

Power Standards

Spanish Grades 6– 8 (Level 1)

Indian Hill Exempted Village
School District
Spanish Grades 6-8 (Level I)

Standard 1.1

Interpersonal Communication

Students initiate and sustain spoken or written interpersonal communication.

In order to meet this standard, a Level I student must ...

- ✓ Via written notes and oral conversation, ask and answer questions in order to provide and obtain factual information.
- ✓ Express feelings, emotions, and personal preferences. Exchange opinions.
- ✓ Initiate conversation via culturally appropriate attention getting devices and basic question words.
- ✓ Use circumlocution, intonation, self-correction, and verbal cues to sustain conversation.
- ✓ Ask questions in order to clarify meaning.

Standard 1.2

Interpretive Communication

Students listen and read for understanding.

In order to meet this standard, a Level I student must...

- ✓ Follow directions to daily classroom activities.
- ✓ Comprehend main idea and significant details in a variety of culturally-authentic texts and oral messages.
- ✓ Use pictures, symbols, cognates, intonation, and context to determine meaning.

Standard 1.3

Presentational Communication

Students present information and ideas on familiar topics to general audiences or readers.

In order to meet this standard, a Level I student must...

- ✓ Summarize main idea, character, and plot.
- ✓ Provide personal reactions and predictions and connect them to text.
- ✓ Write, orally narrate or dramatize an event, a personal experience, or an original story.
- ✓ Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Standards 3, 4, & 5

Connections, Comparisons, and Communities

Students connect Spanish learning with other disciplines, develop insight into the nature of language, and participate in multilingual communities and cultures.

In order to meet this standard, a Level I student must

...

- ✓ Demonstrate an understanding of differences in capitalization and punctuation in days of the week, months, languages, nationality, numbers, time, and showing possession.
- ✓ Apply linguistic and cultural knowledge in market simulation to buy, sell, advertise and prepare authentic food and crafts with peers and students from other grades.

Standards 2 & 4

Culture and Comparisons

Students demonstrate an understanding of the perspectives, practices, and products of the Spanish-speaking world, and develop insight into the nature of culture.

In order to meet this standard, a Level I student must...

- ✓ Recognize and use various culturally-authentic names, surnames and levels of formality in greetings and leave-taking in spoken and written communication.
- ✓ Recognize and identify locations, geography, and climate of Spanish-speaking countries.
- ✓ Describe the perspectives, practices, and products of the Mexican and Central American holiday The Day of the Dead.

Language Structures

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EXPOSURE

- use of definite article with a title
- multiple English translations of present tense verbs (*e.g. hablo: I speak, I do speak, I am speaking*)
- comparative and superlative adjectives (*peor*)
- use of e instead of y
- use of u instead of o
- English uses of –ing vs. Spanish present progressive is only right now (*e.g. Leemos este libro en la clase de inglés. Ahora mismo estamos leyendo el libro.*)
- the suffix –ísimo
- placement of direct or indirect objects with commands

RECOGNITION (*80% accuracy in comprehension, multiple-choice, or fill-in-the blank conjugation, etc.*)

- diminutive ending –ito
- use of ningún, algún, and their forms
- ser vs. estar
- basic adjectives of affirmation (*sí, como no, por supuesto, claro que sí*)
- basic adverbs of negation (*no, nada*)
- direct object pronouns
- personal a
- use of the definite article with parts of the body
- regular –ar verbs in the preterite
- regular –er and –ir verbs in the preterite
- conocer vs. saber
- reflexive pronouns
- irregular tú commands
- hacer to express duration of time
- use of definite articles with days of the week to express “on”
- contractions with “al” and “del”
- ordinal numbers 1st – 10th
- simple prepositions (*para, sin, según, entre*)
- the suffix –mente
- helping verbs (*acabar de, deber, aprender a, tratar de, pensar en*)
- word order of questions

Language Structures

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PRODUCTION *(80% accuracy in oral and written production)*

- gender and number of nouns ending in –o, -a
- number of nouns (making nouns plural)
- possession of nouns (use of de + noun to express ‘s)
- definite articles (el, la, los, las)
- indefinite articles (un, una, unos, unas)
- adjective agreement in gender and number
- noun-adjective word order
- short form possessive adjectives
- cardinal numbers thousands, with emphasis on years
- present tense regular verbs (-ar, er, and –ir)
- present tense irregular yo
- stem changing verbs (e to ie, o to ue, u to ue, e to i)
- present tense irregular verbs (ser, estar, tener, ir, oír)
- negation
- idiomatic uses of tener (calor, hambre, años)
- expressing the simple future with “ir a + infinitive”
- helping verbs (tener que, poder, querer, necesitar)
- hacer used in weather expressions
- regular present progressive, including use of estar
- basic adverbs of time (tarde, siempre, ahora, hoy)
- basic adverbs of place (aquí, allí)
- subject pronouns
- indirect object pronouns when used with gustar
- simple prepositions (de, a, en, con)
- simple conjunctions (y, o)
- simple interjections (¡Ay! ¡Oye!)
- question words
- comparative and superlative adjectives (mejor, menor, mayor)
- regular tú commands

Course Description:

Spanish I in grades 6-8 builds upon students' 1-5 Spanish experience. Speaking, writing, reading, and listening skills are developed in all three communication modes: interpersonal, interpretive, and presentational. Spanish I in the middle school begins the formal study of grammar. Students also experience and critique Hispanic culture.

Philosophy:

World languages provide a vital role in preparing students for life in a dynamic world. We believe in the benefits of language study at each level, up to AP and beyond.

Multicultural Perspectives: Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture.

Higher Achievement: The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions.

Lifelong skills: Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.

Instructional strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort, setting and achieving goals
- Technology as a tool for measuring growth
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Feedback and reflections
- Generating and testing hypotheses
- Cues, questions and advance organizers
- Formative and summative assessments

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Spanish Grades 6–8 (Level I)

Spanish Grades 6-8 (Level I) Topics:

- expand grades 1-5 topics
- time
- name, age, and forms of address
- place of origin, residence, and destination
- feelings and emotions
- location of objects and activities
- opinions and preferences, including likes and dislikes
- price
- physical and personality description
- weather and seasons
- weekend and vacation plans
- school and home obligations
- family members and relationships
- leisure activities
- sequence of events
- geography and culture of the Hispanic world

Spanish Grades 1-5 Topics:

- alphabet and phonetic awareness
- numbers, colors, and shapes
- current day, date, and weather
- name and age
- classroom objects
- animals
- body
- clothing
- foods
- high-frequency vocabulary
- verbs of action and movement

Student Self-Assessment:

Based upon the **Power Standards, Structures, and Topics** listed here, students should ask themselves. . .

- 1.1 Can I ask and answer questions in Spanish? Can I start a conversation in Spanish? Can I use one or more strategies to keep conversation going?
- 1.2 Can I understand what I hear and read?
- 1.3 Can I present basic information and opinions to others in written and spoken Spanish?
- 2, 4 Can I explain Hispanic culture and am I developing insight into my own language and culture through Spanish?
- 3, 4, 5. Can I connect my knowledge of Spanish to other disciplines and am I developing insights into other disciplines through Spanish? Do I participate in wider communities of Spanish language and culture?

World Language Common Assessments

Common assessments are a powerful tool for improving the quality of learning for all students. Common assessments align curriculum and assessment and provide teachers with shared outcomes for instruction and shared knowledge and understanding of what it means to meet a standard. The most powerful impact of common assessments, however, comes from the sharing of student results and determining the effectiveness of instruction. By examining student responses, teachers determine if any student was more or less successful than other students. Probing further, teachers seek to find what they can learn from student successes and what changes, if any, they want to make in their instruction. Through such collaboration, teachers share information, create knowledge, share that knowledge, shape that knowledge into best practices, and pass along the practices to others.

Speaking Rubrics Spanish Grades 6– 8 (Level 1)

	Initiation	Conversational Strategies
4 Demonstrates VERY GOOD COMMAND of oral expression	<ul style="list-style-type: none"> Eagerly initiates speech Utilizes appropriate attention-getting devices Easily asks questions Speaks evenly 	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> circumlocution survival strategies (ask for clarification or repetition; body language) intonation self-correction verbal cues (uses vocabulary and/or structural cues from partner)
3 Demonstrates GOOD COMMAND in oral expression	<ul style="list-style-type: none"> Is willing to initiate speech Utilizes appropriate attention-getting devices Asks questions Speaks evenly 	<ul style="list-style-type: none"> Uses all or some strategies, but may need occasional prompting
2 Demonstrates EMERGING ABILITY in oral expression	<ul style="list-style-type: none"> Sometimes initiates speech Uses attention-getting devices Sometimes asks questions Speaks hesitantly with some pauses 	<ul style="list-style-type: none"> Uses some strategies and needs frequent prompting to further the conversation
1 Demonstrates a LACK OF COMPETENCE in oral expression	<ul style="list-style-type: none"> Reluctant to initiate speech Struggles to ask questions Speaks hesitantly with frequent pauses 	<ul style="list-style-type: none"> Uses few strategies Relies heavily on conversation partner to sustain conversation Rarely responds beyond one word answers

World Language Common Assessments

Speaking Rubrics Spanish Grades 6– 8 (Level 1)

	Overall Development	Fluency	Vocabulary	Pronunciation	Language Structures*
<p>4 Demonstrates VERY GOOD COMMAND of oral expression</p>	<ul style="list-style-type: none"> • Responds appropriately to most questions/statements • Detailed response • Complete thoughts • Original, insightful or imaginative 	<ul style="list-style-type: none"> • Demonstrates ease and comfort with the language • Speech is continuous with few pauses • Any pausing is natural 	<ul style="list-style-type: none"> • Incorporates a wide variety of old and new vocabulary • Uses idiomatic expressions appropriate to topic • Uses interjections appropriate to topic 	<ul style="list-style-type: none"> • Speaks clearly • Accurate pronunciation throughout • Speech is less influenced by first language and begins to contain elements of a native accent 	<ul style="list-style-type: none"> • Good control of basic language structures (used correctly most of the time) • Grammatical errors do not interfere with communication
<p>3 Demonstrates GOOD COMMAND in oral expression</p>	<ul style="list-style-type: none"> • Responds appropriately to most questions/statements • Some details • Mostly complete thoughts • Attempts to be original, insightful, or imaginative 	<ul style="list-style-type: none"> • Speech flows naturally most of the time • Completes nearly all thoughts but has some pauses/hesitation 	<ul style="list-style-type: none"> • Utilizes old and new vocabulary • Attempts to use idiomatic expressions appropriate to topic • Attempts to use interjections appropriate to topic 	<ul style="list-style-type: none"> • Speaks clearly • Mostly accurate pronunciation throughout • Speech continues to be influenced by first language 	<ul style="list-style-type: none"> • Emerging control of basic language structures (used correctly about three quarters of the time) • Grammatical errors do not interfere with communication
<p>2 Demonstrates EMERGING ABILITY in oral expression</p>	<ul style="list-style-type: none"> • Responds appropriately to most questions/statements • Lacks details • Mostly complete thoughts 	<ul style="list-style-type: none"> • Speech choppy and/or with frequent pauses • Mostly complete thoughts with significant pauses as the student searches for words to complete the thought 	<ul style="list-style-type: none"> • Relies on basic vocabulary • Basic vocabulary used correctly • Response lacks quantity of descriptive words 	<ul style="list-style-type: none"> • Occasional mispronunciations • Speech is strongly influenced by first language 	<ul style="list-style-type: none"> • Inadequate use of basic language structures (used correctly approximately half of the time) • Grammatical errors interfere with communication
<p>1 Demonstrates a LACK OF COMPETENCE in oral expression</p>	<ul style="list-style-type: none"> • Response inappropriate for the questions/statements • Very few details • Lacks complete thoughts 	<ul style="list-style-type: none"> • Much hesitation and stopping • Incomplete thoughts 	<ul style="list-style-type: none"> • Limited vocabulary • Lacks needed words • Vocabulary used inappropriately or out of context • Resorts to English 	<ul style="list-style-type: none"> • Mispronunciations impede comprehensibility 	<ul style="list-style-type: none"> • Inaccurate use of basic language structures (used correctly less than half of the time) • Grammatical errors seriously interfere with communication

LANGUAGE STRUCTURES - The degree to which the response demonstrates control of:

- Subject pronouns
- Noun-adjective agreement
- Word order
- Articles
- Infinitive uses
- Flow of verb tenses
- Subject-verb agreement
- Negatives
- Gender
- Possessives
- Reflexive vs. objective pronouns

World Language Common Assessments

Adapted WrAP Writing Rubric Spanish Grades 6- 8

	OVERALL DEVELOPMENT AND COMPREHENSIBILITY	ORGANIZATION	SUPPORT	SENTENCE STRUCTURE	WORD CHOICE	MECHANICS	LANGUAGE STRUCTURES
6 Demonstrates VERY GOOD COMMAND of written expression	<ul style="list-style-type: none"> The overall effect of the paper The degree to which the paper is comprehensible, fluent and addresses the task, audience and purpose 	<ul style="list-style-type: none"> The degree to which the response is: <ul style="list-style-type: none"> Clearly and logically ordered or sequenced Paragraphed 	<ul style="list-style-type: none"> The degree to which the response includes details which develop the main points 	<ul style="list-style-type: none"> The degree to which response includes sentences that are: <ul style="list-style-type: none"> Complete and correct Varied in structure and length 	<ul style="list-style-type: none"> Spelling Accents Punctuation Capitalization 	<ul style="list-style-type: none"> Subject pronouns Subject-verb agreement Noun-adjective agreement Negatives Word order Gender Articles Possessives Infinitive uses Relative vs. objective pronouns Flow of verb tenses 	<ul style="list-style-type: none"> Good control of basic language structures (used correctly most of the time, not all of the time) Demonstrates control of a wide variety of basic language structures Attempts more complex structures (with occasional errors)
5 Demonstrates GOOD COMMAND in written expression	<ul style="list-style-type: none"> Fluent, richly developed Demonstrates ease and comfort with the language Readers should be able to understand all of the text with very brief pauses Clear awareness of audience and purpose Original, insightful, or imaginative 	<ul style="list-style-type: none"> Careful, but subtly organized from beginning to end Logical order or well-sequenced Elegant flow of ideas Provides closure 	<ul style="list-style-type: none"> Supporting details are rich, interesting and informative throughout, fully developed Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Sentence structures enhance style and effect Successfully uses more sophisticated, varied sentence patterns 	<ul style="list-style-type: none"> Rich, effective vocabulary throughout Fluently incorporates a wide variety of old and new vocabulary Uses idiomatic expressions appropriate to the topic Large quantity of vocabulary Uses known vocabulary in new, inventive ways When necessary, uses known vocabulary to circumvent unknown expressions 	<ul style="list-style-type: none"> Very few or no mechanical errors relative to length or complexity 	<ul style="list-style-type: none"> Good control of basic language structures (used correctly most of the time, not all of the time) May attempt more complex structures with some success
4 Demonstrates BASIC ABILITY in written expression	<ul style="list-style-type: none"> Moderately fluent, adequately developed Reader may have to pause briefly in order to fully understand the text Ideas developed but somewhat limited in depth Awareness of audience and purpose 	<ul style="list-style-type: none"> Organized from beginning to end Logical order or well-sequenced Stable transitions Provides closure 	<ul style="list-style-type: none"> Details are strong and varied throughout Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Some sentence variety Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable vocabulary Utilizes old and new vocabulary (but may rely on one over the other) Attempts to use idiomatic expressions appropriate to topic 	<ul style="list-style-type: none"> Few mechanical errors that do not interfere with communication 	<ul style="list-style-type: none"> Emerging control of basic language structures (used correctly about three quarters of the time) Grammatical errors do not interfere with communication
3 Demonstrates EMERGING ABILITY in written expression	<ul style="list-style-type: none"> Somewhat developed Sympathetic readers should be able to "figure out" most of the text Some awareness of audience and purpose Relative or too general 	<ul style="list-style-type: none"> Poor transitions Random sequencing Attempts closure Shift in focus (off-topic) 	<ul style="list-style-type: none"> Details lack elaboration Insufficient relevant data Important details are omitted 	<ul style="list-style-type: none"> Little sentence variety Over-reliance on simple or repetitive constructions Run-on sentences 	<ul style="list-style-type: none"> Simplest vocabulary Relies on basic vocabulary Most vocabulary is used accurately and appropriately Response lacks quantity of descriptive words Lacks new vocab 	<ul style="list-style-type: none"> Some mechanical errors that do interfere with communication Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers) 	<ul style="list-style-type: none"> Emerging use of basic language structures (used correctly over half of the time) Occasional correct advanced structure Grammatical errors interfere with communication
2 Suggests LACK OF COMPETENCE in written expression	<ul style="list-style-type: none"> Poorly developed Text requires reader to "figure out" what the student is trying to say Some parts of the text may be incomprehensible Poor awareness of audience or purpose Ideas and details are not clear 	<ul style="list-style-type: none"> Thought patterns are difficult to follow Ideas are not clear or sequenced Resembles free-writing, rambling Continual shifts in focus 	<ul style="list-style-type: none"> Supporting details are listed Repetitious details Too few details 	<ul style="list-style-type: none"> Complete sentences No sentence variety 	<ul style="list-style-type: none"> Limited vocabulary Lacks needed words or some vocabulary used inappropriately May resort to English 	<ul style="list-style-type: none"> Noticeable mechanical errors that interfere with communication Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers) 	<ul style="list-style-type: none"> Inadequate use of basic language structures (used correctly approximately half of the time) Grammatical errors interfere with communication
1 Demonstrates LACK OF COMPETENCE in written expression	<ul style="list-style-type: none"> Not developed Text is almost impossible to understand, even by a sympathetic reader Inappropriate response Too brief to show development 	<ul style="list-style-type: none"> So short or muddled that it lacks organization or focus 	<ul style="list-style-type: none"> Virtually no details Irrelevant details 	<ul style="list-style-type: none"> Incomplete sentences No sentence variety Too brief to demonstrate variety 	<ul style="list-style-type: none"> Extremely limited vocabulary Lacks needed words Vocabulary used inappropriately or out of context Resorts to English Too brief to evaluate 	<ul style="list-style-type: none"> Mechanical errors that seriously interfere with communication Too brief to evaluate 	<ul style="list-style-type: none"> Inaccurate use of basic language structures (used correctly less than half of the time) Grammatical errors seriously interfere with communication Too brief to evaluate