2-6  
FLI: 3-5  
FLI: 5-8

FLII: 1-5  
FLII: 3-1  
FLII:7-1, 7-2