The Millis Public Schools Curriculum Guide highlights the Power Standards for each grade level, Grade 9 through Grade 12 for the Spanish department. Power standards are a prioritized set of learning expectations that Millis has determined to be the most essential for students to learn. While other standards from the Massachusetts Curriculum Frameworks are taught, power standards are those that have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels). The standards are from the most recent Massachusetts Curriculum Frameworks in the following areas:

* [HYPERLINK "http://www.doe.mass.edu/frameworks/foreign/1999.pdf"]

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Spanish IA

SPEAKING
Move from use of isolated words and phrases to asking and answering basic questions on familiar topics.

READING
Move from identifying contextualized words or phrases including cognates to reading standardized messages for instructional and directional purposes (such as menus, schedules, advertisements, etc).

LISTENING
Comprehend face-to-face speech at a slow pace and understand the gist of basic third party conversations on familiar topics.

WRITING
Write simple autobiographical information and simple phrases and paragraphs on familiar topics (school, sports, weather, etc).

CULTURE
Identify Spanish-speaking countries, some aspects of their cultures, and consider the benefits of speaking Spanish.

Spanish IB

SPEAKING
Move from use of isolated words and phrases to asking and answering basic questions on familiar topics.

READING
Move from identifying contextualized words or phrases including cognates to reading standardized messages for instructional and directional purposes (such as menus, schedules, advertisements, etc).

LISTENING
Comprehend face-to-face speech at a slow pace and understand the gist of basic third party conversations on familiar topics.

WRITING
Write simple autobiographical information and simple phrases and paragraphs on familiar topics (school, sports, weather, etc).

CULTURE
Identify Spanish-speaking countries, some aspects of their cultures, and consider the benefits of speaking Spanish.
Spanish II

SPEAKING
Maintain simple conversations in the past, present, ask and answer simple questions, and express possession.

READING
Understand the main ideas of modified authentic materials, identify and describe characters from simple stories, and read information in a chart.

LISTENING
Identify main concepts and link them to comprehension questions.

WRITING
Write about topics such as the environment and favorite possessions. Write a familiar letter.

CULTURE
Explore topics related to Spanish-speaking countries including geography and festivals

Spanish III

SPEAKING
Refine oral communication in the past, present and future tenses. Initiate and maintain simple conversations by asking and answering questions.

READING
Understand main ideas of simple authentic materials.

LISTENING
Identify main concepts and link them to comprehension questions. Identify different characters in a third party conversation.

WRITING
Write dialogues and interviews. Compose short paragraphs about familiar topics. John Collins writing

CULTURE
Explore topics related to the Spanish speaking countries through maps, videos and readings. Topics include geography, pop culture, food, music, sports, movies, communication methods and television.
Spanish IV

SPEAKING

Sustain conversations on given topics in a variety of tenses. Give orders and form multi-clause sentences. Express emotions, desires, doubt and influence by using the subjunctive in both the present and past tenses while making trip arrangements and handling problems. Discuss events on a timeline and express unplanned occurrences.

READING

Understand main ideas in authentic materials. Answer a variety of questions about cultural aspects in slightly modified authentic texts.

LISTENING

Understand conversations and short narratives about familiar topics such as shopping, health, problems on the road, travel, etc. Understand specific questions and infer certain answers based on usage of synonyms, antonyms, definitions and cognates.

WRITING

Write summaries that highlight key ideas about target cultures. Write short compositions on various topics using basic subordinate clauses.

CULTURE - Discuss main ideas about cultural, literary, and historic aspects of Spanish speaking countries.

Spanish V

SPEAKING

Talk about themselves and others effectively. Discuss a variety of global issues in various tenses. Predict future occurrences. Express emotions, reactions, hopes and doubts about foreign policy and human rights. Describe events that have happened, that will have happened, and that would have happened under certain conditions. Give orders and express wishes and possibilities.

READING

Understand multiple-paragraph adapted authentic materials and realia. Generate and answer a variety of questions based on slightly modified authentic texts and short stories.

LISTENING

Understand face-to-face conversations about general topics beyond personal information, likes and dislikes, etc. Topics include: human rights, environment, political issues such as immigration, etc. Understand specific questions and infer meaning based on usage of synonyms, antonyms, definitions and cognates.

WRITING

Write summaries and identify key ideas about the target culture.

CULTURE

Students will learn about environmental and human rights concerns in a variety of Spanish speaking countries and will compare and contrast attitudes and behaviors to their own cultures.
**Immersion Spanish**

**Immersion I**

**Immersion I Students will be able to...**

**SPEAKING**

Initiate and sustain conversation on familiar topics in various time frames.

Show spontaneity in language production.

**READING**

Synthesize information from a variety of authentic audio, visual, and audiovisual resources;

Read multiple paragraph articles, short stories, and other narratives intended for native speakers at an age-appropriate level.

**LISTENING**

Comprehend face-to-face speech at a normal pace and understand the main ideas of third party conversations on familiar topics.

**WRITING**

Write letters, synopses, and short compositions with accuracy.

Narrate in the past, present, and future and express indefinite and hypothetical ideas with accuracy.

**CULTURE**

Discuss various cultural components in Spanish-speaking cultures such as pop-culture, traditions, food, music, television, and modern forms of communication.
Immersion II

Immersion II Students will be able to...

SPEAKING

Initiate and sustain conversations on various topics in various time frames.
Generate multi-clause sentences and incorporate subjunctive structures in some types of clauses
Present a 2-minute formal presentation on various cultural topics and current events.
Discuss controversial topics such as social problems and personal excesses and express alternatives and solutions through conditional sentences and predictions.

READING

Understand authentic materials within familiar contexts such as newspapers / magazine articles and literary selections including short stories and a novel - Identify main and supporting themes.

LISTENING

Comprehend face-to-face speech at a normal pace and understand the main ideas of third party conversations.
Understand major points of lectures and discussions on familiar topics.
Comprehend complex ideas from Spanish films, and theatrical productions.

WRITING

Write cohesive summaries, critiques, short narratives, and prose with moderate accuracy.
Narrate in the past, present, and future and express indefinite and hypothetical ideas with moderate accuracy.

CULTURE

Discuss social problems in the Spanish-speaking world. Analyze various sports programs and how they differ in the Spanish-speaking world. Investigate various types of tourism and type of typical vacations throughout the Spanish-speaking world.
Analyze the differences in universities in both the United States and Spanish speaking countries.
Discuss education in both the Spanish speaking world and the United States. What are the differences?
Immersion III

Immersion III Students will be able to...

SPEAKING

Discuss diversity, human rights, gender roles and accomplishments in target Spanish speaking communities.

Discuss how music differs from region to region in the Spanish speaking world?

Discuss how news coverage differs from country to country in the Spanish speaking world?

What current events are happening in the Spanish speaking world?

Discuss controversial topics such as euthanasia and the role that the government plays in a person’s right to die.

Debate what had or might have happened when talking about life changing experiences and social issues in South American countries.

READING

Read authentic materials and identify main and specific ideas and questions which entail assumptions and inferences from previous knowledge. These readings range from newspaper articles to long narratives.

LISTENING

Understand face-to-face conversations at a normal pace that include higher level grammatical structures that students may not be familiar with in their production but are able to infer from context

WRITING

Make connections about the same topics presented by different means (film, art, writing, etc) and compare and contrast them effectively.

Understand main ideas of simple authentic materials.

Create summaries, essays and long compositions both in formal and informal styles about cultural topics and current events in the Spanish-speaking world.

CULTURE

Use contemporary readings, literature, poetry, art, music, film and current events from Spain, Argentina, Cuba, Uruguay, Peru, and Argentina to compare and contrast the Anglo and Hispanic cultures in terms of political, sociological and historical issues.

What are the painting styles of El Greco, Velázquez, Goya, Picasso, and Dalí?

How have artistic materials changed throughout time?
AP Spanish Students will be able to...

Synthesize information from a variety of authentic audio, visual, and audiovisual resources;

SPEAKING

Report orally about what they have read and listened to in an effective and accurate way.

Deliver a formal presentation on essential questions related to Science and Technology, World Challenges, Personal Identities, Family and Communities, and Beauty and Aesthetics appropriate to the formality of the setting.

Report current events on Science and Technology, World Challenges, Personal Identities, Family and Communities, and Beauty and Aesthetics

Use the language persuasively to advocate a point of view that is not necessarily their own.

Synthesize information from a variety of authentic audio, visual, and audiovisual resources.

Plan, produce, and present spoken presentational communications.

Express what one would do or would have done in relation to foreign policy and immigration

Engage in spoken interpersonal communication

READING

Read authentic materials and identify main ideas and more specific questions, which entail assumptions and inferences from previous knowledge.

Interpret short stories and plays by classical and contemporary Hispanic authors and articles of various lengths from different types of publications (newspapers, magazines, literary journals, and web-based news sources).

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations.

LISTENING

Understand face-to-face conversation at a normal pace.

Understand a variety of realia made by and for native speakers (news reports, radio broadcasting, long dialogues, etc).

Retain information for longer periods of time and infer meanings in order to answer content specific questions.

Students respond to a variety of authentic audio texts

Students respond to questions based on audio texts that are paired with print materials.

WRITING

Increase and refine their presentational skills in formal and informal essays and compositions.

Use subordinate clauses to narrate in different tenses and include cultural knowledge to provide much more sophisticated and detailed pieces of writing.

Present and defend the student’s own viewpoint on the topic with clarity; develop a persuasive argument with coherence and detail.
Synthesize information from a variety of authentic written and print resources;

Engage in written interpersonal communication; -Students read and respond to an email message.

Examine three authentic texts (article, table or graphic, audio text), organize and write a persuasive essay in response to a prompt.

CULTURE

Students will discuss culture through thematic using around beauty and aesthetics, family and communities, contemporary life, world challenges, Science and technology, public and personal identities.