

# Independent School District of Boise City

## Spanish 1

### District Course #0421

#### Course Description

Open to: 8, 9, 10, 11, 12 One Year Course

Prerequisite: None

Content: Students will be introduced to the Spanish language and culture. Listening, speaking, reading, and writing skills will be incorporated on a beginning level.

Pronunciation and conversational expressions will be stressed.

#### Adopted Materials

Title: *Realidades I*

Authors: Boyles, Met, Sayers, Eubanks Wargin, et al

Publisher: Pearson Prentice Hall

Year: 2004

Use foreign language workbooks, audio/video tapes and other teacher resource materials which accompany the adopted texts as appropriate.

#### Grades

The grade that a student receives in this course is a reflection of how the student has performed in two areas: the assimilation and the acquisition of performance skills. The course grade is calculated from scores obtained on unit tests, projects and activities (reading, writing, listening and oral language production), homework, and a semester End of Course (EOC) exam. Progress reports provide the student and parents with a measure of their performance and reflect progress in three main areas: unit tests, projects/activities, and homework completed.

The EOC counts as 10% of the student's final semester grade and determines whether or not the student has met the State Standards in Humanities for this particular course. It consists of a written exam evaluating listening, grammatical, cultural and reading proficiencies. Teachers are encouraged to supplement the semester evaluation with additional listening, speaking and cultural evaluations.

#### Special Notes

The District World Language Department requires the use of the *Realidades 1* and *2* textbook ancillaries to help facilitate student exposure to multiple sources and authentic realia. To supplement the textbook, an appendix of vocabulary and grammar structures is provided. The District World Language Department also recommends the use of the target language as much as possible for classroom instruction and activities.

#### Course Scope

##### Course Scope for Semester 1

Unit 1 Bienvenidos a la clase y al mundo hispano      5 Weeks

Unit 2 ¿Cómo soy yo?	6 Weeks
Unit 3 Mis clases y mi horario	5 Weeks
Unit 4 Los días festivos	2 Week

**Course Scope for Semester 2**

Unit 5 ¡Hay que comer!	6 Weeks
Unit 6 Los pasatiempos y los deportes	5 Weeks
Unit 7 Mi familia y la casa	5 Weeks
Unit 8 Los días festivos	2 Weeks

<b>Spanish 1</b>		<b>District Reference</b> 0421
<b>Unit 1</b>	<b>Bienvenidos a la clase y al mundo hispano</b>	<b>Semester 1, 5 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.01 Identify countries of the Spanish-speaking world.		N3.1, WL1.3.2.1, 1.3.2.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize and identify the names of all Spanish-speaking countries on a map.	<i>Realidades, (RI)</i> , pp. xvi-xxix, Appendix	EOC, TMA (Teacher-Made Assessment)
02	Given a blank map, locate Spanish-speaking countries.	<i>RI</i> , pp. xvi-xxix	TMA
03	Recognize major geographical features of the Spanish-speaking world.	<i>RI</i> , pp. xvi-xxix	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.02 Use greetings, farewells, and introductions in classroom conversations.		N1.1, 1.2, 1.3, 2.1, 4.1 WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.2.2, 1.2.2.4, 1.3.3.1, 1.3.3.2, 1.3.3.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Greet someone and respond appropriately to a greeting.	<i>RI</i> , pp. 2, 4, 22, 483, Appendix	EOC, TMA
02	Say good-bye to someone.	<i>RI</i> , pp. 4, 22, 483, Appendix	EOC, TMA
03	Discuss the importance of greetings and the appropriate gestures involved.	WWW	EOC, TMA

04	Differentiate between the familiar “you” and formal “you” when greeting a person.	<i>RI</i> , pp. 5, 22, Appendix	EOC, TMA
05	Identify oneself to another person.	<i>RI</i> , pp. 2, 483, Appendix	EOC, TMA
06	Ask another’s name.	<i>RI</i> , pp. 2, 22, Appendix	EOC, TMA
07	Respond appropriately to an introduction.	<i>RI</i> , pp. 2, 22, 483, Appendix	EOC, TMA
08	Write a brief dialogue using greetings, farewells and introductions.	<i>RI</i> , Ch. Para empezar, Appendix	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.03 Recognize classroom expressions and directions.		N1.1, 1.2, 1.3, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.2.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Respond appropriately to basic classroom expressions and directions.	<i>RI</i> , p. 6, Appendix	EOC, TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.04 Recognize and list numbers 0-100.		N1.1, 1.2, 1.3, 2.1, 4.1, 4.2, WL1.1.1.1, 1.1.1.2, 1.1.2.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.2.1.2, 1.3.3.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Count from 0 to 100 in Spanish.	<i>RI</i> , p. 7, Appendix	TMA
02	Match the Spanish number word with its numeric equivalent.	<i>RI</i> , p. 7, Appendix	EOC, TMA
03	Write the numeric equivalent after hearing the Spanish number.	<i>RI</i> , p. 7, Appendix	EOC, TMA
04	Say telephone numbers using the formula X-XX-XX-XX (as used in some Spanish-speaking countries).	<i>RI</i> . p. 7, WWW	TMA
05	Listen to authentic media and identify numbers.	WWW	TMA

<b>Instructional Objective</b> 0421.05 Demonstrate the use of calendar vocabulary.		<b>Standard Reference</b> N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.2.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.4, 1.2.2.4, 1.3.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recite the days of the week according to the Hispanic calendar.	<i>RI</i> , pp. 14, 178, Appendix	EOC, TMA
02	Recite the months of the year.	<i>RI</i> , p. 14, Appendix	EOC, TMA
03	Memorize the formula for giving dates <b>el</b> + (number) + <b>de</b> + (month).	<i>RI</i> , p. 15, Appendix	EOC, TMA
04	Respond in written and oral forms to the questions: <b>¿Qué día es hoy? ¿Cuál es la fecha de hoy?</b>	<i>RI</i> , pp. 15-16, 22, Appendix	EOC, TMA
05	Write and share the birthdays of people you know using the numbers 1-31 and the months of the year.	<i>RI</i> , pp. 7, 14-15, Appendix	TMA
<b>Instructional Objective</b> 0421.06 Tell time in Spanish.		<b>Standard Reference</b> N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.2.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Ask and tell what time it is in both written and oral forms.	<i>RI</i> , pp. 8, 22, Appendix	EOC, TMA
<b>Instructional Objective</b> 0421.07 Recognize and use the Spanish alphabet.		<b>Standard Reference</b> N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.2.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.3.1.2, 1.2.1.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recite the Spanish alphabet.	<i>RI</i> , p. 12	TMA
02	Listen to and write letters of the Spanish alphabet as they are spoken.	<i>RI</i> , p. 12	EOC, TMA
03	Spell a variety of Spanish words using the Spanish	<i>RI</i> , pp. 12, 14-15,	TMA

	alphabet, i.e. the days of the week, months of the year, numbers, Spanish-speaking countries.	xvi-xxix, Appendix	
<b>Instructional Objective</b> 0421.08 Recognize examples of Spanish/English cognates.		<b>Standard Reference</b> N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.2.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.2.1.2, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.3.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify cognates from written and oral Spanish.	<i>RI</i> , pp. 34, 57, 205	EOC, TMA
02	Apply the Spanish alphabet to pronounce and spell cognates.	<i>RI</i> , p. 12	TMA
03	Build a base vocabulary using cognates.	<i>RI</i> , pp. 34, 57, 205	TMA
04	Form plural words by adding either <b>-s</b> or <b>-es</b> .	<i>RI</i> . pp. 110, 156, 476	EOC, TMA
<b>Instructional Objective</b> 0421.09 Describe the weather.		<b>Standard Reference</b> N1.1, 1.2, 1.3, 2.1, 3.1, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.2.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.2.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize weather expressions that use <b>hacer</b> , <b>llover</b> , and <b>nevar</b> .	<i>RI</i> , pp. 18, 23, Appendix	EOC, TMA
02	Respond to the question <b>¿Qué tiempo hace?</b>	<i>RI</i> , pp. 18-19, 21, 23, Appendix	EOC, TMA
03	Identify the four seasons in Spanish.	<i>RI</i> , pp. 18, 23, Appendix	EOC, TMA
04	Associate the months with their corresponding seasons in both the northern and southern hemispheres.	<i>RI</i> , pp. 14, 18, 20-21, 23, Appendix	EOC, TMA
05	List the types of weather conditions that are associated with each season in both the northern and southern hemispheres.	<i>RI</i> , pp. 18, 20-21, 23, Appendix	EOC, TMA

<b>Spanish 1</b>	<b>District Reference</b> 0421
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<b>Unit 2</b>	<b>¿Cómo soy yo?</b>	<b>Semester 1, 6 weeks</b>
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<b>Instructional Objective</b>	<b>Standard Reference</b>
0421.10 Ask and tell likes and dislikes of activities.	N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.3.3

<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize a variety of <b>-ar, -er, -ir</b> infinitives and vocabulary to describe activities.	<i>RI</i> , pp. 26-29, 46, 472, Appendix	EOC, TMA
02	Use singular indirect object pronouns with the verb <b>gustar</b> .	<i>RI</i> , pp. 26-30, 229, 410, Appendix	EOC, TMA
03	Use the Spanish idiom <b>gustar</b> + infinitive to express preferred activities.	<i>RI</i> , pp. 26-30, 46, Appendix	EOC, TMA
04	Use <b>a</b> + person to emphasize or clarify indirect objects.	<i>RI</i> , pp. 38, 46, 229, Appendix	EOC, TMA
05	Ask others what they like to do.	<i>RI</i> , pp. 26-27, 46, Appendix	EOC, TMA
06	Apply the word <b>no</b> to a Spanish affirmative statement to make it negative.	<i>RI</i> , pp. 36, 46, Appendix	EOC, TMA
07	Use the days of the week to talk about one's activities. ( <b>el lunes...</b> , <b>los martes...</b> )	<i>RI</i> , p. 178, Appendix	EOC, TMA

<b>Instructional Objective</b>	<b>Standard Reference</b>
0421.11 Use adjectives to describe personality traits.	N1.1, 1.2, 1.3, 2.1, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4

<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize and use the 10 subject pronouns.	<i>RI</i> , pp. 50-53, 70, 82, 96, 475, Appendix	EOC, TMA
02	Conjugate and use the verb <b>ser</b> in all six forms.	<i>RI</i> , pp. 50-53, 70, 158, 168, 258, 481,	EOC, TMA

		Appendix	
03	Memorize personality trait vocabulary.	<i>RI</i> , pp. 50-55, 70, Appendix	EOC, TMA
04	Discuss the use of adjectives in Spanish, including the rules for gender and number agreement as well as adjective placement.	<i>RI</i> , pp. 55, 62, 476, Appendix	EOC, TMA
05	Review plural formation of words by adding either <b>-s</b> or <b>-es</b> .	<i>RI</i> , pp. 110, 156, 476, Appendix	EOC, TMA
06	Ask about and describe people's personality traits.	<i>RI</i> , pp. 50-55, 70, Appendix	EOC, TMA
07	Describe what people like to do and connect it to a personality trait.	<i>RI</i> , pp. 26-30, 46, 50-55, 70, Appendix	EOC, TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.12 Use terms for physical characteristics to describe people.		N1.1, 1.2, 1.3, 2.1, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize vocabulary for physical characteristics.	<i>RI</i> , pp. 248, 268, Appendix	EOC, TMA
02	Use <b>ser</b> and physical characteristics to describe people.	<i>RI</i> , pp. 158, 168, 248, 268, 481, Appendix	EOC, TMA
03	Conjugate and use the verb <b>tener</b> in all six forms to describe hair and eye color.	<i>RI</i> , pp. 228, 244, 248, 268, 473, 481, Appendix	EOC, TMA
04	Use adjectives and the verbs <b>ser</b> and <b>tener</b> to describe students in the class, taking into account the adjective agreement rules.	<i>RI</i> , pp. 158, 228, 248, 268, 473, Appendix	EOC, TMA

<b>Instructional Objective</b>	<b>Standard Reference</b>
0421.13 Discuss one's age.	N1.1, 1.2, 1.3, 2.1, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.6, 1.1.2.1, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize the idiom <b>tener</b> + number + <b>años</b> to tell one's age.	<i>RI</i> , pp. 222-225, 228, 244, Appendix	EOC, TMA
02	Use <b>tener</b> to ask others their age and tell one's age.	<i>RI</i> , pp. 222-225, 228, 244, Appendix	EOC, TMA
03	Discuss the ages of people.	<i>RI</i> , pp. 222-225, 228, 244, Appendix	EOC, TMA

<b>Instructional Objective</b>	<b>Standard Reference</b>
0421.14 Demonstrate the ability to ask and tell where people are from.	N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.6, 1.1.2.1, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.3.3

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Ask where people are from and respond to the question.	<i>RI</i> , pp. 175, 194, Appendix	EOC, TMA

<b>Spanish 1</b>		<b>District Reference</b>
		0421
<b>Unit 3</b>	<b>Mis clases y mi horario</b>	<b>Semester 1, 5 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.15 Name and identify common classroom objects.		N1.1, 1.2, 1.3, 2.1, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize classroom and school related vocabulary.	<i>RI</i> , pp. 10, 22, 74-77, 96, 100-103, 120, Appendix	EOC, TMA
02	Identify the gender of classroom objects by using the appropriate definite article <b>el</b> or <b>la</b> .	<i>RI</i> , pp. 60, 70, 96, 120, 475, Appendix	EOC, TMA
03	Identify the gender of classroom objects by using the appropriate indefinite article <b>un</b> or <b>una</b> .	<i>RI</i> , pp. 60, 70, 475, Appendix	EOC, TMA
04	Discuss the plural rules for definite and indefinite articles and their corresponding nouns.	<i>RI</i> , p. 110, Appendix	EOC, TMA
05	Use designated classroom object nouns to demonstrate the difference between definite and indefinite articles.	<i>RI</i> , pp. 10, 96, 110, 120, Appendix	EOC, TMA
06	Memorize colors and use singular and plural, masculine and feminine endings for agreement.	<i>RI</i> , pp. 64, 273, 283, 294, Appendix	EOC, TMA
07	Describe the color(s) of classroom objects and any other objects possible, using appropriate gender and number.	<i>RI</i> , pp. 22, 96, 112, 120, 273, 294, Appendix	EOC, TMA
08	Use the idiom <b>hay</b> (there is or there are) to identify the number of classroom objects in a given example.	<i>RI</i> , pp. 112, 120, Appendix	EOC, TMA
09	Review <b>tener</b> to state what object(s) one has.	<i>RI</i> , pp. 10-11, 228	EOC, TMA
10	Recognize prepositions of location, <b>está</b> and <b>están</b> to identify where classroom objects are located.	<i>RI</i> , pp. 101, 105, 109, 120, 351, Appendix	TMA

<b>Instructional Objective</b> 0421.16 Compare class schedules and subjects.		<b>Standard Reference</b> N1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.3.1, 1.3.3.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize vocabulary related to school schedules.	<i>RI</i> , pp. 74-77, 96, Appendix	EOC, TMA
02	Survey other students about the classes they have.	<i>RI</i> , pp. 74, 80, 96, Appendix	TMA
03	Use ordinal numbers to discuss the details of individual class schedules.	<i>RI</i> , pp. 74-75, 96, Appendix	EOC, TMA
04	Describe characteristics of your classes.	<i>RI</i> , pp. 79, 96, Appendix	EOC, TMA
05	Compare and contrast American schools with those in Spanish-speaking countries.	<i>RI</i> , pp. 78, 80, 92, 106, 113, 116, 214, TE73, 75, 79, 85	TMA
<b>Instructional Objective</b> 0421.17 Discuss what students do during the day.		<b>Standard Reference</b> N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Conjugate and use regular <b>-ar</b> verbs in all six forms.	<i>RI</i> , pp. 84, 86-87, 96, Appendix	EOC, TMA
02	Use a variety of <b>-ar</b> verbs to describe what people do during the day.	<i>RI</i> , pp. 84, 86-87, 96, Appendix	TMA
03	Ask and tell at what time one does activities.	<i>RI</i> , p. 204, Appendix	EOC, TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.18 Describe how people are feeling.		N1.1, 1.2, 1.3, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Conjugate and use the verb <b>estar</b> in all six forms.	<i>RI</i> , pp. 107, 120, Appendix	EOC, TMA
02	Memorize the words used to express feelings.	<i>RI</i> , pp. 203, 218, Appendix	EOC, TMA
03	Review adjective agreement and use <b>estar</b> and adjectives of feelings to tell how people are feeling.	<i>RI</i> , pp. 203, 218, Appendix	EOC, TMA
04	Describe how people feel at different times of the day and or week.	<i>RI</i> , pp. 107, 120, 198-199, 203, Appendix	EOC, TMA
05	Describe how people feel when they do different activities.	<i>RI</i> , pp. 107, 120, 203, 218, Appendix	EOC, TMA

<b>Spanish 1</b>		<b>District Reference</b>
		0421
<b>Unit 4</b>	<b>Los días festivos</b>	<b>Semester 1, 2 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.19 Investigate the importance of holiday celebrations in the Spanish-speaking world.		N1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, WL1.1.1.1, 1.3.1.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Investigate <b>el Día de los Muertos</b> (Nov. 1-2)	<i>Realidades 2</i> , ( <i>R2</i> ) p. 220, WWW, Appendix	EOC, TMA
02	Investigate any of the following cultural celebrations at the appropriate time of year. <b>el Día de la Independencia de México</b> (Sep. 16) <b>el Día de la Raza</b> (Oct. 12) <b>la Virgen de Guadalupe</b> (Dec. 12) <b>la Navidad</b>	<i>RI</i> , pp. 131, 205, 290, <i>R2</i> , pp. 218, 228-230, WWW	TMA

03	Discuss opportunities in the community to experience an authentic cultural activity.	WWW	TMA
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<b>Spanish 1</b>		<b>District Reference</b> 0421	
<b>Unit 5</b>	<b>¡Hay que comer!</b>	<b>Semester 2, 5 weeks</b>	

<b>Instructional Objective</b>	<b>Standard Reference</b>
0421.20 Discuss food and beverage choices for breakfast, lunch, and dinner.	N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.1.2

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize food and beverage vocabulary.	<i>RI</i> , pp. 124-127, 129-131, 138, 144, 148, 168, TE 129, 149, 151, 153, Appendix	EOC, TMA
02	Categorize foods and beverages into breakfast, lunch and dinner.	<i>RI</i> , pp. 144, 168, Appendix	TMA
03	Memorize the three plural indirect object pronouns and how to use them with the verb <b>gustar</b> .	<i>RI</i> , pp. 135, 229, 410, Appendix	EOC, TMA
04	Use <b>gusta(n)</b> to discuss what foods people like and dislike.	<i>RI</i> , pp. 135, 144, 229, Appendix	EOC, TMA
05	Discuss food preferences using <b>gustar + más</b> and <b>gustar + menos</b> .	<i>RI</i> , pp. 126, 136, Appendix	TMA

<b>Instructional Objective</b>	<b>Standard Reference</b>
0421.21 Express opinions regarding diet and health.	N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4

No.	Performance Objective	Resource Reference	Assessment
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			<b>Correlation</b>
01	Describe food using <b>ser</b> and adjectives.	<i>RI</i> , pp. 156, 158, Appendix	EOC, TMA
02	Conjugate and use regular <b>-er</b> and <b>-ir</b> verbs in all six forms.	<i>RI</i> , p. 132, Appendix	EOC, TMA
03	Memorize adverbs of frequency.	<i>RI</i> , p. 194, Appendix	EOC, TMA
04	Describe one's diet using <b>comer</b> , <b>beber</b> and adverbs of frequency.	<i>RI</i> , pp. 132, 162, Appendix	TMA
05	Introduce the singular forms of <b>preferir (e - ie)</b> and <b>querer (e - ie)</b> to express opinions.	<i>RI</i> , pp. 150, 153, 168, 198-199, 218, 330, 342, Appendix	EOC, TMA
06	Discuss healthy and unhealthy lifestyles with regard to food and exercise.	<i>RI</i> , pp. 148, 155, 162, 164, 165, 260, Appendix	TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.22 Discuss cultural perspectives on meals.		N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.2.3, 1.2.2.4, 1.3.3.1, 1.3.3.2	

<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Compare typical meals and available food products and produce in Spanish-speaking countries.	<i>RI</i> , pp. 131, 134, 138, 140, 152, 259, TE 125, 127, 131, 137, 139, 157	TMA
02	Discuss places in the community where students can find authentic foods from Spanish-speaking countries.	WWW	TMA
03	Describe one's typical meal schedule using time expressions in Spanish.	<i>RI</i> , p. 162, Appendix	TMA
04	Compare the daily meal schedule in the U.S. with that in a Spanish-speaking country.	<i>RI</i> , pp. 264, TE 123, 127, 133, WWW	TMA
05	Using the Internet, research and describe two typical food items or main courses that are commonly eaten in a Spanish-speaking country.	WWW	TMA

<b>Spanish 1</b>		<b>District Reference</b> 0421
<b>Unit 6</b>	<b>Los Pasatiempos</b>	<b>Semester 2, 6 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.23 Describe where teenagers go and what they do in their free time in the U.S.A. and Spanish-speaking world.		N1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.3.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize names for places in the school and community.	<i>RI</i> , pp. 172-173, 194, 374- 375, 396, Appendix	EOC, TMA
02	Memorize and use the six forms of the verb <b>ir</b> .	<i>RI</i> , p. 180, Appendix	EOC, TMA
03	Use the structure <b>ir + a + place, (a + el = al)</b> to tell where one goes in a school day and for what purpose.	<i>RI</i> , pp. 177, 180-181, 194, 206, Appendix	EOC, TMA
04	Memorize vocabulary used to describe leisure time activities in the U.S.A. and the Spanish-speaking world.	<i>RI</i> , pp. 172- 175, 194, 374-375, Appendix	EOC, TMA
05	Conjugate and use the “irregular <b>yo</b> form verbs” <b>hacer, ver</b> and <b>salir</b> in all six forms.	<i>RI</i> , pp. 132, 149, 168, 481, Appendix	EOC, TMA
06	Memorize interrogative words / phrases.	<i>RI</i> , pp. 184, 194, Appendix	EOC, TMA
07	Ask others what they do in their free time using interrogatives.	<i>RI</i> , pp. 184, 207, Appendix	EOC, TMA
08	Talk about one’s activities using the days of the week, time expressions and / or adverbs of frequency.	<i>RI</i> , pp. 172-175, 176-179, 188-189, 198-201, 204, 206, Appendix	EOC, TMA
09	Describe what people in the Spanish-speaking world do for fun using a variety of <b>-ar, -er, -ir</b> verbs.	<i>RI</i> , pp. 177, 180-181, 185, 190, 214, WWW	EOC, TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.24 Discuss and identify the preferred sports in the U.S.A. compared to the Spanish-speaking world.		N1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.3.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize vocabulary to describe sports.	<i>RI</i> , pp. 198-199, 208, 218, Appendix	EOC, TMA
02	Conjugate and use the stem-changing verb <b>jugar (u - ue)</b> in all six forms.	<i>RI</i> , p. 208, Appendix	EOC, TMA
03	Investigate popular sports activities in the Spanish-speaking world.	<i>RI</i> , pp. 212-214, WWW	TMA
04	Discuss the relative popularity of various sports in the U.S.A. compared to those in the Spanish-speaking world.	<i>RI</i> , p. 214, WWW	TMA
05	Describe sports preferences using <b>más, menos, mejor, peor</b> and <b>favorito</b> .	<i>RI</i> , pp. 278-280, Appendix	EOC, TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.25 Discuss what one has to do and what one plans to do.		N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Use the structure <b>ir + a + infinitive</b> to express what students and others are going to do.	<i>RI</i> , pp. 206-207, Appendix	EOC, TMA
02	Use the idiom <b>tener + que + infinitive</b> to express what students and others have to do.	<i>RI</i> , pp. 199, 228-229, 244, Appendix	EOC, TMA
03	Conjugate and use the stem-changing ( <b>o - ue</b> ) verbs <b>poder</b> and <b>dormir</b> in all six forms.	<i>RI</i> , pp. 199, 228-229, 244, Appendix	EOC, TMA
04	Make, accept and decline invitations using <b>ir + a +</b>	<i>RI</i> , pp. 198-199, 206,	EOC, TMA

	infinitive, <b>tener + que + infinitive, poder + infinitive, and querer + infinitive.</b>	218, 284, Appendix	
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<b>Spanish 1</b>		<b>District Reference</b> 0421
<b>Unit 7</b>	<b>La familia y la casa</b>	<b>Semester 2, 5 weeks</b>

<b>Instructional Objective</b>	<b>Standard Reference</b>
0421.26 Identify the relationships between family members.	N1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2 WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.3.1

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize the terms used to name family members.	<i>RI</i> , pp. 222, 224-225, 227, 244, Appendix	EOC, TMA
02	Use the structure <b>de</b> + pronoun or a person's name to indicate possession / family.	<i>RI</i> , pp. 111, 232, Appendix	EOC, TMA
03	Memorize possessive adjectives in Spanish.	<i>RI</i> , pp. 232, 244, Appendix	EOC, TMA
04	Choose correct possessive adjectives to describe the relationship between family members and their possessions.	<i>RI</i> , pp. 232, 244, Appendix	EOC, TMA
05	Describe family members including their ages, their personalities and what they like to do.	<i>RI</i> , pp. 222, 227, 229, 244, Appendix	TMA
06	Compare family members explaining who is older and who is younger using <b>menor</b> and <b>mayor</b> .	<i>RI</i> , pp. 222, 224-225, 244, 278, Appendix	TMA
07	Describe and compare people in the family using <b>más, menos, mayor, menor, mejor, peor, + que</b> .	<i>RI</i> , pp. 222, 224-225, 227, 241, 244, 278, Appendix	EOC, TMA
08	Investigate the use of double surnames and nicknames in the Hispanic culture.	<i>RI</i> , p. 239	EOC, TMA
09	Compare and contrast the family structure and interaction, including family members who typically live together in the U.S.A. and Spanish-speaking world.	<i>RI</i> , pp. TE 221	TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.27 Tell what people are doing in each room of a house.		N1.1, 1.2, 1.3, 2.1 3.2, 4.1, 4.2, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.5, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4, 1.3.3.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Memorize the common rooms of the house and recognize common items in the bedroom.	<i>RI</i> , pp. 272-273, 276, 294, 298, 318, Appendix	EOC, TMA
02	Identify rooms in a house.	<i>RI</i> , pp. 298, 303, Appendix	EOC, TMA
03	Use prepositions of location to say or ask where people and things are located.	<i>RI</i> , pp. 101, 105, 109, 120, 351, Appendix	EOC, TMA
04	Compare and contrast home styles and features in the U.S.A. and Spanish-speaking world, i.e. apartments, interior patios, colors.	<i>RI</i> , pp. TE 272, 303, TE 307, 314	TMA
05	Form present participles of regular <b>-ar</b> , <b>-er</b> , <b>-ir</b> verbs.	<i>RI</i> , pp. 308, 318, Appendix	EOC, TMA
06	Use the six forms of <b>estar</b> in the present indicative as an auxiliary to form the present progressive tense.	<i>RI</i> , pp. 308, 478, Appendix	EOC, TMA
07	Describe where people are in a house, and what they are doing, i.e. chores or activities.	<i>RI</i> , pp. 299, 308-309, 318, 478, Appendix	EOC, TMA
08	Read authentic cultural information about home features i.e. Spanish real estate listings, and answer basic questions.	WWW	EOC, TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.28 Discuss activities and summer plans.		N1.1, 1.2, 1.3, 4.1, WL1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4, 1.1.1.6, 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.3.1, 1.1.3.2, 1.1.3.3, 1.1.3.4, 1.1.4.1, 1.1.4.2, 1.1.4.3, 1.1.4.4, 1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.1.5, 1.2.2.1, 1.2.2.2, 1.2.2.3, 1.2.2.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Conjugate and use all six forms of stem-changing <b>e - ie</b> verbs.	<i>RI</i> , pp. 330, 342, 479, Appendix	EOC, TMA
02	Practice using all six forms of <b>o - ue</b> and <b>u - ue</b> stem-changing verbs.	<i>RI</i> , pp. 208, 218, 256, 268, 284, 294, 479, Appendix	EOC, TMA
03	Express one's summer plans using a variety of stem-changing verbs (+ infinitive as needed).	<i>RI</i> , pp. 330, 342, 378, 396, 483, Appendix	EOC, TMA
04	Compare one's activities with those of family and friends.	<i>RI</i> , p. 278, Appendix	EOC, TMA

<b>Spanish 1</b>		<b>District Reference</b>
		0421
<b>Unit 8</b>	<b>Los días festivos</b>	<b>Semester 2, 2 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
0421.29 Investigate the importance of cultural celebrations in the Spanish-speaking world.		N1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, WL1.1.1.1, 1.3.1.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Investigate <b>la quinceañera</b> celebration.	<i>RI</i> , pp. 238-239, WWW, Appendix	EOC, TMA
02	Investigate at least one of the following cultural celebrations at the appropriate time of year for each quarter of the school year. <b>la Semana Santa</b> <b>el Cinco de Mayo</b> (May 5) Other cultural celebrations	<i>RI</i> , p. TE 15, WWW	TMA
03	Discuss opportunities in the community to experience an authentic cultural activity.	WWW	TMA

## **National Standards for World Languages 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 the 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 life-long learners by using the language for personal enjoyment and enrichment.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 7-12  
HUMANITIES: WORLD LANGUAGES - LEVEL 1**

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
- 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).
- 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).
- 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).
- 7-12.WL1.1.1.5 Recognize number and gender signals.
- 7-12.WL1.1.1.6 Distinguish between formal and informal address.

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
- 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.
- 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

**Goal 1.3: Reading**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.
- 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.
- 7-12.WL1.1.3.3 Associate the written text with spoken forms.
- 7-12.WL1.1.3.4 Recognize cognates and borrowed words.

**Goal 1.4: Writing**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).
- 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.
- 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.
- 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

**Standard 2: Critical Thinking**

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the

target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

### **Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).
- 7-12.WL1.2.1.2 Derive meaning from word order.
- 7-12.WL1.2.1.3 Recognize appropriate verb endings in the present tense.
- 7-12.WL1.2.1.4 Compare linguistic elements among languages.
- 7-12.WL1.2.1.5 Recognize systematic changes in word families.

### **Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.
- 7-12.WL1.2.2.2 Use appropriate verb endings in the present tense to convey meaning.
- 7-12.WL1.2.2.2 Modify sentences to express positive and negative aspects.
- 7-12.WL1.2.2.3 Organize components of statements, questions, and commands to convey meaning.

### **Standard 3: History, Geography, and Culture**

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

#### **Goal 3.1: Historical Context**

**Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.
- 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

### **Goal 3.2: Geographical Context**

#### **Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
- 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

### **Goal 3.3: Cultural Context**

#### **Objective(s): Upon completion of Level 1, the student will be able to:**

- 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.
- 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 7-12  
HUMANITIES: WORLD LANGUAGES – LEVEL 2**

The student is expected to know content and apply skills from Level 1.

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- |                |   |
|----------------|---|
| 7-12.WL2.1.1.1 | Comprehend expanding vocabulary in isolation and in context.  |
| 7-12.WL2.1.1.2 | Follow general classroom instruction in the target language.  |
| 7-12.WL2.1.1.3 | Distinguish if an action described is taking place in the past, present, or future.                             |
| 7-12.WL2.1.1.4 | Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery). |

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- |                |  |
|----------------|--|
| 7-12.WL2.1.2.1 | Engage in an extended conversation about rehearsed topics.                                   |
| 7-12.WL2.1.2.2 | Retell stories and present information (e.g., from texts, visual clues, Internet sources).   |
| 7-12.WL2.1.2.3 | Read texts aloud.  |
| 7-12.WL2.1.2.4 | Respond to familiar, unrehearsed questions and situations using appropriate target language. |

**Goal 1.3: Reading**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- |                |  |
|----------------|--|
| 7-12.WL2.1.3.1 | Read and comprehend short passages consisting of familiar vocabulary.                  |
| 7-12.WL2.1.3.2 | Read and comprehend short passages that contain some unfamiliar vocabulary.            |
| 7-12.WL2.1.3.3 | Scan authentic sources to gain specific information through visual clues and cognates. |
| 7-12.WL2.1.3.4 | Read more complex, annotated passages with supplied vocabulary.                        |

**Goal 1.4: Writing**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- |                |   |
|----------------|---|
| 7-12.WL2.1.4.1 | Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures. |
| 7-12.WL2.1.4.2 | Create paragraph-length writings about familiar topics.                                       |

## **Standard 2: Critical Thinking**

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

### **Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.2.1.1 Recognize appropriate verb endings in all tenses learned.
- 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.

### **Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.
- 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., "I like hamburgers," "I prefer hamburgers to hotdogs").
- 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

## **Standard 3: History, Geography, and Culture**

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

### **Goal 3.1: Historical Context**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.

### **Goal 3.2: Geographical Context**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

### **Goal 3.3: Cultural Context**

**Objective(s): Upon completion of Level 2, the student will be able to:**

- 7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 7-12  
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4**

The student is expected to know content and apply skills from Levels 1–2.

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

**Goal 1.1: Listening**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.
- 7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.
- 7-12.WL3.1.1.3 Gather key information from longer passages.
- 7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 7-12.WL3.1.1.5 Comprehend authentic speech.

**Goal 1.2: Speaking**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.
- 7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).
- 7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).

**Goal 1.3: Reading**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.3.1 Acquire new vocabulary through reading.
- 7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.
- 7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).
- 7-12.WL3.1.3.4 Read and comprehend extended narratives.

**Goal 1.4: Writing**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.
- 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.

## **Standard 2: Critical Thinking**

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

### **Goal 2.1: Analysis of Language Elements and Products**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 7-12.WL3.2.1.2 Recognize appropriate verb endings in all tenses and voices learned.
- 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.
- 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.

### **Goal 2.2: Modification and Manipulation of Language Elements and Products**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
- 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

## **Standard 3: History, Geography, and Culture**

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

### **Goal 3.1: Historical Context**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

### **Goal 3.2: Geographical Context**

- 7-12.WL3.3.2.1 Discuss geography in context of class themes.

### **Goal 3.3: Cultural Context**

**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**

- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.