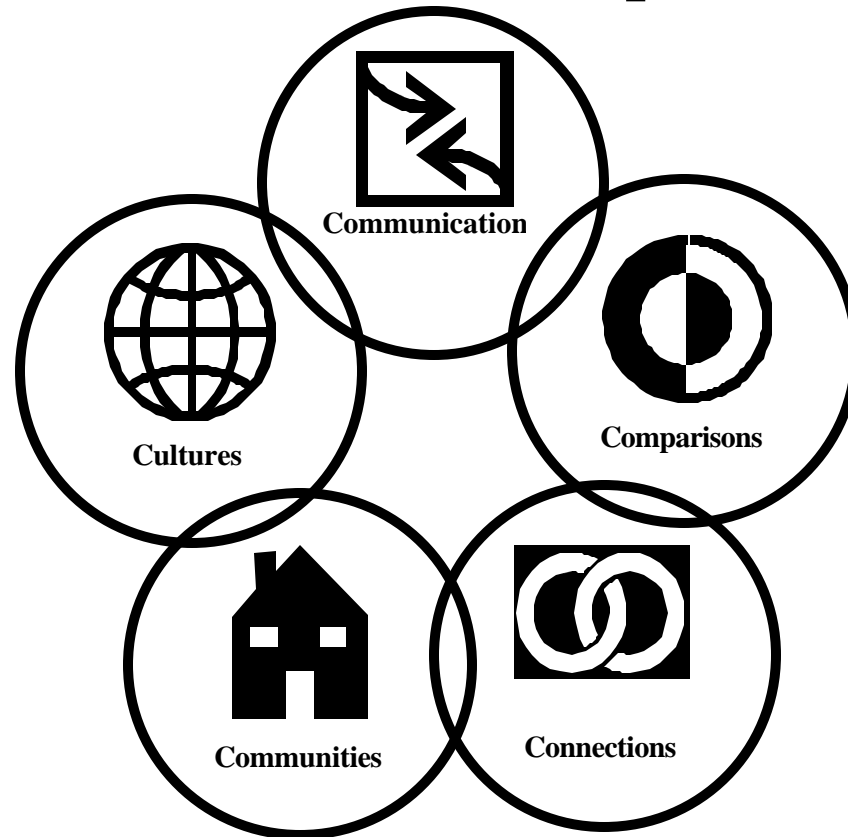


Revised 08/08/05

Foreign Language Curriculum Blueprint



Spanish

Montgomery County Public Schools

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Introduction

MCPS Foreign Language Curriculum Blueprints

Goal, Understandings, Organization of Content, Instructional Guides, and Instructional Approach

Goal

The goal of the Montgomery County Public Schools' foreign language program is to educate students in a language and culture in order to make them knowledgeable and active members of a global society. Students will learn to use foreign languages for meaningful communication in both spoken and written form. The foreign language program emphasizes language as it is used in real-life situations that students are most likely to encounter. Through foreign language study, students develop sensitivity to the cultural and linguistic heritage of other groups, understand their influence on American culture, and become prepared to participate in a society characterized by linguistic and cultural diversity.

Enduring Understandings

- As the world moves towards a global community, it is increasingly important to be able to communicate in languages other than English.
- It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldviews, and contributions.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- The study of a foreign language enables students to develop insights into the nature of language and culture.
- Learning a foreign language enables an individual to participate in multilingual communities.

Organization of Content

Students of a foreign language learn to use language for specific purposes in a variety of situations with ever-increasing linguistic and cultural accuracy. In addition to gaining communication skills, students acquire cultural knowledge and culturally-appropriate interaction skills essential for communicating with native speakers of the language. They develop insights into their own language and culture through linguistic as well as cultural comparisons with the foreign language and culture they are studying. The interdisciplinary focus of relating the content they are learning in other academic areas to content in their foreign language class also enhances their foreign language experience. Students become aware of the use of foreign languages in their community as well as the ability to access the foreign culture and people via technological connections.

The *Foreign Language Curriculum Blueprint* delineates the performance indicators for Levels 1-3 of foreign languages in Montgomery County Public Schools. The performance indicators state what the students should know and be able to do at each level of instruction. In order to achieve these indicators, a thematic content base with accompanying vocabulary topics and essential structures has been identified. Within a given theme area, the performance indicators of the communication goal are the primary focus

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and the performance indicators in the goal areas of culture, comparisons, connections, and communities provide broader connections in which to learn the language.

In Levels 1-3, the vocabulary that the students learn is directly related to the purposes and situations identified with each topic. Teachers will also select vocabulary to reflect the students' needs and interests in each thematic topic. Vocabulary acquisition is heavily emphasized over linguistic competence at these levels, although a greater emphasis on structural accuracy to enhance communication occurs in each year of successive language study.

When communicating in the foreign language, both in writing and in conversation, the quality of communication of purpose and message are stressed over grammatical accuracy. Grammar skills are important as they aid in effective communication. Standards for grammatical accuracy increase as the students' language study progresses.

Instructional Guides

The Spanish Levels 1 through 3 Instructional Guides are organized into four overarching themes in each level with a variety of related topics within each theme. A collection of sample activities that models Best Practices and Instructional Strategies has been developed for each topic. Each collection includes at least one sample activity for each of the 10 essential components: a pre-assessment, an introduction to vocabulary, a vocabulary practice, an introduction to structures, a structure practice, a formative assessment, an cultural activity, a connections activity, a comparative activity, and a summative assessment. The overview of the themes and topics is on page 9 of this document.

Instructional Approach

The study of a language involves learning vocabulary and structures in the context of the meaning one wishes to convey. It also involves nonverbal communication, knowledge of status and discourse style, and at times, the learning of a whole new alphabet. Communication strategies must be taught to enable students to use circumlocution and to derive meaning from context. Direct instruction in language learning strategies should be a part of the experience.

Concepts from other content areas must be incorporated into the foreign language learning experience. This not only gives a context to the language experience, but also expands and reinforces the students' knowledge in other areas. Access to a variety of technological tools, such as the Internet, e-mail, DVD, and CD-ROM, allows for an enhanced cultural experience as well as a context for interaction with native speakers.

Teachers use a variety of resources and teaching approaches to meet varied student interests and abilities. Differentiated instruction recognizes student learning styles, strengths, and interests and is paced to make the curriculum accessible to everyone. Textbooks, workbooks, readers, newspapers, magazines, video and audiotapes, films, realia, computer software, and other technological resources

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help bring language and culture to life. To the greatest extent possible, listening materials include native speakers in authentic situations in the target culture, and reading materials are drawn from authentic sources in the target language. Through teaching strategies such as large and small group instruction, pair and group communicative activities, class discussions, individual projects, dramatizations, and games, students are actively involved in language learning.

Thinking skills are enhanced through the study of a foreign language. The cognitive demands of communication result in a growth of students' reasoning skills. The ability to negotiate meaning through two-way interpersonal exchanges or one-way negotiation with text (interpretive communication) or one-way expression of content and perspective (presentational communication) requires the use of the higher-order thinking skills. These communication skills, along with explicit training in learning strategies, are a part of every foreign language experience. Critical thinking skills are fundamental in the language-learning process from the basic level of recall and identification to the higher levels of analysis, synthesis, and evaluation as vocabulary and rules are applied to create original utterances and thoughts.

Research shows that students learn a great deal more than they are explicitly taught. When surrounded by rich, authentic oral and written language, they will acquire the target language. Teacher talk must be comprehensible, but in the target language, and organized around a communicatively meaningful goal. In an atmosphere of trust, mutual respect, risk-taking, and exploration in which students are actively involved in meaningful, purposeful exchanges, learning will take place. Although the textbook is one of the many tools used to provide this experience, it is not the sole organizing factor of an acquisition-rich classroom.

Frequent ongoing assessment of students' progress in the foreign language is essential. Teachers pre-assess the students' knowledge of vocabulary, structures, reading, and cultural content before instruction in new content begins. Formative assessments take place at regular intervals during the instructional stage to check for understanding and mastery of the material being taught, and to allow the teacher to adjust instruction to meet students' needs. Summative assessments evaluate all the goals in the standards and in format mirror the activities used to teach the topics.

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National Standards for Foreign Language Learning

The academic standards for each level of instruction are organized around the five goal areas of language learning: (1) Communication, (2) Cultures, (3) Connections, (4) Comparisons, (5) Communities. For each goal there are two or three standards that describe what students of foreign languages should know and be able to do at the end of each level of study. The standards do not *prescribe* how students should get there; rather, they offer guidance to those responsible for assisting them on the journey.

STANDARDS FOR FOREIGN LANGUAGE LEARNING *

COMMUNICATION

Communicate in Languages Other Than English

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

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

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

CULTURES

Gain Knowledge and Understanding of Other Cultures

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

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

CONNECTIONS

Connect with Other Disciplines and Acquire Information

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

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

COMPARISONS

Develop Insight into the Nature of Language and Culture

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

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

COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

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

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

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ESSENTIAL QUESTIONS
ENDURING UNDERSTANDINGS

Communication

- *Why is it important to communicate in another language?*
- *How can your communication with a foreign speaker be more meaningful if you speak his/her language?*

As the world moves toward a global community, it is increasingly important for foreign language study to result in proficiencies that enable students to engage in conversation, interpret authentic materials, and present concepts in a language other than their own.

Cultures

- *Why is it important to understand the perspectives and value systems of another culture?*
- *How do the products and practices of a culture come from these perspectives and value systems?*

The sharing and learning about customs and products increase students' understanding of the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and regions where the language is spoken.

Connections

- *How can the study of a foreign language enhance your knowledge of other disciplines?*
- *What can you read about in your foreign language that you would not be exposed to in your native language?*

As students increase their proficiency in another language, they acquire skills that empower them to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target cultures.

Comparisons

- *How are thought processes organized into the structure of different languages?*
- *Why do different cultures have different value systems?*

Students develop their critical thinking abilities as they become aware of the similarities and differences between their first and second languages. In so doing, they gain new perspectives on their own language and culture.

Communities

- *Where can you use the language other than the classroom?*
- *How has learning a foreign language enriched your life?*

Learning a foreign language opens doors to a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.

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**THEME TABLE & SUGGESTED
PACING GUIDE**

<p>Spanish 1A</p> <p><u>New Classes/Nuevas clases</u></p> <ul style="list-style-type: none"> • Welcome to Spanish Class/<i>Bienvenidos a la clase de español</i> 3 WEEKS • Getting Acquainted/<i>Nos conocemos</i> 3 WEEKS • School/<i>La escuela</i> 3 WEEKS <p><u>Preferences/Las preferencias</u></p> <ul style="list-style-type: none"> • Food/<i>La comida</i> 4 WEEKS • Pastimes/<i>Los pasatiempos</i> 4 WEEKS <p>Spanish 1B</p> <p><u>Life at Home/La vida en mi casa</u></p> <ul style="list-style-type: none"> • Family/<i>La familia</i> 4 WEEKS • House/<i>El hogar</i> 4 WEEKS <p><u>My Vacation Plans/El plan de mis vacaciones</u></p> <ul style="list-style-type: none"> • Clothing and Stores/<i>La ropa y las tiendas</i> 4 WEEKS • Travel/<i>De viaje</i> 4 WEEKS 	<p>Spanish 2A</p> <p><u>My World/Mi mundo</u></p> <ul style="list-style-type: none"> • Who Am I?/<i>¿Quién soy yo?</i> 2 WEEKS • School Life/<i>La vida escolar</i> 3 WEEKS • Daily Routines and Chores/<i>La rutina diaria y los quehaceres</i> 3 WEEKS <p><u>Around the Town/Por la ciudad</u></p> <ul style="list-style-type: none"> • Shopping/<i>De compras</i> 4 WEEKS • Community/<i>La comunidad</i> 4 WEEKS <p>Spanish 2B</p> <p><u>Memories and Experiences/Unos recuerdos y experiencias</u></p> <ul style="list-style-type: none"> • When I Was Young/<i>Cuando era joven</i> 2 WEEKS • Natural Disasters and Emergencies/<i>Los desastres y las emergencias</i> 3 WEEKS • Injuries/<i>Las heridas</i> 3 WEEKS <p><u>Going Places/Vámonos</u></p> <ul style="list-style-type: none"> • Restaurant Experiences/<i>¡ Buen provecho!</i> 4 WEEKS • An Unforgettable Trip/<i>Un viaje inolvidable</i> 4 WEEKS 	<p>Spanish 3A</p> <p><u>My Life/Mi vida</u></p> <ul style="list-style-type: none"> • A Typical Day/<i>Un día típico</i> 3 WEEKS • My Free Time/<i>Mi tiempo libre</i> 3 WEEKS <p><u>My Leisure Time/Mi ocio</u></p> <ul style="list-style-type: none"> • My Interests/<i>Mis intereses</i> 5 WEEKS • Wellness/<i>El bienestar</i> 5 WEEKS <p>Spanish 3 B</p> <p><u>Quality of Life/La calidad de vida</u></p> <ul style="list-style-type: none"> • Friendship/<i>La amistad</i> 4 WEEKS • Working and Volunteering/<i>El trabajo y el voluntariado</i> 4 WEEKS <p><u>The World Around Me/El mundo a mi alrededor</u></p> <ul style="list-style-type: none"> • Our Planet/<i>Nuestro planeta</i> 4 WEEKS • Rights and Responsibilities/<i>Derechos y responsabilidades</i> 4 WEEKS
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Suggestions for Spanish 1A and 1B full year courses:

- An animal unit
- A body part unit
- Research a target culture country and/or people
- A mini unit on accepting and/or refusing invitations

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Spanish 1 Contents & Thematic Introductions

Spanish 1A

New Classes/<i>Nuevas clases</i>	11
Welcome to Spanish Class/ <i>Bienvenidos a la clase de español</i>	
Getting Acquainted/ <i>Nos conocemos</i>	
School/ <i>La escuela</i>	
Preferences/<i>Las preferencias</i>	14
Food/ <i>La comida</i>	
Pastimes/ <i>Los pasatiempos</i>	

Spanish 1B

Life at Home/<i>La vida en mi casa</i>	16
Family/ <i>La familia</i>	
House/ <i>El hogar</i>	
My Vacation Plans /<i>El plan de mis vacaciones</i>	18
Clothing and Stores/ <i>La ropa y las tiendas</i>	
Travel/ <i>De viaje</i>	

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Spanish 1A

NEW CLASSES/NUEVAS CLASES

Beginning with a focus on the students' immediate surroundings in the Spanish classroom, the curriculum for Spanish 1 carefully builds on familiar subject matter in order to increase students' awareness of the world outside the classroom. The school year's very first topic, Welcome to Spanish Class/*Bienvenidos a la clase de español*, has students using Spanish to communicate basic classroom needs: exchanging names, identifying basic classroom objects and procedures, using the alphabet to spell out words, exchanging telephone numbers, describing weather conditions, and telling time. At the same time, students recognize the importance of their study of Spanish by identifying the benefits of foreign language study, the origins of the Spanish language, and where it is spoken in the world. They also locate Spanish-speaking countries on a world map and find evidence of the Spanish language and culture in the community. Comparisons of Spanish and English include the use of punctuation in both languages, the numerous cognates that tie both languages together, and the use of accent marks.

In order to enhance their understanding of the extracurricular environment, students identify and describe typical leisure time activities in Spanish-speaking countries and discuss famous sports or entertainment personalities, including their country of origin and significant contributions. They apply the Celsius temperature scale in discussing weather and describe how seasons differ in the northern and southern hemispheres. Comparing typical teen activities in Spanish-speaking countries and in the United States also helps develop student perspectives. Students interpret an authentic Spanish weather map and authentic clothing ads, listen to and sing authentic Spanish songs, play culturally authentic games, and watch authentic video or TV programs.

The second topic, Getting Acquainted/*Nos conocemos*, engages students in communication with their peers. They engage in introductions, both as the person who introduces and as the person being introduced. Structurally and culturally, students recognize and use the forms that distinguish formal vs. informal address (*usted* vs. *tú*). They compare gestures in the U.S. and in Spanish-speaking countries and share information about themselves and others. Students provide and obtain personal information, including data required on forms, physical descriptions, and personality attributes. They talk about their preferred activities using *gustar* + the infinitive. Adjectives and adjective agreement are necessary, as well as *ser*, *ser* + *de*, and *tener*. Students compare the use of the metric system and symbols for time, weight, and height. Students talk about ethnic and racial diversity within Spanish-speaking countries.




The last topic, School/*La escuela*, requires students to use Spanish to communicate information and express preferences for their day-to-day school existence, including class schedules, school supplies, places in the school, and activities. They recognize and use basic classroom expressions and recite and use ordinal numbers as well as the numbers 30-100 in context. Students are introduced to a number of structures and concepts basic to communication, including definite and indefinite articles, the concept of gender and number in English and Spanish, singular and plural nouns, review of *hay* and *no hay*, and ordinal numbers. They learn to use regular *-ar* verbs in order to describe what they do in school. In order to enrich their understanding of the world of school, students examine a typical day in a Spanish-speaking country and explain a typical school schedule from a Spanish-speaking culture. They compare U.S. and Spanish school systems and course offerings.

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Spanish 1A

Theme: NEW CLASSES/NUEVAS CLASES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Welcome to Spanish Class <i>Bienvenidos a la clase de español</i>	1.1,1.3 Exchange names and present basic introductions. 1.1, 1.2 Recognize and use the Spanish alphabet to spell Spanish words. 1.2 Recognize useful classroom expressions, objects, dates, and telling time. 1.2 Recognize spoken numbers. 1.3 Use numbers to exchange telephone numbers. 1.1, 1.2, 1.3 Exchange greetings and present and respond to introductory conversations. 1.2 Recognize and use basic classroom commands and questions. 1.2, 1.3 Interpret and present seasons and weather conditions.	2.1 Describe the origin of the Spanish language and where it is spoken in the world. 2.1 Recognize appropriate salutations (formal vs. informal) and gestures. 2.2 Identify the benefits of studying another language and culture.	4.1 Define the concept of a cognate and recognize cognates in context. 4.1 Compare the use of punctuation and accents in English and Spanish. 4.2 Compare the way days appear on a calendar. 4.2 Compare the way dates are expressed in the U.S. and in Spanish-speaking countries.	Basic building blocks: Accents Alphabet Numbers 0-30 Date format Classroom commands and questions <i>Hacer</i> with weather <i>Ser</i> with days of the week, dates and telling time <i>Llamarse</i> <i>Estar</i> with greetings
2. Getting Acquainted <i>Nos conocemos</i>	1.1 Provide and obtain information about self and others. 1.1 Engage in conversations about leisure time activities. 1.2 Interpret personal data on forms and spoken/written physical descriptions. 1.3 Present a biographical sketch including physical and personality attributes and preferred activities.	2.1 Describe ethnic and racial diversity within Spanish-speaking countries.	4.1 Compare gender/number concept in Spanish and English. 4.1, 4.2 Compare the way names, addresses, and telephone numbers are expressed in the U.S. and Spanish-speaking countries. 4.1, 4.2 Compare common gestures in the U.S. and Spanish-speaking countries. 4.2 Compare typical activities in two cultures.	Adjective agreement <i>Ser</i> with personal characteristics <i>Ser + de</i> <i>Tener</i> Formal vs. informal <i>Tú vs. Usted</i> (No) <i>Me/Te/Le gusta + infinitive</i>
3. School <i>La escuela</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information related to class schedules including time and period, places in the school, class preferences, school supplies, and school-related activities. 1.3 Recite and use ordinal numbers in context.	2.1 Describe a typical school day in a Spanish-speaking country. 2.2 Explain a typical school schedule from a Spanish-speaking country.	4.2 Compare school systems and course offerings in Spanish-speaking countries and the US.	-ar verbs Subject pronouns Definite/indef. articles (number/gender) Sing/plural of nouns Ordinal numbers Question formation Numbers 30-100 <i>Hay</i>

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<p>Connections Goal 3</p> 	<p>3.1 Use Celsius temperature scale to talk about weather. 3.1 Describe different seasons in northern/southern hemispheres. 3.1 Use knowledge of map skills to identify and locate Spanish-speaking countries on a world map. 3.1 Use numbers to perform mathematical operations and measurements. 3.1 Use appropriate symbols to write time, weight, and height in Spanish.</p>
<p>Communities Goal 5</p> 	<p>5.1 Identify current or community events and holidays relating to Spanish-speaking countries.* 5.1 Locate and interpret an authentic weather map or report of a Spanish-speaking country. 5.2 Play culturally authentic games. 5.2 Listen to music, sing songs, or watch a video or television program in Spanish. 5.2 Describe evidence of Spanish language and culture in the community. *Content may or may not be theme-related.</p>

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Spanish 1A

PREFERENCES/LAS PREFERENCIAS

The second theme of the year requires students to communicate about their personal preferences, mainly food and leisure activities. The theme's first topic, Food/*La comida*, requires students to exchange information on food preferences, food groups, and eating habits before, during, and after school. Essential structures include *-er* and *-ir* verbs related to food and *gustar* with stress pronouns. The concept of stem-changing verbs is introduced with *querer* and *preferir*. The *tener* expressions with *hambre* and *sed* are taught as lexical items so students can express whether they are hungry or thirsty. In order to enhance their understanding of the role that food plays in the lives of people from Spanish-speaking countries, students describe their eating customs and identify typical food items and their origins. They compare and contrast the eating customs of the U.S. and a Spanish-speaking country, and they locate typical, authentic Spanish foods and restaurants in the community. (Uses of direct object pronouns will be introduced in S1B in the clothing topic.)




The second topic takes students into the realm of what they like to do to have fun. This theme's last topic, Pastimes/*Los pasatiempos*, has students communicate about their leisure activities. In order to recycle the weather expressions, they talk about what they do in the context of weather and seasons. They use such essential structures as the present tense *-ar*, *-er*, and *-ir* verbs as well as the stem-changing verb *jugar* to engage in conversations about leisure activities. They begin to ask simple questions in order to communicate with each other in a more personal manner. To help focus on how these forms are used, students contrast English and Spanish word order, verb forms, sentence structure, and simple negation.



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Spanish 1A

Theme: PREFERENCES/LAS PREFERENCIAS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Food <i>La comida</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about food preferences, food groups, and eating customs.	2.1 Identify and describe eating customs of Spanish-speaking countries. 2.2 Identify typical food items and their origins from the Spanish-speaking countries.	4.2 Compare eating customs in Spanish-speaking countries and in the U.S.	-er and -ir verbs <i>Gusta(n)</i> Stress pronouns (<i>a mí, a ti...</i>) <i>Querer, preferir</i> as stem-changing verbs
2. Pastimes <i>Los pasatiempos</i>	1.1 Engage in conversations about leisure time activities in the context of weather and seasons. 1.2 Interpret basic information about leisure activities. 1.3 Present basic information about preferred activities.	2.1 Identify and discuss typical leisure time activities and entertainment in Spanish-speaking countries. 2.2 Identify and describe famous sports or entertainment personalities from Spanish-speaking countries, including their countries of origin and significant contributions.	4.1 Compare English and Spanish word order in questions. 4.1 Compare verb forms, sentence structure, and simple negation. 4.2 Compare typical teen activities of the U.S. to those of Spanish-speaking countries.	<i>Jugar</i> Review: -Present tense -ar, -ir, -er verbs -Question formation and negation in Spanish

Connections Goal 3 	3.1 Use exchange rates and the metric system to calculate expenses in food shopping. 3.1 Prepare a traditional dish from a Spanish-speaking country. 3.2 Use the metric system to calculate quantities in food preparation.
Communities Goal 5 	5.1 Find evidence of current or community events and holidays relating to the target cultures.* 5.2 Communicate with a native speaker of Spanish about leisure time preferences. 5.2 Taste food from the Spanish-speaking countries. *Content may or may not be theme-related.

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Spanish 1B

LIFE AT HOME/LA VIDA EN MI CASA

The first part of Spanish 1B moves to the other center of student life: the home. Students describe and discuss the people and pets that live there and the physical aspects of the family's living space.

The Family/*La familia*, focuses on students exchanging, interpreting, and presenting information on family, family members, relationships, and pets. New essential structures include possession with *de* and possessive adjectives. For this, a review of the following structures is required: regular verb conjugations, the verbs *ser* and *tener*, adjective agreement, and *gustar* + infinitive. Students deepen their cultural understanding by describing family traditions and the importance of pets in both Spanish-speaking countries and the U.S. In addition, students gain a better understanding of the practices of both cultures by comparing family lifestyles in the U.S. and Spanish-speaking countries, and by collecting, analyzing, and graphing data about family, pets, and the home. They use the metric system to express height and weight.




The second topic, House/*El hogar*, requires students once again to exchange, interpret, and present information, this time on houses, rooms, and furnishings. Essential structures include *estar* with prepositions and adverbs of location, the stem-changing verb *dormir and poder*, the *tener que* + infinitive expression, and contractions with *de*. They continue to review regular verb conjugations as well as ordinal numbers. Students learn about styles of housing and furnishings in Spanish-speaking countries and what contributes to and explains those choices. Students compare housing styles and furnishings in the U.S. and Spanish-speaking countries. Finally, students use authentic resources to interpret information about real estate or furnishings.



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Spanish 1B

Theme: LIFE AT HOME/LA VIDA EN MI CASA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Family <i>La familia</i>	1.1 Exchange basic information about family and pets. 1.2 Interpret spoken or written descriptions of family and pets. 1.3 Present information about family members and relationships.	2.1 Describe family traditions and traditions in a Spanish-speaking country.	4.1 Compare ways of expressing possession. 4.2 Compare family life in the U.S. and Spanish-speaking countries.	Possession with <i>de</i> Possessive adjectives Review: - <i>tener</i> and <i>tener</i> expressions -Regular verbs - <i>gustar</i> + infinitive -Adjective agreement
2. House <i>El hogar</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about homes, rooms, and basic furnishings. 1.3 Present the layout of a room or residence including placement of furnishings.	2.2 Describe various styles of housing in Spanish-speaking countries and what has influenced these styles.	4.2 Compare housing styles and furnishings in the U.S. and Spanish-speaking countries.	<i>Dormir and poder</i> as stem-changing verbs Contractions with <i>de</i> <i>Estar</i> with prepositions of location <i>Tener que</i> + infinitive Review: -Ordinal numbers -Regular verbs - <i>hay</i> -Question formation

Connections Goal 3 	3.1 Collect, analyze, and graph data about family, pets, or the home. 3.1 Use the metric system to express height and weight.
Communities Goal 5 	5.1 Locate authentic sources from which to interpret information about real estate or furnishings. 5.1 Find evidence of current or community events and holidays relating to the target cultures.* 5.2 Sample authentic foods from the Spanish-speaking countries. *Content may or may not be theme-related.

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Spanish 1B

MY VACATION PLANS/EL PLAN DE MIS VACACIONES

The second theme moves students out of the home and family, into the community where students shop, and beyond into the world of travel. The theme's first topic, Clothing and Stores/*La ropa y las tiendas*, introduces students to communicating about something of very personal interest to them: shopping for clothing in the community. They describe basic clothing, often in the context of weather-related activities, where the clothing is worn on the body, and interpret basic written or spoken descriptions of clothing. Students describe a traditional Spanish-speaking community with its typical shops including where they purchase clothing and services, and places that serve its people. Students are introduced to the use of direct object pronouns and review possessive adjectives in the context of clothing. Students utilize many structures they have learned during the year, including possessive adjectives, possession using *de*, and adjective agreement and placement. They practice numbers 1-100 in the context of clothing prices and use the stem-changing verb *costar*.

In order to fully understand the cultural aspects of clothing, students identify clothing worn in Spanish-speaking countries either from print media or the Internet and discuss the shopping practices, including prices and the cultural values that result in specific clothing choices. They locate and identify typical shops, services, and places in a Spanish-speaking country and discuss how each serves the community. They also describe the organizational structure of a Spanish-speaking community and compare its layout and transportation options to that of communities of the U.S.

In the last topic of the year, Travel/*De viaje*, students exchange and present information on future travel plans and destinations, interpret authentic schedules and tickets, and present information about places, activities, and means of transportation. In order to do this, they use the metric system to express distance, quantity, and volume, and use exchange rates from Spanish-speaking countries to calculate expenses. Many of these communicative tasks require the use of the near future (*ir + a + infinitive*), the verb *salir*, contractions with *a* and *de*, and *para + infinitive*. The review structures include the verbs *ir* and *hacer*, prepositions and adverbs of locations, question words and question formation. To confirm their understanding of question formation, students compare word order in questions in Spanish and in English.




In order to extend and reinforce their understanding of the travel environment, students analyze and compare currency designs to see how they reflect cultural perspectives. They also compare the use of the 24-hour clock and transportation practices within Spanish-speaking countries to those in the U.S.



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Spanish 1B

Theme: MY VACATION PLANS/EL PLAN DE MIS VACACIONES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Clothing and Stores <i>La ropa y las tiendas</i>	1.1 Describe basic clothing and colors in context of weather and activities. 1.2 Interpret basic spoken or written descriptions of clothing. 1.1, 1.2, and 1.3 Exchange, interpret, and present information about typical stores and activities.	2.2 Describe traditional clothing in Spanish-speaking countries including styles, fabrics and patterns. 2.2 Identify and describe a traditional Spanish-speaking community with its typical shops, services, and places that serve its people.	4.1 Compare the uses of direct object pronoun placement and uses in English and Spanish. 4.2 Compare fashion choices in the U.S. and in Spanish-speaking countries.	Direct object pronouns Numbers 100-1000 <i>Costar</i> as a stem-chg verb <i>Ir</i> <i>ir + a + location</i> Contraction with <i>a + el</i> Review: -Possession with <i>de</i> -Possessive adjectives -Adjective agreement and placement
2. Travel <i>De viaje</i>	1.1 Ask and answer questions about travel plans and destination. 1.1, 1.2, and 1.3 Exchange, interpret, and present information about means of transportation in the community. 1.2 Interpret schedules and tickets of different means of transportation. 1.3 Present information about future travel plans.	2.2 Identify and describe the modes of travel and transportation in Spanish-speaking cultures such as the <i>moto</i> and subway.	4.2 Compare the use of the 12- and the 24-hour clock. 4.2 Compare currency designs and their reflection of cultural perspectives. 4.2 Compare a community layout and transportation in the U.S. and Spanish-speaking countries. 4.2 Compare means of transportation practices within Spanish-speaking countries to those within the U.S.	Near future (<i>ir + a + infinitive</i>) <i>Salir</i> Contractions w/ <i>a, de</i> <i>Para + infinitive</i> Review: <i>-ir + a + location</i> -Prepositions and adverbs of location -Question words and formation <i>-hacer</i>

Connections Goal 3 	3.1 Use decimal points and commas to express amounts of money. 3.1 Use the metric system, kilometers, to express travel distance. 3.1 Use exchange rates from Spanish-speaking countries to calculate expenses.
Communities Goal 5 	5.1 Locate typical Spanish foods, restaurants, shops, and services in your community. 5.1 Find and describe examples of fashion in Spanish-speaking countries from print media or the Internet. 5.1 Find evidence of current or community events and holidays relating to Spanish-speaking countries.* 5.2 View a film or play from a Spanish-speaking country. 5.2 Visit a museum exhibit highlighting a Spanish-speaking country. *Content may or may not be theme-related.

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Revised 08/08/05
Spanish 2A
MY WORLD/MI MUNDO

The curriculum for Spanish 2 begins with a focus on the students and then gradually expands to include their school lives, their social lives, and their daily routines, both before and after school. The school year's first topic, Who Am I?/¿Quién soy yo? requires students to look inward and gather the basic information about themselves that they need in order to exchange and interpret information about physical and personality characteristics, origin, and basic personal interests. In order to perform these tasks, students review the present tense of regular *-ar*, *-er*, and *-ir* verbs, question formation, the present tense of irregular verbs *ser*, *estar*, *ir*, and *tener*, and regular and irregular adjective agreement including *buen* and *mal*. Moving beyond themselves, students identify well-known Spanish-speaking contemporary personalities and characters from literary works based on physical descriptions. In addition, students gain cultural perspectives by comparing well-known Spanish-speaking personalities or literary characters to those from the U.S.

The second topic, School Life/*La vida escolar*, moves students from the focus on themselves to a consideration of what they do for the largest part of their waking hours: study and participate in extracurricular activities at school. Students reflect on the school environment in order to exchange, interpret, and present school-related information. In order to perform these tasks, they review *tener que* + infinitive. Other structures that students use are the affirmative and negative words, *hace* + expressions of time + *que*, *hay que/se prohíbe* + infinitive, comparatives with *tan/como* and superlatives with *tanto/como*, the present tense of *saber* and *conocer*, and stem-changing present tense verbs. These structures enable students to communicate about current school experiences.

Students are able to compare the school lives and the daily routines of students in Spanish-speaking countries with those of students in the U.S. In order to further enhance their understanding of differences in the practices of the various Spanish-speaking cultures, students discuss the roles of students and teachers, and the importance of team sports. Additionally, students compare the grading systems in a Spanish-speaking country to those in the U.S.




The third topic takes students from school back into their homes, where they exchange information about Daily Routines and Chores/*La rutina diaria y los quehaceres* using reflexive verbs in the present tense. In order to give and respond to instructions regarding household chores, students use the familiar command forms including direct object pronouns with the command forms when appropriate. To discuss what they need to do around the house, students use *deber* / *hay que* / *tener que* + infinitive and the verb *poner*. They will also begin to use the long form of the possessive adjectives. As part of their home routines, students compare daily routines and household chores of Spanish-speaking young people to those in the U.S.



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Spanish 2A

Theme: MY WORLD/MI MUNDO

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Who Am I? <i>¿Quién soy yo?</i>	1.1, 1.2, 1.3 Exchange, identify, interpret, and present personal and biographical information including physical descriptions, personality characteristics, origin, and interests.	2.2 Identify and describe physical and personality characteristics of well-known, Spanish-speaking contemporary personalities or characters from literary works.	4.2 Compare a well-known Spanish-speaking personality to a well-known personality from the U.S.	Regular and irregular adjective agreement including <i>buen, mal</i> Review: -Present tense <i>-ar, -er, -ir</i> verbs -Question words and question formation -Present tense of irregular verbs: <i>ser, tener, estar, ir</i>
2. School Life <i>La vida escolar</i>	1.1 Exchange information about present school classes and school-related activities. 1.1, 1.2, 1.3 Interpret and describe a daily school routine including course schedules and extracurricular activities in a Spanish-speaking country. 1.3 Present information comparing your school life to that of a student in a Spanish-speaking country.	2.1 Describe the programs of study and the mandated courses at a Spanish-speaking school. 2.1 Describe the importance of extracurricular activities and team sports.	4.1 Compare the verb structures used with “ <i>for</i> + period of time” and the equivalent with <i>hace</i> in Spanish. 4.2 Compare the grading system in a Spanish-speaking country to that in the U.S.	Stem-changing verbs in present tense Comparative (<i>más/que, menos/que, tan/como, tanto/como</i>) and superlative <i>Conocer</i> and <i>saber</i> in present tense <i>Hace</i> + time expressions (in present) + <i>que</i> <i>Hay que/Se prohíbe</i> + infinitivo <i>Salir (bien/mal)</i> Review: <i>-tener que</i>
3. Daily Routines and Chores <i>La rutina diaria y los quehaceres</i>	1.1 Exchange information about daily routines and common household chores in present time. 1.1, 1.2 Interpret situations regarding household needs and respond with the proper chore. 1.3 Present a daily routine.	2.1 Identify typical household chores in Spanish-speaking countries.	4.1 Compare formation of possessive adjectives (long and short forms) in English and Spanish. 4.2 Compare daily routines and household chores of Spanish-speaking young people and those in the U.S.	Reflexive verbs in the present tense Long form of possessive adjectives Affirmative familiar commands Familiar commands with direct object pronouns <i>Deber/tener que/hay que</i> + infinitive <i>Poner</i>

Connections Goal 3 	3.1 Use technology to present information about yourself and/or your school for the Spanish-speaking community.
Communities Goal 5 	5.1 Find evidence of current events, community events, and holidays relating to Spanish-speaking cultures.* 5.1 Share an aspect of the Spanish-speaking culture and/or create a product to enrich the school community. 5.2 Listen to music, sing songs, and become familiar with music representative of the Spanish-speaking cultures. *Content may or may not be theme-related.

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Revised 08/08/05

Spanish 2A

AROUND THE TOWN/POR LA CIUDAD

The second theme of the semester focuses students' attention on popular pastimes, beginning with shopping, and how they get from place to place in the community in order to find and purchase what they need. By the end of the theme, students exchange information about sports and other activities focusing on what they do, did, and are planning to do. The first topic, Shopping/*De compras*, requires students to communicate about fashion. They request sales assistance, express their preferences for style and design with respect to specific occasions, and interpret prices, sizes, and styles. They use the preterite tense of regular verbs as well as the irregular *yo* form of the *-car*, *-gar*, *-zar* verbs in order to describe past shopping experiences to their peers. Direct object pronouns are reviewed in the context of shopping for clothing as well. In order to talk about shopping experiences and purchases, they use numbers to 1,000,000, review the metric system, and use exchange rates to convert prices. In order to further enrich their understanding of shopping and clothing, students use a variety of sources to obtain up-to-the-minute consumer information, and examine the practice of bargaining, both in the U.S. and abroad. They compare the concept of sizing in both cultures and compare the three levels of proximity with *este*, *ese*, and *aquel*.




The second topic, Community/*La comunidad*, has students identify and give directions to stores and identify the products they typically purchase. Using the metric system to measure distances, as well as their map-reading skills, they practice giving and following directions to specific stores and locations. They compare their own culture with that of Spanish-speaking countries by examining shopping customs and practices as well as the types of stores and products that are available. They also use community resources to identify businesses that serve the Spanish-speaking population. Students compare the use of the suffix *-ería* in specialty stores with the English equivalents. They then learn to use affirmative formal commands and the preterite of irregular verbs: *ir*, *ser*, *estar*, and *hacer* to tell where they have been and why.



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Spanish 2A

Theme: AROUND THE TOWN/POR LA CIUDAD

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Shopping <i>De compras</i>	1.1, 1.3 Exchange and present information about personal preferences for style and clothing for specific events. 1.1 Request sales assistance and state preferences for purchases. 1.2 Interpret size, price, and style of clothing items from authentic sources. 1.3 Describe a past shopping experience.	2.1 Describe the concept of bargaining in Spanish-speaking cultures.	4.1 Compare the Spanish and English use of three levels of proximity (<i>este, ese, aquel</i>). 4.2 Compare sizing systems in the U.S. with those in Spanish-speaking countries.	Preterite of regular verbs Preterite of irregular verbs <i>yo: -car, -gar, -zar</i> Demonstrative adjectives Numbers to 1,000,000 Review: -Direct object pronouns
2. Community <i>La comunidad</i>	1.1 Identify types of stores and their products. 1.1 Ask or give simple directions to specified locations, including specialty stores. 1.2 Follow oral and written directions to a specified location. 1.3 Provide directions to a specified location.	2.2 Identify and describe the types of stores and markets in a Spanish-speaking country.	4.1 Compare the use of suffix <i>-ería</i> in specialty stores to the English equivalents. 4.2 Compare shopping customs in Spanish-speaking countries and the U.S.	Preterite of irregular verbs: <i>ir, ser, estar, hacer</i> Affirmative formal commands

Connections Goal 3 	3.1 Apply the metric system to measure distances. 3.1 Use exchange rates to convert prices. 3.1 Use map-reading skills to follow and give directions.
Communities Goal 5 	5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.1 Use community resources to identify businesses that serve the Spanish-speaking community. *Content may or may not be theme-related.

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Spanish 2B

MEMORIES AND EXPERIENCES/UNOS RECUERDOS Y EXPERIENCIAS

The first theme of Spanish 2B, When I was Young/*Cuando era joven*, once again expands students' horizons, from the focus on their daily lives and free time to recalling their younger selves, as well as presenting information about famous Spanish speakers. Students use the imperfect tense to describe their childhood memories and what they used to do. By the second topic, Natural Disasters and Emergencies/*Los desastres y las emergencias*, they talk about emergencies, crises, and rescues, including the conditions that led up to these events. Students use the imperfect and preterite tenses and expressions with *tener* to describe accidents and emergencies, including background information such as weather conditions.

In order to present this information, they use the following structures: the imperfect of regular verbs, the imperfect of *ser*, *ir*, and *ver*, the preterite of regular verbs *lograr* and *nacer*, the preterite of the stem-changing verb *morir*, and the preterite of irregular verbs *dar*, *ver*, *ser*, and *querer*. To include information about the weather conditions, students use the imperfect tense in such expressions as *hacía*, *estaba*, *llovía*, and *nevaba*. They also begin to use indirect object pronouns with verbs other than *gustar*. To enhance their understanding of the spoken and written language, students compare the formation and the use of the Spanish preterite and imperfect tenses to the English past tenses.




This theme enables students to develop their skills for lifelong learning through research using technology, the media, and authentic resources. They enrich their knowledge of the Spanish-speaking cultures by identifying stories that are a part of childhood in Spanish-speaking countries, and the role of emergency professionals and organizations in Spanish-speaking countries. They identify emergency policies and responses in Spanish-speaking countries and compare the roles of the emergency professionals in Spanish-speaking countries with those in the U.S. Finally, as a connection to language arts and reading, students read and interpret an authentic childhood story or fable or a legend about a natural disaster.



In the third topic, Injuries/*Las heridas*, students communicate about past accidents, injuries, and treatments, including conditions leading up to them using new reflexive verbs in the preterite tense and the verb *doler*. Students identify cultural perspectives on health and compare medical services available in a Spanish-speaking country with those in the United States.

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Spanish 2B

Theme: MEMORIES AND EXPERIENCES / UNOS RECUERDOS Y EXPERIENCIAS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. When I Was Young <i>Cuando era joven</i>	1.1, 1.2, 1.3 Exchange, interpret, and present past biographical information about yourself, others, and famous Spanish speakers.	2.2 Identify and describe a typical story or song that a child from a Spanish-speaking country would know.	4.1 Compare the use of the imperfect in Spanish and English. 4.1 Compare placement of the indirect object in Spanish and English. 4.2 Compare the role of pets in the U.S. with their role in a Spanish-speaking country.	Imperfect tense of regular and irregular verbs Indirect object pronouns
2. Natural Disasters and Emergencies <i>Los desastres y las emergencias</i>	1.1, 1.2, 1.3 Exchange, interpret and present information about past emergencies, crises, and rescues. 1.1, 1.3 Exchange information and present a description of past weather conditions.	2.1 Identify emergency polices and responses in a Spanish-speaking country. 2.2 Identify an organization in a Spanish-speaking country that one could contact in an emergency situation.	4.1 Compare the use of the different past tenses in English and in Spanish. 4.2 Compare the roles of different emergency professionals in a Spanish-speaking country with those in the U.S.	Additional expressions with <i>tener</i> Preterite of irregular verbs Imperfect with weather and descriptions Preterite for completed actions
3. Injuries <i>Las heridas</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about past accidents, injuries, and treatments, including conditions leading up to them.	2.1 Identify cultural perspectives on health.	4.1 Compare medical services available in a Spanish-speaking country with those in the U.S.	Reflexive verbs in the preterite tense <i>Doler</i> Review: -Reflexive verbs

Connections Goal 3 	3.1 Read an authentic story/fable/legend about a natural disaster. 3.2 Use authentic resources to obtain information on famous people and/or emergency professionals in Spanish-speaking countries.
Communities Goal 5 	5.1 Investigate opportunities for health professionals who speak Spanish. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* <i>*Content may or may not be theme-related.</i>

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Revised 08/08/05

Spanish 2B
GOING PLACES/VÁMONOS

The last theme of the year, Going Places/*Vámonos*, first brings students' attention beyond their personal realm into the world of eating out and travel. The communicative goals of the first topic, Restaurant Experiences/*¡Buen provecho!* focus on the importance of food and ordering from a menu in a restaurant in a Spanish-speaking country. This topic enables students to describe the pleasures of authentic cuisine from a variety of Spanish-speaking countries. Students exchange information on food preferences and interpret and use menus to make food selections. As students talk about foods, recipes, and typical dishes, they also describe and interpret instructions for a recipe for a traditional dish of the Spanish-speaking culture. They research food products and authentic dishes from these countries and discover the many similarities and differences between them and the foods that are typical in the American diet. They talk about and compare the attitudes of Spanish-speaking cultures to American attitudes toward food. In order to carry out these communicative acts, students use informal commands. They also use *por* and both the present and preterite tenses to describe authentic experiences. They add to their command use of stem-changing *-ir* verbs in the preterite tense.

The next topic, An Unforgettable Trip/*Un viaje inolvidable*, has students expanding their world even further, beyond their school and community and into the world through travel. They talk about places that they have visited and places that they would like to see. In order to do this, they use the resources of the community to examine a variety of travel-related documents and investigate vacation spots in one non-European Spanish-speaking country. They compare the preferences of both Americans and people from Spanish-speaking cultures regarding where they like to go and how they like to get there. Some of the structures necessary to carry out these tasks are the review of the preterite of regular, irregular, and stem-changing verbs. Students use the imperfect tense to talk about the weather and the preterite tense to talk about what they did on a trip.




In order to enrich their understanding of authentic foods and customs, students use the resources of the community to identify places that carry foods and other products representative of Spanish-speaking cultures. They identify community events or special holidays where authentic dishes are eaten and may have the opportunity to experience the cuisine of Spanish-speaking cultures.



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Spanish 2B

Theme: GOING PLACES/VÁMONOS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Restaurant Experiences <i>¡Buen provecho!</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about foods and recipes. 1.1, 1.2 Give and receive instructions for making a recipe. 1.1, 1.2, 1.3 Comment on, inquire about, and make selections from a menu.	2.2 Describe food products and dishes typical in Spanish-speaking cultures.	4.1 Compare formation of command forms in Spanish and English. 4.2 Compare the preparation time for a typical meal/dish in a Spanish-speaking culture with that in the U.S.	Preterite of <i>-ir</i> stem-changing verbs Informal commands Uses of <i>por</i> Preterite of stem-changing verbs: <i>servir, pedir</i>
2. An Unforgettable Trip <i>Un viaje inolvidable</i>	1.1 Exchange information on past and future travel activities including weather. 1.2 Interpret information from travel-related documents. 1.3 Present a detailed description of past travel experiences.	2.2 Identify attractions and travel destinations in a Spanish-speaking country.	4.2 Compare preferences for travel destinations and means of transportation for Americans and people from Spanish-speaking countries.	Review: -Present, past, and near future with regular, irregular, and stem-changing verbs

Connections Goal 3 	3.2 Investigate Spanish-language resources to identify authentic food products and traditional dishes. 3.2 Use authentic resources to investigate vacation spots in Spanish-speaking countries.
Communities Goal 5 	5.1 Find evidence of current events, community events, and holidays relating to Spanish-speaking cultures.* 5.1 Use community resources to identify restaurants and businesses that carry food representative of the Spanish-speaking cultures. 5.1 Find evidence of products typical of Spanish-speaking cultures that are available in the community. 5.2 Taste cuisine of Spanish-speaking countries. *Content may or may not be theme-related.

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Spanish 3 Content & Thematic Introductions

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Revised 08/08/05

Spanish 3A
MY LIFE/MI VIDA

The Spanish 3 curriculum takes students into areas of great interest to them: themselves, their friends, and their free time. In the theme, A Typical Day/*Un día típico*, students focus on themselves, their classmates, and what they like to do. Students exchange information on personal routines and interests and investigate the routines of Spanish-speaking youth.

The essential structures for this theme are intended as a review in order to facilitate a smooth transition into third-year Spanish. Students revisit present tense constructions including stem-changing and high-frequency irregular verbs. In addition, they practice verbs like *gustar*, reflexive verb construction, and possessive adjectives.




In the topic My Free Time/*Mi tiempo libre*, students talk about current and past outdoor recreational activities and sports. In addition, students read and interpret information from Spanish-language sources about recreational activities and sports. As they learn the leisure time vocabulary necessary for communication, they review the formation of the preterite and imperfect tenses. They apply their knowledge of the uses of the preterite and imperfect tenses through communicative interactions. In order to gain a perspective on language comparisons, students compare past tenses in Spanish and English. They also compare and contrast sports programs and recreational activities from the Spanish - speaking culture and the U. S.



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Spanish 3A

Theme: MY LIFE/MI VIDA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. A Typical Day <i>Un día típico</i>	1.1 Exchange information about personality characteristics, daily routines, and preferences. 1.2, 1.3 Read, interpret, and present information about daily routines and preferences.	2.1 Investigate and explain routines in the lives of Spanish-speaking young people.	4.1 Compare the use of <i>gustar</i> and similar verbs to that of their English counterparts. 4.2 Compare the activities of Spanish-speaking young people to those of the U.S.	Review: -Possessive adjectives. -Present tense including stem-changing and high-frequency irregular verbs -Verbs like <i>gustar</i> . -Reflexive verbs.
2. My Free Time <i>Mi tiempo libre</i>	1.1 Exchange information about current and past recreational activities and sports. 1.2, 1.3 Read, interpret, and present information about current and past recreational activities and sports. 1.3 Express opinions about a recreational activity or sport.	2.1 Read and interpret information describing recreational activities and sports in the Spanish language. 2.2 Identify and describe current sporting events in the Spanish-speaking world.	4.1 Compare the uses of the past tense in Spanish and English. 4.2 Compare sports programs and recreational activities from the Spanish-speaking culture to those of the U.S.	Review: -Formation of all preterite and imperfect verbs, including irregulars -Uses of preterite and imperfect

Connections Goal 3 	3.1 Apply language arts strategies: describing events, cause and effect, compare and contrast, and the use of graphic organizers. 3.1 Locate and describe geographic features related to the Spanish-speaking countries presented. 3.2 Use Spanish-language media sources to acquire authentic information and opinions.
Communities Goal 5 	5.1 Link to websites from around the Spanish-speaking world. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.2 Watch Spanish-language films and videos for entertainment and personal growth. * <i>Content may or may not be theme-related.</i>

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Revised 08/08/05

Spanish 3A

MY LEISURE TIME/MI OCIO

The My Leisure Time/*Mi ocio* theme encourages students to investigate and learn about the visual and performing arts in the Spanish-speaking world and the well-being of themselves and those around them.

The first topic, My Interests/*Mis intereses* is an introduction to the world of visual and performing arts in the Spanish-speaking world. As students learn the basic vocabulary about art, dance, music, television programs, and movies from the Spanish-speaking world, they use the imperfect and preterite tenses and the verbs *ser* and *estar* to describe, interpret, and exchange information. In addition, they describe the arts using *estar* + the past participle as an adjective. They read about the visual and performing arts using authentic resources in the Spanish language as well as view authentic programming from television and movies produced in the Spanish-speaking world.

The second topic, Wellness/*El bienestar* engages students in discussions about health, fitness, and nutrition. Students identify fitness activities enjoyed by Spanish-speakers and compare practices that encourage wellness in Spanish-speaking communities and the U.S. They exchange, interpret, and present information on health issues including symptoms, advice, and treatments. They discuss health services in the Spanish-speaking world and the acquisition of health-related products.




Within the discussion of health and fitness, students use new and old structures to develop a sample fitness and nutrition program. They revisit command forms and object pronouns, and begin to form and use the subjunctive with impersonal expressions and expressions of will, doubt, and need. Students describe customs of Spanish-speaking countries by using community resources and authentic sources, such as brochures and the *Hispanic Yellow Pages* to find information on fitness and nutrition.



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Spanish 3A

Theme: MY LEISURE TIME/MI OCIO

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. My Interests <i>Mis intereses</i>	1.1 Describe and exchange current and past information about the visual and performing arts. 1.2 Read and interpret information about the visual and performing arts from various sources. 1.3 Write and present information orally about a past visual or performing art.	2.1 Describe important people in the visual and performing arts in the Spanish-speaking world. 2.2 Identify and describe a television program or movie from the Spanish-speaking world.	4.1 Compare the uses of the past tenses in English and Spanish. 4.2 Compare a television show or a movie from a Spanish-speaking country to one in the U. S.	Verbs with different meanings in the preterite: <i>saber, conocer, querer, poder</i> <i>Ser vs. estar</i> <i>Estar</i> +past participle as adjective Review: -Uses of preterite vs. imperfect tenses
2. Wellness <i>El bienestar</i>	1.1 Exchange information on healthy eating habits: menus, nutrition, and the preparation and quality of foods. 1.2. Exchange information on physical and mental health, exercise, illnesses, and remedies. 1.3 Interpret and present information about menus, nutrition, and the preparation and quality of foods. 1.4 Interpret and present information on physical and mental health, exercise, illnesses, and remedies.	2.1 Describe the use of natural remedies in Latin America. 2.2 Explain the nutritional value of a food product from a Spanish speaking country.	4.1 Compare the use of familiar versus formal commands. 4.2 Compare the use of subjunctive to the indicative. 4.3 Compare health-related practices of Spanish-speaking countries and the U. S.	Formation of subjunctive, including irregular and stem-changing verbs Uses of the subjunctive with verbs of will, need, doubt, and impersonal expressions Review: -Direct and indirect object pronouns - <i>tú, Ud.</i> and <i>Uds.</i> commands

Connections Goal 3 	3.1 Develop a sample fitness and nutrition program. 3.1 Identify the countries of origin of the visual and performing arts studied. 3.1 Identify and explain terminology of the visual and performing arts. 3.2 Use Spanish-language media sources to acquire authentic information and opinions. 3.2 Investigate the Old and New World contributions to nutrition and fitness.
Communities Goal 5 	5.1 Link to websites from around the Spanish-speaking world. 5.1 Use community resources such as brochures and the <i>Hispanic Yellow Pages</i> to find information in Spanish regarding fitness and nutrition. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.1 Research major performances and art exhibitions in Spanish-speaking communities in the U.S. 5.2 Watch Spanish-language films and videos for entertainment and personal growth. 5.2 Consult various authentic sources in Spanish on specific topics of personal interest relating to fitness and nutrition. * <i>Content may or may not be theme-related.</i>

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Spanish 3B

QUALITY OF LIFE/LA CALIDAD DE VIDA

The first theme of the second semester transitions into the realm of the quality of life by engaging students to express opinions and feelings about friends, family, and celebrations. Since the world of work, from volunteering to choosing a profession, contributes to the quality of life, students will learn how to communicate about those domains as well.

The first topic of Friendship/*La amistad* is developed to put the Quality of Life/*La calidad de vida* theme into a more community-oriented focus. Within this topic, students communicate about friendships, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution. They study the celebrations and traditions of Spanish-speakers in the world around them and reflect on the characteristics of friendship and family. To facilitate the goals of this topic, students review and expand their use of the subjunctive mood, incorporating verbs of emotion. Additionally, they incorporate the use of reciprocal constructions, impersonal *se*, and possessive pronouns. Students use reflexive verbs in the context of friendship and compare the uses of *por* and *para*.

The second topic of the second semester involves students in discussions about work experiences, volunteering, and future careers. Working and Volunteering/*El trabajo y el voluntariado* asks students to identify real and potential jobs, and to describe and interpret information about skills and qualities that are important when carrying out a job, whether for money or as a volunteer. Students exchange information and opinions about the personality traits that are important to fulfill the requirements of different job experiences and apply the traits and qualifications needed to their own real or potential job opportunities. Here, students identify potential careers and describe and interpret information about skills, knowledge, and personal characteristics that are essential to pursuing a profession in these fields. They summarize the role of education when preparing for different professions.




In order to communicate about the world of work, whether it be volunteering, an after school job, or a future career choice, students use the present perfect tense to describe what they have done and the future tense to tell what careers or professions they will pursue in the future. Adverbs of frequency, connecting words, the differences between *saber* and *conocer*, and demonstrative pronouns are also introduced in this topic. Students revisit the use and placement of object pronouns before learning the placement of double object pronouns.



Students describe the perspectives regarding different professions in the Spanish-speaking world, including volunteerism, teenage employment, and opportunities for young people to pursue different professions. This information will then give them a basis on which to compare opportunities in the Spanish-speaking world with those in the United States.

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Spanish 3B

Theme: QUALITY OF LIFE/LA CALIDAD DE VIDA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Friendship <i>La amistad</i>	1.1 Exchange information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution. 1.2, 1.3 Interpret and present information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution.	2.1 Describe the social network between family and friends in Spanish-speaking communities. 2.1, 2.2 Investigate a holiday, tradition or celebration in the Spanish-speaking world and explain its importance to the culture.	4.1 Compare <i>por</i> vs. <i>para</i> . 4.1 Compare the use of the impersonal <i>se</i> in Spanish with its equivalent in English. 4.2 Compare interpersonal relationships in Spanish-speaking countries with those in the U.S.	Uses of <i>por</i> and <i>para</i> Subjunctive with verbs of emotion Reciprocal constructions Possessive pronouns Impersonal <i>se</i> Review: -Subjunctive formation -Uses of the subjunctive -Reflexive construction
2. Working and Volunteering <i>El trabajo y el voluntariado</i>	1.1, 1.2 Identify, describe, interpret, and exchange information about past, present, and future jobs, both for money and as a volunteer. 1.1, 1.2 Identify, describe, interpret, and exchange information about the skills, knowledge, and personal characteristics that are important to pursue a career. 1.3 Present information about careers and professions and explain necessary education and personal qualities.	2.1 Describe volunteerism and teenage employment in Spanish-speaking countries. 2.1 Describe the perspective in Spanish-speaking cultures regarding career choices. 2.2 Identify the educational opportunities for young people pursuing different professions in Spanish-speaking countries.	4.1 Compare the use of the present perfect in English and in Spanish. 4.2 Compare teenage employment in Spanish-speaking countries to that in the U.S. 4.2 Compare the ability to pursue a career of one's choice in Spanish-speaking countries vs. in the U.S.	Present perfect Future Adverbs of frequency (<i>alguna vez...</i>) Double object construction and placement <i>Saber</i> vs. <i>Conocer</i> Review: -Placement of single object pronouns (reflexive, d.o, i.o.) -Demonstrative adjectives

Connections Goal 3 	3.1 Use language arts strategies: circumlocution, using main idea and details to organize thoughts, and coping with unknown words. 3.1 Locate and describe geographic features related to the Spanish-speaking countries presented. 3.2 Use Spanish-language media sources to acquire authentic information and opinions.
Communities Goal 5 	5.1 Investigate strategies for obtaining employment and keeping up with employment trends. 5.1 Link to websites from around the Spanish-speaking world. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.2 Watch Spanish-language films and videos for entertainment and personal growth. <i>*Content may or may not be theme-related.</i>

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Spanish 3B

THE WORLD AROUND ME/EL MUNDO A MI ALREDEDOR

In this theme, students change their focus from what they get from their communities to the world around them, our planet and its environment, and their rights and responsibilities within them.

The first topic in this theme, *Our Planet/Nuestro planeta*, invites students to broaden their ideas to include the global environment in which they live. They continue to exchange, interpret, and present facts and opinions about their rights and responsibilities as citizens of the world and to address issues of conflict and possible solutions. In their discussions about environmental issues, they investigate Spanish-speaking countries' efforts to protect the planet, and interpret art, stories, articles, and poetry from the Spanish-speaking world that address this topic. They compare the views of U.S. citizens to those of members of Spanish-speaking cultures.

As students study the environment vocabulary, they are afforded the opportunity to increase their mastery of Level 3 structures. In particular, students revisit constructions like *gustar* and multiple uses of the subjunctive. Students begin to use *si* clauses with the present and future tenses, *si* clauses with imperfect subjunctive and the conditional tenses, and relative pronouns in order to enhance their appropriate use of the language.




The second topic, *Rights and Responsibilities/Derechos y responsabilidades*, engages students in discussions about one's rights in society as guaranteed by the Constitution and the responsibilities and rights of young adults both at home and at school. Here students exchange, interpret, and present information on problems that young people confront in their daily lives, and they give suggestions for solutions that balance one's rights with one's responsibilities. They compare facts and opinions about one's rights and responsibilities in the U.S. with those in Spanish-speaking cultures.



As students conclude their third year of Spanish, they revisit the past tenses and all previously-introduced uses of the present subjunctive to communicate information about rights and responsibilities at home, at school, and in the community at large. To demonstrate their increased accuracy, students continue to apply grammatical concepts, mainly the past tenses and the subjunctive, as necessary to the communicative purpose of each exchange or presentation.

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Spanish 3B

Theme: THE WORLD AROUND ME/EL MUNDO A MI ALREDEDOR

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Our Planet <i>Nuestro planeta</i>	1.1, 1.3 Present information on how to protect the environment. 1.2 Interpret materials on environmental issues and events.	2.1 Explain the significance of environmental practices of Spanish-speaking countries. 2.2 Investigate a recycling program in a Spanish-speaking country.	4.1 Compare the use of relative pronouns in Spanish and English. 4.2 Compare environmental practices in the Spanish-speaking world and the U.S.	<i>Si</i> clauses, present-future <i>Si</i> clauses imperfect-conditional Relative pronouns (<i>que, quien, lo que</i>) Review: -Verbs like <i>gustar</i> -Uses of subjunctive -Future
2. Rights and Responsibilities <i>Derechos y responsabilidades</i>	1.1, 1.3 Present facts and opinions on students' rights and responsibilities at home and at school. 1.2 Interpret materials on young people's rights and responsibilities.	2.1 Describe students' rights and responsibilities at home and at school in Spanish-speaking countries.	4.2 Compare students' rights and responsibilities in Spanish-speaking countries and the U.S.	Review: -Preterite vs. imperfect -Present subjunctive with volition, emotion, doubt, need, and impersonal expressions

Connections Goal 3 	3.1 Identify local, national, and/or international organizations for the protection of the environment or management of natural resources. 3.1 Locate and describe geographic features related to the Spanish-speaking countries presented. 3.2 Read a Spanish pamphlet or an interview about the rights and responsibilities of young people. 3.2 Use Spanish-language media sources to acquire authentic information and opinions.
Communities Goal 5 	5.1 Plan an environmental service project in the community. 5.1 Link to websites from around the Spanish-speaking world. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.2 Watch Spanish-language films and videos for entertainment and personal growth. *Content may or may not be theme-related.

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Glossary

accent marks	a mark, point, or sign added or attached to a letter or character to distinguish, give phonetic value, or indicate stress; diacritical marks
cognate	a word related by descent from the same ancestral language or by adoption from one source language into other languages
differentiation	adjusting instruction for students with different needs so that each student can attain mastery of a performance indicator
essential structures	grammar and linguistic elements to be taught in each topic
formative assessment	ongoing checking of understanding to monitor student progress towards mastery of a specific concept, process, or skill with the goal of adjusting instruction to meet student needs
idiomatic expressions	expressions that are characteristic of a particular language and do not translate word for word into another language
indicator	a content standard that describes what students will know and be able to do at a particular level
indirect discourse	recorded speech (<i>e.g., He told me that his flight would be arriving late.</i>)
interpersonal communication	direct oral or written exchange of information between individuals or groups of individuals
interpretive communication	receptive: listening, reading, or viewing

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lexical item	a grammatical example taught as vocabulary
performance assessment	an assessment in which students perform an authentic task; items measuring student mastery of specific indicators are embedded in the task
perspectives	attitudes, values, and ideas or feelings toward products or practices
pre-assessment	a determination of advance student mastery and/or readiness to learn a specific concept, process, or skill
practices	patterns of social interactions; how native speakers of the target language act and what they do
presentational communication	direct speaking, writing, or showing to an audience; involves no interaction
products	anything created by a culture for members of that culture, tangible or intangible
reciprocal verbs	verbs that express actions that are mutually exchanged (<i>e.g., We help each other.</i>)
register	variation in forms of address and/or greetings depending on the speakers
spiraling	recycling and expanding information in a language theme area across levels
summative assessment	a determination of student mastery of a specific concept, process, or skill
syntactical	pertaining to the patterns and rules for the formation of grammatical sentences and phrases in a language
theme/thematic-based	the unifying or dominant idea, which is used to organize the vocabulary, grammar, and structures, used for language instruction
topic	the category within a theme containing related vocabulary and objectives

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Instructional Strategies and Best Practices

Assessments

1. **Pre-assessment** – The purpose of pre-assessment is to determine what students know about a topic, skill, or process before it is taught. It must be used routinely in all classes in order to make diagnostic decisions about students’ strengths and needs.
Examples: questioning, show of hands, survey, questionnaire, student work samples
2. **Formative Assessment** – A formative assessment is any ongoing assessment that monitors student progress toward mastery of a specific content, process, or skill. It should be used routinely in all classes in order to make decisions about instruction.
Examples: daily student work, brief oral assessments, teacher observations, written assessments, dipsticking
3. **Summative Assessment** – A summative assessment measures student mastery of a performance indicator or indicators taught within a unit of study, course, or year.
Examples: projects, performance-based tasks, unit tests, oral summative assessments
4. **Performance Assessment** – Performance assessments evaluate student behaviors during a simulated or real-life problem-solving situation. Performance tasks require students to construct a response, create a product, or perform a demonstration. They can be formal and specific or informal and spontaneous, and are based on students’ ability to apply higher-order thinking skills to a task rather than their ability to recall information.
Example: Provide a detailed description of your lost puppy to the police officer.

Brainstorming – A strategy that helps students generate a list of ideas about a topic. In a brainstorming activity all responses are recorded without evaluation or judgment.

Example: List sports and leisure activities that are performed with another person.

Clarity of Instruction- Teachers must anticipate areas of confusion, pose carefully-constructed questions, provide clear, concise directions, use rubrics and samples of completed products, and model what students are expected to do.

Effective strategies (Possible mnemonic to remember: TEAM A)

1. **Time**- the activity carefully, giving only the time needed.
2. **Explain**- what students are expected to do in clear, precise, and simple language.
3. **Ask**- another student to re-explain the directions, in English, so that it is clear to everyone.
4. **Model**- show students exactly what you want them to do.
5. **Accountability**- Explain to students how they will demonstrate to you that they have completed the task.

Without accountability, students will soon learn that there is no need to complete the task.

Cooperative Learning – Cooperative learning activities rely on collaboration and teamwork and encourage students to explain, discuss, and solve problems. Individual accountability requires that students are responsible for individual tasks that will help the group meet its goals. Interpersonal skills are practiced and developed in order to enhance positive interaction between group members and to attain a common goal.

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Kagan, S. (1990). "The Structural Approach to Cooperative Learning," *Educational Leadership* (Vol. 47, pp. 12-15).

Differentiation – A differentiated classroom is one in which the teacher plans for instruction by addressing the diverse needs of the students. A variety of activities provide different avenues to acquiring content, to processing or making sense of ideas, and to developing products. Not all students in a differentiated classroom are doing the same thing at the same time.

Strategies for Differentiating Instruction

1. **Differentiate the content-** By varying the text and the resource materials, all students are working on the same objectives, but the information is presented through a variety of texts, magazines, computer programs, and videos.
2. **Differentiate the process-** Using Gardner's Multiple Intelligences, students are provided with more than one option for demonstrating their mastery of a desired concept or skill. Activities are matched to students' level of readiness, their talents, interests, and needs.
3. **Differentiate the product-** Products should help students use and extend what they have learned over a period of time and allow for student choices and creativity in applying what they have learned.
4. **Use flexible grouping practices-** Flexible grouping allows the teacher to create skill-based, interest-based, or random groups that are matched to student interest, learning style, or readiness. Flexible grouping also allows students the opportunity to work with other students at all performance levels. Seating should be arranged to promote student learning, participation, and interaction.
5. **Implement a multi-sensory approach-** In order to support active learning and accommodate for a variety of learning styles, teachers should use the chalkboard, the overhead, pictures, posters, drawings, cards, graphic organizers, manipulatives, computer, videos, and tapes. Using a multisensory approach to instruction helps students in organizing and internalizing information by creating physical and pictorial representations.
6. **Use a variety of instructional strategies-** Students at all levels of ability need to work in a structured environment that provides a variety of meaningful, authentic, and purposeful activities that engage them in active communication with peers.
7. **Provide adaptations-** Teachers can provide opportunities for additional practice and reinforcement through careful planning, tiered assignments (see below), meaningful communicative activities, peer tutors, study groups, adjusted workload, allowing extra time to complete and hand in work, make-up testing, and reduced length or complexity of assignments.

Games – Using carefully designed games with clear instructional purposes can help students develop many valuable auditory, visual, and social problem-solving skills. Games can arouse curiosity, challenge students' imagination, and stimulate their interest in the content.

Examples: Jeopardy, Bingo, Around the World, What's in the Box?

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Graphic Organizers – Graphic organizers are tools that provide students with a structure for recording, classifying, and organizing ideas and information. They show relationships between ideas, help students compare and contrast, and are useful writing tools and study aids.

Examples: Venn diagrams, webs, charts etc.

Retrieved June 27, 2003 from <http://curry.edschool.virginia.edu/go/edis771/notes/graphicorganizers/graphic/>

Retrieved June 27, 2003 from <http://www.graphic.org/goindex.html>

Retrieved June 27, 2003 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grog.htm>

Retrieved June 27, 2003 from <http://www.writedesigonline.com/organizers/>

Information-Gap Activity – In this type of activity, partners have identical documents or pictures but with some missing parts. One student has the information that the other does not have, but needs. As the partners communicate and share information, they eventually find out what they need to know.

Example: Each partner has an individual, different typical day’s schedule and the pair must determine an hour when both partners are free.

Inside-Outside Circles – This strategy enables all students to practice oral communication simultaneously. Students are divided into an outside circle facing inward and an inside circle facing outward, so that each person is facing a partner. Students communicate briefly with each other, then a bell or noise signals that they move so that they have a new partner, and the same or a similar communication takes place again. This process continues for a time determined by the teacher until students have adequately mastered the oral objective.

Instructional Technology – With the use of technology in the classroom, the environment can become more active and student-centered. Students can create multimedia presentations, research information through global networks, and correspond with students from other places through telecommunications.

Interdisciplinary Instruction – Interdisciplinary instruction requires the re-aligning of course objectives so that the concepts are taught concurrently in more than one class. Teachers often work together on a team to align curricula in this fashion so that subjects are mutually reinforced and students make curricular connections.

Example: World Studies classes study the history of Latin America at the same time that the Foreign Language classes are covering the same material.

Jigsaw Activity – In this cooperative learning strategy each member of the group assumes the responsibility for a different part of the lesson and becomes an “expert” who will later teach the group what he has learned. The teacher begins by assigning each group a different aspect of the lesson. These expert groups then split up and form new groups where they share with others what they know.

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Learning Centers – Learning centers are areas or “stations” where students are grouped to perform specific tasks and explore a particular topic, skill, or process. This strategy allows the teacher to match the tasks to student learning styles and allows for division of the class into groups for differentiated purposes.

Line-ups – Line-ups are a good communication and organization strategy that helps to get students out of their seats as they exchange information. Students are asked to line up in a particular order according to how the task is structured.

Examples: youngest to oldest, order of birthdays, number of places where you have lived, number of siblings, etc.

Multiple Intelligences – This theory is centered around the premise that there are at least eight ways for students to demonstrate what they know and at least eight different approaches that teachers can use to teach the necessary skills and concepts (*e.g.*, verbal, linguistic-mathematical, bodily-kinesthetic, interpersonal, musical, intrapersonal, naturalistic, visual-spatial).

Examples: perform a dialogue, design a poster, or create a mail-order catalogue for clothing items (See *Teaching Vocabulary for Acquisition*)

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Retrieved June 27, 2003 from <http://www.harding.edu/USER/dlee/WWW/lessonplanguide.htm>

Retrieved June 27, 2003 from <http://www.multi-intell.com/>

Retrieved June 27, 2003 from <http://www.surfaquarium.com/im.htm>

Pair and Partner Activities – A very effective strategy that gets students to communicate with each other in the target language. It gives students training in following oral directions from the teacher, practice in asking and receiving information, and greatly increases the total amount of time that each student spends using the language in the classroom.

Example: Begin with having students greet each other and ask for personal information.

Questioning Techniques – Adjusting the kinds of questions and their level of complexity challenges all students based on their readiness, interests and learning styles. A variety of questions should be used routinely to encourage the use of a variety of thinking skills. Examples: knowledge, comprehension, application, analysis, synthesis and evaluation

Reading Strategies

1. **Pre-reading and Prediction** – Pre-reading activities help students determine the purpose for reading and activate prior knowledge about the topic as well as identify new vocabulary and predict the contents of the text. Clues are derived from titles, headings, subjects, pictures and captions.
2. **Activating Prior Knowledge** – Background knowledge is particularly important because it helps students make a connection between what they are about to read and what they already know.

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Example: Word splash: A word splash displays texts used most often in conjunction with a reading text. It requires students to make predictions about the text and to see relationships between words and concepts. Students are given a few minutes to brainstorm ideas in small groups and then read the text to confirm how accurate their predictions were.

Saphier J., Haley M. A. (1993). *Activators*. Acton: Research for Better Teaching.

3. **Scanning** - Students begin to interact with the text by quickly reading through the selection and scanning for specific information. This information is added to what they learned from the pre-reading stage.
4. **Looking for Cognates** - To gain further understanding of the passage, students identify key vocabulary, predict meanings, and look for words that are similar to words they already know in English.
5. **Looking for Meaning Through Context** - Students can sometimes get the meaning of unfamiliar words by looking at the context where the words are found. In this way, students are better able to decode challenging passages at all levels.
6. **Careful Reading** - Too often students begin reading with this step. They find the passage difficult, get discouraged, and stop reading. With the preceding steps, students are better equipped to read and understand a selection. They learn to recognize the order of events, pick out main ideas and supporting details, analyze text structure, find comparisons, and determine cause and effect.
7. **Application** - The application step taps the students' creativity and higher-level thinking skills. Follow-up activities allow students to express, justify, and refine ideas and leads them to apply and further extend information from the text to a new situation.

Reading Strategies Resource

Retrieved June 27, 2003 from

<http://www.mdk12.org/instruction/success%5Fmispap/general/projectbetter/thinkingskills/ts%2D31%2D32.html>

Round Robin Activity – A Round Robin is a group activity in which students have a common task to complete. Each person contributes, in turn, usually around a table or in a group. The task ends when all contributions have been acknowledged.

Examples: List as many food items as you can that are native to Mexico. List as many pastimes as you can that are performed in the winter.

Summarizing – Students must be given instruction and practice in how to write a summary. Unlike any other form of writing, summary involves evaluating and synthesizing material that has already been written, and requires students to learn how to select information, reduce unnecessary information, reorganize the material, and retain the author's meaning.

Saphier J., Haley M. A. (1993). *Summarizers*. Acton: Research for Better Teaching.

Tiered Assignments – One way to differentiate instruction is to use tiered assignments. Different tasks are assigned to different groups within the same lesson or same unit so that not everyone is doing the same thing. Although all students are focused on the same objective, the tasks are differentiated and students are challenged at their own level.

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Examples: Create a poster of clothing items and their descriptions; create a dialogue between a shopper and a salesperson; perform a narrated fashion show.

Total Physical Response – The TPR strategy attaches a word or words to an action in order to help students internalize the information. Some examples are when students are asked to perform simple acts such as standing up, sitting down, going to the board, setting the table, and matching the appropriate word to the action.

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Teaching Cultural Products, Practices, and Perspectives

What does a student experience as he/she learns about the target language culture?

Research shows there are various levels of cultural awareness:

1. Students with no experience think the other culture is exotic and bizarre due to stereotypes, such as kissing on cheeks.
2. Students with some experience make comparisons with their own culture, such as stores that close at 1PM and don't reopen until 4PM; they accept it but don't really understand the differences.
3. Students start understanding the other culture and become more empathetic because they are told the ways that the cultures are different.
4. Students really understand the other culture as a result of living in the other culture and adapting to its practices.

What are the implications for classroom instruction?

1. Students need to be taught cultural products, practices, and perspectives that affect a culture, not just learn facts and superficial details.
2. Students need to be taught the differences between practices and perspectives as well as between products and perspectives.

Product: Anything created by the culture for members of that culture, tangible or intangible, such as food, art, books, educational system, and laws

Practices: What people do, when and where of social interactions, what they do with their products, etc.

Perspectives: The attitudes, beliefs, or values of people in a culture

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Teaching Cultural Products/Practices/Perspectives
Introductory Activity

Name: _____

The Product The “what” What is it?	The Practice The “how” How is it done? What do people do with the product?	The Perspective The “why” Why do you think people do that?
--	--	--

1. One of the products of the culture in the U.S. and many other countries is a car. Identify the practice and the perspective of cars in the U.S.

Practice: _____

Perspective: _____

2. A product of the U.S. culture is jeans. One current practice is to wear them very low on the body (far below the waist). What do you think the reason is behind this? What is the perspective of people who do that?

Practice: _____

What are the people who do that showing that they value? (What is important to them?)

Perspective: _____

3. One current practice in the U.S. among some teenagers and young adults is getting tattoos. What do you think the perspective behind that is? Why do people get tattoos?

Perspective: _____

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Culture Definitions: What is culture?

The three elements of culture are:

- 1. Products
- 2. Practices
- 3. Perspectives

1. Products: The products of the culture are what the culture of a people produces.
It is the “What?” of a culture.

What is produced?

A product can be: What people eat in a certain country.
What people celebrate in a certain country.
What people wear in a certain country.
Other examples: _____

2. Practices: The practices of the culture are what people DO, or the way people act, in a certain culture.
Practices are the “How?” of the culture.

How is something done?

A practice can be: How people celebrate birthdays.
How people celebrate other holidays.
How people greet each other.
Other examples: _____

3. Perspectives: The perspective is the “Why?” behind what a culture has or what a culture does. It is the way people in a culture think.

Why? Because....

To discuss a culture’s perspective, you might think about these questions:

- Why do they do that?
- Why does this country have that food?
- Why do they wear that?
- Why do they celebrate that holiday in that particular way?

Other examples of questions to help you think about perspective: _____

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Culture

Name: _____

1. What is culture? _____

2. What three elements of culture were identified in class today?
a. _____ b. _____ c. _____

3. Define *product*: _____

Give two examples of a product from class or life: _____

4. Define *practice*: _____

Give one example of a practice in life: _____

5. Define *perspective*: _____

Give one example of a perspective in life: _____

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Teaching Grammar in Context

Teaching grammar can be a challenging experience for foreign language teachers. We know that if we want students to be able to communicate, we need to do more than teach them structure and rules. We also know that students are much more likely to be motivated to participate in and to complete tasks that are purposeful and meaningful. For this reason, teachers need to provide the opportunities for students to be actively engaged in communication, which simulates real-life situations.

There are several different ways that grammar can be taught in the classroom. In *explicit grammar instruction*, the teacher explains the rules and then provides exercises and drills to reinforce them. In this situation, the role of the student is passive, and often the grammar point is not retained in the student's active memory. However, there are occasions when students can more easily understand how to use a complex structure if the comparison is explicitly made between the first language and the target language.

In *implicit language instruction*, language is acquired more naturally if authentic use of the language is stressed. When students become active learners, when they are introduced to grammar in context, and when they use it in real-life settings, they are more likely to internalize the structure and be able to transfer that structure to new situations. For example, if students hear a description in Spanish of a summer vacation, such as, “*Yo fui a Madrid... yo fui a Valencia... yo fui al museo... yo fui a la iglesia*,” or the French equivalent, “*Je suis allé(e) à Paris... je suis allé(e) à Bourges... je suis allé(e) au musée... je suis allé(e) à l'église...*,” the verb form “I went” easily becomes a part of the student's active memory and he/she is more likely to be able to use that structure when retelling his/her own story later. Using this same example, students can deduce for themselves how to use the past tense when talking about places to which they went.

Often, a form of a verb can simply be taught as a vocabulary item if it is necessary for communication, without having to teach the complete verb conjugation. For example, if students need to use a particular stem-changing verb so that they can order food in a restaurant, there is no practical reason why they need to learn the entire list of stem-changing verbs, most of which have nothing to do with the subject of food. We teach the grammar through examples that are directly related to the content and then recycle the concept of stem-changing verbs later.

In order to teach grammar within a communicative framework, as in the MCPS curriculum, there are several different approaches that can be used. Learners are asked to process grammatical structures by listening to them first and then seeing them in written form later. They are not initially asked to produce them. After being given many opportunities to hear the structure used over and over, students will be more likely to be able to produce it themselves. One might begin by trying something simple like, “Listen to the sentences and tell me if they are in the past, the present, or the future,” or, “Listen to the sentences and tell me what you think the rule for agreement might be.”

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Another possibility is to give many positive and negative examples of how a rule is applied. In this way learners can deduce the rule themselves. This is known as Bruner's Model of Concept Attainment. When teaching *ser* and *estar* in Spanish, or *savoir* and *connaître* in French, the teacher can write sentences on the chalkboard or the overhead, as examples of how each verb is used. Students are asked to observe as more examples are given, and try to recognize the emerging pattern by identifying the critical attributes of the positive examples. Teachers can help the students by encouraging them and giving them clues, but students will benefit most when they are able to see the pattern, verbalize the rule for the structure, and then transfer that understanding to a new situation where they use it communicatively. After examples have been given, say, "Does anyone see a pattern emerging?" "Can you tell me in what circumstances each of the verbs are used?" "Now, take a moment and write the rule for when these two verbs are used."

It is important to present only one concept at a time, to break things down into smaller parts, and to progress from the simple to the complex. When introducing the conjugation of verbs, for example, begin with only the first-person singular and have students practice those forms in a variety of tasks. Students may begin by listing the activities that they do, using the verbs that they have learned. In Spanish, they might say, "*Yo canto en el coro, yo bailo con mi amigo, yo estudio el español*, etc. In French, they might say, "*Je chante dans la chorale, je danse avec mon ami, j'étudie le français*... Then, gradually, add the rest of the forms, making sure that students use the structure in context in a variety of activities. Teaching all of the conjugations, all of the contractions, or all of the personal pronouns simultaneously ahead of time or out of context can interfere with students' ability to internalize them.

Grammar structures are internalized when learners are placed in situations where they need to use those structures to give and receive information. It is best to begin by thinking about the context in which you are asking students to participate. Ask yourself, "In what real-life situations will students need to use this structure?" That will determine what kinds of activities you will need to create. For example, if you are teaching adjective agreement to beginning students, think about when students might have to use descriptive adjectives in real-life to provide accurate descriptions of people. Perhaps they can describe a missing person or pet to a policeman or describe family members in a letter to a penpal. When you create activities in which students are asked to draw a person based on an oral description given by a partner, the way in which students give their verbal clues can lead to either an accurate or an inaccurate picture. This is where students learn that proper adjective agreement matters! Similarly, if you are working within the Community topic and you need to teach commands, think about real-life situations in which students would need to use them, such as giving directions to the church where a friend's wedding will take place, helping a lost traveler find a hotel, or recommending where to find a great restaurant.

A variety of classroom activities offers students multiple opportunities to practice and reinforce structures in communicative settings. **Information-Gap** activities work very effectively to help students give and receive information that they need for a specific purpose. Students may have identical documents, but each has some missing parts. By communicating and sharing information, they eventually find out what each needs to know.

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Interview activities and the **inside-outside circles** activity are also excellent ways for students to practice structure with a variety of partners. Think about using the interview to teach students how to ask and answer the question, “¿Qué haces el sábado?” in Spanish or, “Qu’est-ce que tu fais le samedi?” in French. The inside-outside circles activity enables all students to practice structures and vocabulary simultaneously with a variety of partners. Think about using this activity to give students practice in being both shopper and salesclerk, waiter and customer, doctor and patient, and hotel receptionist and tourist.

Even simple communicative tasks for pairs work very effectively when used routinely along with **flexible grouping practices**. “Turn to your partner and find out the name of his/her English teacher,” “Ask your partner what he/she eats for breakfast,” and, “Find out how many people there are in your partner’s family” are examples of tasks that may take only a few seconds, but are valuable communicative language activities because they reinforce both asking for and receiving information. All of these activities, as well as many others, are described in greater detail in the section of the Instructional Guide titled **Instructional Strategies and Best Practices**. Finally, try introducing a short poem, story, legend, song, or recipe that is appropriate to the level of the students, either orally or in written form, emphasizing that students should try to make some sense of the selection before they begin to focus on the grammar. Once students are able to comprehend the whole text, they are better able to deal with all of the linguistic structures within that text.

Section Resource

Joyce, B., Weil M., Showers B. (1992). *Models of Teaching*. Boston: Allyn and Bacon.

Teaching Vocabulary for Acquisition

Language learners go through different levels of memory retention when acquiring new vocabulary. Remembering the words and expressions that we have taught them is more complicated than we sometimes realize. Think for a moment of a telephone number that you have found in the phone directory to call for pizza delivery. If you find the number and dial it once, you will most likely have to look it up again if you wait for a week before ordering another pizza. This is the **pre-short-term stage** of memory – the equivalent of being exposed to a vocabulary word or expression for the first time. If the line is busy when you call, and you repeat the number four or five times before you get through, by the third or fourth time you redial you will probably remember the number. This is the **short term phase** of memory – the equivalent of practicing the word or expression to study for a quiz or using it many times during one activity. We still can't ensure that the word or expression has been internalized into our long-term memory. The phone numbers that we commit to **long-term memory** are those that we use consistently over a long period of time. Likewise, for our students to commit vocabulary words and expressions to long-term memory, they must hear and use them regularly over long periods of time.

In order to assist our students in storing words and phrases in their long-term memories, we must create an acquisition-rich environment in our classes. This involves large doses of active listening, reading, speaking, and writing. The teacher must speak in the target language, using the vocabulary to teach the vocabulary. The student must hear and read the word multiple times in multiple experiences, and speak and write with the vocabulary in meaningful exchanges. These acquisition-rich experiences should be understandable to the student, yet always at a level to which the student can comfortably stretch. Characteristics of **comprehensible input** include the use of gestures and pictures, little or no slang, few idiomatic expressions, simple syntax, and frequent comprehension checks.

Vocabulary can be introduced in many ways, but translating from the target language to English should **not** be one of them. This encourages the student to think of the foreign language as a translation of English, which it is not. Unfortunately once a student is allowed to believe this false concept, he/she will believe that all aspects of the language, grammar included, can be translated from English into the language he/she is learning.

Some strategies that use the target language to introduce vocabulary are:

1. **Total Physical Response (TPR):** (See appendices for a more complete explanation of this strategy.) TPR is most easily done with action verbs; however, it can also be used with nouns, adjectives, etc. Total Physical Response is effective because it involves motion, which is one way in which students attach meaning. It also relies on a preliminary understanding phase before the student can actively use the new vocabulary.
2. **The Natural Approach:** This involves the use of visuals with yes/no and either/or questions to allow students to pass through an understanding phase before they begin to use the word for communication. Using this approach also encourages students to pronounce vocabulary in meaningful ways, thus eliminating mindless repetitions (“repeat after me” is eliminated by using this

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approach). Students are encouraged to answer yes/no and either/or questions that the teacher poses about visuals of the vocabulary being taught. Teachers accentuate the vocabulary being taught, while speaking naturally with the words in the target language to stretch the students' level of comprehension.

- Example: (picture of a beach in a Level 1A class – teacher speaking in the target language): This is a picture of a **beach** - Ocean City, I think. I haven't been to the **beach** in a long time, but going to the **beach** is something I like to do. There are a lot of **beaches** in this area, but most of the **beaches** are at least three hours away from here. Do you like to go to the **beach**? Who goes to the **beach** at least one time in the summer (students raise their hands)? Who goes to the **beach** every weekend in the summer? Which is your favorite **beach**? (The teacher has now repeated the target word *beach* nine times. Some students have understood a lot of the teacher talk, while others have at least mastered an understanding of the word *beach*.)
 - 2nd word: (picture of a swimming pool) Now, this is not the **beach**. People who can't go to the **beach** often go to the **swimming pool**. And then people who don't like the **beach** also go to the **swimming pool** if they like to swim. Personally, I prefer the **swimming pool** because there are no animals that will bother me. What **swimming pool** do you go to? Do you prefer the **beach** or the **swimming pool**? (This activity has now allowed for the student to understand both words and to begin to repeat the word in a meaningful exchange. By repeating the word in a meaningful context the student is acquiring the correct pronunciation while at the same time internalizing the meaning of the word.)
3. **Vocabulary list as an activity:** If the students are given a list of vocabulary words with accompanying pictures, the teacher can introduce the words **with questions** instead of asking the students to repeat the correct pronunciation of the words. This would include questions of this nature (pictures of the rooms in the home and basic furnishings):
- If you wanted to watch television, would you go to your **kitchen** or to your **bedroom**? (The students have now heard the pronunciation of the two rooms and are repeating only the one that answers the question). And where do you generally eat your lunch on the weekends, in the **kitchen**, in your **bedroom**, or in the **family room**? (Again, this approach avoids repetitions of vocabulary.)
4. **Personalizing:** Anytime you can personalize the vocabulary you are teaching, you increase the chance that the students will internalize the information. One way to accomplish this is to use the strategies explained with the **Natural Approach**.
5. **Information-Gap activities:** An Information-Gap activity is one in which students must work with each other or you to carry out a task and arrive at a conclusion. Instead of showing a flashcard of an orange and asking, "What is this?" you would show a picture of many different kinds of fruit, remind the students of how to say them, and ask them to come up with the three best ingredients for a fruit salad. Students then negotiate while using the words that you can repeat for them as they ask you to remind them of how to say the words.

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6. **Associations:** This can be done orally or in writing. As you are practicing the vocabulary for the parts of the body, you can ask questions such as, “Where do you put your shoes?” “What do you associate with eating?” or, “What part of the body do you associate with baseball?”
7. **Open-Ended situations:** By allowing for multiple answers, you are creating many opportunities for students to hear different vocabulary and to negotiate a group solution. After you have allowed the students to create their own fruit salad, you can have them negotiate and decide on the best five ingredients for a group salad.
8. **Individual flash cards:** You can have students create their own flash cards with particular vocabulary words on one side and pictures of them on the other. With these cards you can then create activities to categorize the words in different ways, as well as memory games, etc. to practice the vocabulary. For example, if you are teaching places in the community, you can ask the students to place the flash cards of the places where they might go on the weekend in one pile and the places where they only go on weekdays in another pile. By creating cards with the vocabulary word in the target language on one side and a picture instead of the English word on the other side, you are reinforcing the fact that one language is not a translation of the other.
9. **Games:** Games are a very motivating way to practice vocabulary and to create situations in which teachers can check to see individual students’ progress in internalizing the vocabulary being learned. Although games usually practice language at a more mechanical and less of a communicative level, the motivational factor that is involved can make them a successful tool to use.
10. **Multiple intelligences:** It is important to create experiences that motivate and engage students with different learning styles. The following suggestions are aligned with different intelligences.

Verbal/Linguistic:

- Create and present skits.
- Expert student practices with struggling learner.
- Create a vocabulary puzzle or game for the class.
- Describe a simple picture while your partner draws it.
- Write a description (example: what you are wearing today) and have your teacher read it to the class while the class guesses who wrote it.
- Play *Password*.
- Play *Family Feud*.
- Create true/false statements using the vocabulary for students to call out the answer.
- Play *Ladders*.
- Play *Heart Attack*.

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Logical/Mathematical:

- Play guessing games.
- Create graphs of class answers or preferences.
- Create a connect-the-numbers picture.
- Predict.
- Read to solve a problem.
- Solve a crossword puzzle.
- Play *Jeopardy*.
- Create a board game with the vocabulary.
- Play a game with numbers.
- Decipher codes.

Visual/Spatial:

- Play *Win, Lose, or Draw*.
- Draw a picture that is being described to you.
- Play *Charades*.
- Draw a poster/create a brochure.
- Look at a picture and try to remember what you saw when the picture is removed.
- Play *Bingo* – draw the item on the Bingo board instead of writing out the word.
- Play *Concentration* matching up pictures to their words.
- Play *Memory*.

Bodily/Kinesthetic:

- Perform skits/role play.
- Play *Charades*.
- Play *Memory*.
- Create paper dolls with clothes or a home with furniture to move things around.
- Create parts of sentences to be joined by walking around the room matching them up.
- Create a mini-community to practice the vocabulary in question (a shop in which to purchase clothing, etc.).

Interpersonal:

- Ask questions of each other.
- Complete *Who in the class...?* scavenger hunts.
- Do *Mad Libs*.

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- Participate in cooperative learning experiences and group activities.

Intrapersonal:

- Create personalized lists (e.g., What you would pack for a vacation?).
- Do silent reflection activities.
- Practice concentration skills and higher order reasoning.

Musical/Rhythmic:

- Practice the vocabulary with rhythmic patterns.
- Learn the vocabulary to music.
- Create a vocabulary song or dance.

Naturalistic:

- Take a nature walk or field trip.
- Collect and classify nature items.
- Keep a journal or log.

To put these ideas to practice, try following these steps:

1. Choose the chunk of vocabulary that you want to introduce.
2. Decide on your strategy to introduce the vocabulary.
3. Identify the strategies you will use to practice the vocabulary, realizing that it takes multiple experiences for students to internalize what they are practicing.
4. Think about where in the real world students would actually use the vocabulary being learned, and create a simulated real-world experience.
5. Decide how to assess what they **know and can do** with the language and not what they don't know and can't do.

Multiple Intelligence Section Resources

Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Retrieved June 27, 2003 from <http://www.multi-intell.com/>

Retrieved June 27, 2003 from <http://www.surfaquarium.com/im.htm>

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Thinking Skills

Brainstorming – The ability to work with a group of other people and withhold judgment while identifying various innovative and numerous alternatives for solving a given problem.

Categorizing – The ability to group similar objects or items according to established attributes or characteristics.

Classifying – The ability to sort, organize, and group information.

Creative Problem Solving – The ability to use a multiple-step process to identify, research, and plan to solve a subproblem that requires a novel but irrelevant solution in order to remedy or alter a problem situation.

Comparing and Contrasting – The ability to identify common attributes and distinctions between objects, ideas, or events.

Decision-Making – The ability to use appropriate criteria to select the best alternative in a given situation after careful consideration of the facts, possibilities, consequences, and one's personal values.

Deductive Thinking – The ability to draw a logical conclusion in which the premises were related and supported the argument under discussion.

Detecting Inconsistencies – The ability to identify contradictions or incompatibilities within an argument.

Determining Cause and Effect – The ability to identify the varied and most powerful reasons for, or results of, a given event or previous action.

Elaboration – The ability to generate a large number of minute details or descriptions that explain a specific and/or novel solution to a problem.

Formulating Questions – The ability to develop relevant inquiries that will provide needed information to solve a given problem.

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Generalizing – The ability to use repeated, controlled, and accurate observations to develop a rule, principle, or formula that explains a number of related situations.

Goal-Setting – The ability to identify the most desirable end state of a problem situation.

Identifying Ambiguity – The ability to identify words or phrases within an argument that have two or more possible meanings so as to be unclear, indefinite, vague, and subject to personal interpretation.

Identifying Characteristics – The ability to identify the distinct, specific, and relevant details that distinguish a person or idea.

Identifying Missing Information – The ability to identify the information that is needed to evaluate the strength of an argument; information that may have been purposefully omitted from related data sources.

Identifying Point of View – The ability to recognize the various individuals or groups that may have differing sets of observations or priorities that influence their perspectives on a given argument.

Imagery – The ability to visualize a situation or an object and to mentally manipulate various alternatives for solving a problem related to the object or situation without benefit of models, props, or physical objects.

Inductive Thinking – The ability to draw an inferential conclusion on the basis of repeated observations that yielded promising, and consistent, but incomplete, data.

Making Analogies – The ability to identify a relationship between two familiar items or events and similar items or events in a novel situation for the purpose of problem-solving or creative productivity.

Metacognition – The ability to think about and describe one’s thinking.

Memory – The ability to readily bring from long-term memory relevant, stored facts and information.

Pattern Finding – The ability to recognize the specific variations between two or more attributes in a relationship.

Planning – The ability to develop a detailed and sequenced program of action to achieve an end.

Predicting – The ability to use pattern recognition, comparing and contrasting, and identified relationships to identify and anticipate likely events in the future.

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Prioritizing and Sequencing – The ability to place items or events in a hierarchical order according to a quantifiable value.

Problem Solving – The ability to define and describe a problem, to identify the ideal outcome, and to select and test possible strategies and solutions, revising and evaluating as necessary.

Recognizing Attributes – The ability to assign a name or label to the general or common features of people or ideas.

Seeing Relationships – The ability to compare ideas or events to identify the relationship between two or more operations.

Summarizing – The ability to give a brief review of essential information that has been read, heard, or observed.

Synectics – Synectics uses analogy, metaphor, and simile to help users find relationships between things in order to learn (make the strange familiar) and innovate (make the familiar strange). It operates with a psychological attitude that it is easier to solve other's problems than it is to solve our own problems, therefore asking us to "get outside of our problem" so that we might get deeper into it.

Retrieved June 27, 2003 from <http://www.writedesignonline.com/organizers/synectics.html>

Retrieved June 27, 2003 from http://edweb.sdsu.edu/Courses/ET650_OnLine/MAPPS/Synectics.html

Section Resources

Burns, Deborah E. (1991). "Developing a Thinking Skills Component in the Gifted Education Program," Roper Review (Vol. 14, pp. 72-79).

Sousa, David A. (2001). *How the Brain Learns: A Classroom Teacher's Guide*. Thousand Oaks: Corwin Press.

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