Spanish Curriculum

The Spanish curriculum is designed to create a knowledgeable traveler that is able to use the skills obtained in class both through language and culture.

Students who complete the Spanish program at City Charter High School will be prepared to hold a conversation in English about history, art, or the people of a Spanish speaking world and also be able to hold a basic conversation, in Spanish, getting to know someone, school, and food. Freshman and sophomore years are spent gaining the basics of Spanish for successful achievement of the Spanish program. The Spanish curriculum is in support of the Academic Standards for World Languages in the Pennsylvania Department of Education.

9th Grade
The freshman Spanish class is team-taught by two Spanish teachers during a one-hour block. Each team has the course for one trimester. The ninth grade Spanish class is structured around the question – what do I need to be a knowledgeable traveler? Students will learn the basic skills necessary to become a knowledgeable traveler. En Realidades is the text used to structure the language portion of the curriculum.

By the end of the 9th Grade Spanish class, students will be able to:
- Greet people
- Introduce self to others.
- Use numbers.
- Tell time.
- Ask questions.
- Talk about things related to the calendar.
- Talk about activities they like and don’t like to do.
- Write a self-assessment reflection identifying strengths, weaknesses and action steps for improvement.
- Ask others what they like to do.
- Talk about personality traits.
- Ask and tell what people are like.
- Use adjectives to describe people.
- Talk about school schedules and subjects in Spanish

10th Grade
The sophomore Spanish class is team-taught by two Spanish teachers during a one-hour block. Each team has the course for one trimester. Sophomore Spanish is structured around the question – what is the education experience for people my age in a Spanish speaking country? Students will learn the skills necessary to become knowledgeable about education. En Realidades is the text used to structure the language portion of the curriculum.
By the end of 10th Grade Spanish class, students will be able to:
  ● Describe various school related topics in Spanish
  ● Locate places in a city in Spanish
  ● Ask and understand directions and how to get places
  ● Talk about more than one object or person.
  ● Express quantities when purchasing items
  ● Describe various foods of Spanish speaking countries
  ● Order a meal in Spanish
  ● Plan an itinerary for a trip to a Spanish speaking countries

11th and 12th Grade Spanish
The goal of the Spanish program in the 11th and 12th grade is to teach students to read, write, listen and speak in Spanish with enough proficiency to be understood by native speakers. The students will be taught in classrooms where the teacher speaks in the target language so the students receive the necessary input to achieve these goals. Students will use Spanish to learn Spanish. Students will participate in activities that encourage collaboration. Students are taught grammar directly and are encouraged to apply them to their speaking reading and writing activities. Students in 11th and 12th grade will use text in Spanish to learn about Spanish speaking countries and are encouraged to continue their quest to become knowledgeable travelers.

11th Grade
Conversational Spanish A
This class is designed for students who have had a minimum of 2 trimesters of Spanish. Students who come into this class have a rudimentary knowledge of Spanish, understand basic grammar facts and recognize some basic vocabulary. The focus in 11th grade is to begin to strengthen their knowledge of grammar rules and increase their knowledge of vocabulary so that they can participate in speaking and listening activities. Students are encouraged to increase their speaking skills through the development of vocabulary, using Spanish to communicate with each other. The students will continue to expand their use of the language through learning new vocabulary and increasing understanding of grammar concepts. The goals are for them to communicate and become proficient speakers. The cultural emphasis in 11th grade deals with topics such as Hispanic life in the United States, immigration, and the impact of Hispanic culture on the rest of the United States.

By the end of Conversational Spanish A students will be able to:
a. Talk about what they and others are like
   ● Talk about where they and others are from
   ● Describe classroom objects and activities
• Discuss classroom rules
• Express affirmative and negative ideas
• Explain how to get ready for school
• Talk about their daily routines
• Describe people and things
• Describe possessions

**Conversational Spanish B**
This class is a continuation of Conversational Spanish A. Students who take this class must have successfully completed Conversational Spanish A. Students will continue to increase their speaking skills through the even more development of vocabulary and grammar. This class differs significantly from Conversational Spanish A with respect to the teacher’s use of Spanish. In this class all instruction is in Spanish. Little or no English is used and students become accustomed to listening to the instructor speak only in Spanish. Students will also be introduced to Spanish reading through the use of the text, *Parabienes*, a literature based text used to teach about Central and South America. Students are also required to do independent work and reports about countries covered in *Parabienes*.

By the end of Conversational Spanish B students will be able to:
• Describe clothing and fashion
• Talk about going shopping
• Describe events in past
• Talk about things they’ve done and where they did them
• Explain why they could not do certain things
• Describe what they’ve bought and why they bought them.
• Give directions for getting places
• Discuss good driving habits
• Discuss childhood games
• Describe what they were like as children
• Talk about activities done as children
• Discuss to or for whom something is done
**Spanish Curriculum Framework**

Over the course of the four years, students will continually understand and apply the steps of the foreign language process and how to become a “knowledgeable traveler.”

Specifically, students will be able to:

<table>
<thead>
<tr>
<th>Action</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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<tbody>
<tr>
<td><strong>Communicate effectively in Spanish</strong></td>
<td>- introduce themselves</td>
<td>- make a purchase at a store/market</td>
<td>- comprehend texts in Spanish</td>
<td>- compare and contrast cultural differences in Spanish</td>
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<td>- ask basic questions to get to know someone else</td>
<td>- order a meal at a restaurant</td>
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<td>- describe school</td>
<td>- ask and understand directions</td>
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<td><strong>Be a member of a community</strong></td>
<td>- use Spanish to participate in Spanish class</td>
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<td>- use Spanish w/ native Spanish speakers in Pittsburgh</td>
<td>- work responsibly in groups to collaborate on large tasks</td>
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<td></td>
<td>- engage in discussions in English about/with Latinos in Pittsburgh</td>
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<td>- work responsibly in groups to collaborate on large tasks</td>
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<td><strong>Identify cultural aspects</strong></td>
<td>- identify countries within Latin America region</td>
<td>- describe foods from Spanish speaking countries</td>
<td>- distinguish between various Hispanic customs of different countries</td>
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<td></td>
<td>- identify issues</td>
<td>- give details of</td>
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<tr>
<td><strong>pertaining to immigration of Latinos to the United States</strong></td>
<td><strong>cultural aspects of specific countries in Latin America</strong></td>
<td><strong>students use Spanish text to understand relationships and practices of different Hispanic cultures.</strong></td>
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<td>-describe in English various traditions from different Spanish speaking regions</td>
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<thead>
<tr>
<th><strong>Make Connections</strong></th>
<th><strong>Make Comparisons</strong></th>
<th><strong>Reflect/Self assess</strong></th>
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<tbody>
<tr>
<td>-research various issues by taking Dot Jot notes</td>
<td>-identify similarities and differences between their culture and Spanish speaking countries/culture</td>
<td>-identify areas of strength and weakness</td>
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<tr>
<td>-correctly cite researched information</td>
<td>-identify similarities and differences between their culture and Spanish speaking countries/culture</td>
<td>-identify action steps to improve</td>
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<tr>
<td>-correlate historical events of Spanish-speaking countries to American history</td>
<td>-identify similarities and differences between their culture and Spanish speaking countries/culture</td>
<td>-identify action steps to improve</td>
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- **Make Connections**: Identify areas of strength and weakness.
<table>
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<th>Spanish communication skills</th>
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<td>-identify how what they do in class helps them be a more knowledgeable traveler</td>
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