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A Model Secondary-Level Spanish Introductory Curriculum in Alignment with the Washington State Essential Academic Learning Requirements

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**A Model Secondary-Level Spanish Introductory Curriculum in
Alignment with the Washington State Essential Academic
Learning Requirements**

**A Project Report
Presented to
The Graduate Faculty
Central Washington University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Educational Administration**

**by
Frederick William Lenard**

July 23, 2001

ABSTRACT

A Model Secondary-Level Spanish Introductory Curriculum in Alignment with the Washington State Essential Academic Learning Requirements

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The purpose of this project was to develop a curriculum to be used during the first weeks of a secondary-level beginning Spanish class. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed in order to find out what professional Spanish teachers considered to be a required part of the beginning curriculum. The curriculum was written with the Washington State Essential Academic Learning Requirements (EALRs) in mind to show that Spanish teachers can and do support the EALRs.

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CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

“There are advantages to language study for young people at all grade levels. These include enhanced cognitive ability that impacts many subject areas, an increase in appreciation for a multi-cultural society, and a competitive edge in expanded job opportunities” (Strickland, 2001).

These words are from a report that the Washington State Office of the Superintendent of Public Instruction (OSPI) wrote for the federal Department of Education. The report later goes on to explain that second language learners are better problem-solvers, develop higher-level thinking skills, and read better than their peers (Strickland, 2001). One can see that learning a foreign language has benefits beyond everyday communication.

Daniel Cárdenas (1961) said that, “A comparison of two languages is essentially a comparison of two cultures. Since no two groups have exactly the same interests, traditions or beliefs, an exact correspondence of ideas cannot be translated from one language into

another.” Therefore, a person must learn another group’s language to fully understand what the members of that group are thinking.

Purpose of the Project

The purpose of this project was to develop a curriculum to be used during the first weeks of a secondary-level beginning Spanish class. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed in order to find out what professional Spanish teachers considered to be a required part of the beginning curriculum. The curriculum was written with the Washington State Essential Academic Learning Requirements (EALRs) in mind to show that Spanish teachers can and do support the EALRs.

Limitations of the Project

This project has been limited in scope, research, and time in order to make it both feasible and useful given its purpose.

1. **Scope:** The first limitation is that the EALR portion of the project is specific to Washington State since the EALRs are particular to Washington State; other states' academic standards have not been applied. The project will also be mostly specific to the Wenatchee School District since different schools will have varying approaches on how to begin a semester.
2. **Research:** The literature consulted was limited to authors that supported a communicative approach to foreign language instruction rather than learning foreign language as solely a mental exercise. At first, the research was going to be limited to recent publications (within ten years old), but it was discovered by the researcher that the author's approach to foreign language instruction was more important than the publication's age.

Additionally, questionnaires (see Appendix A) were sent out to professionals that are currently teaching or have had experience teaching (thus, retired teachers as well) first-year high school

Spanish. Questionnaires were not sent to teachers at the elementary or university level, nor to individuals that merely have a degree, but no full-time experience.

3. Time: Another major limitation of this project is that it will not have been implemented by the time of presentation to the committee.

Definition of Terms

Significant terms used in this study are defined as follows:

Approach: The set of principles or assumptions that are the foundations of a method (Shrum, 2000).

Communicative Competence: An individual's ability to produce language using grammar, intonation, and gestures appropriate to the situation (Shrum, 2000, p. 2).

EALRs: Essential Academic Learning Requirements. Washington State's educational standards. See Washington State Essential Academic Learning Requirements on page 15. For a comprehensive listing of the EALRs, see Appendix B.

Grammar Translation Method: Foreign language instruction based on memorization of vocabulary lists and grammatical rules. The approach was that learning a foreign language was a mental discipline. Latin and Greek were the most usual language learned (Shrum, 2000).

Language: A system of articulated sounds organized by human thought and used by a group of humans for purposes of communication (Cárdenas, 1961, p. 1).

Method: A procedural plan based on an approach for delivering language instruction (Shrum, 2000).

CHAPTER 2

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research, literature, and information summarized in Chapter 2 has been organized to address:

1. Language acquisition and the opportunity it brings
2. Recent trends in Spanish language teaching
3. Washington State EALRs
4. Information obtained from selected sources
5. Summary

An Educational Resources Information Center (ERIC) computer search and the Internet were used to identify current literature and research. Additionally, related information from selected sources was obtained and analyzed.

Language Acquisition and the Opportunity it Brings

Marcos (1999), executive director of the ERIC Clearinghouse on Languages and Linguistics' Center for Applied Linguistics, identified four areas in which learning a second or foreign language has proven beneficial: personal, cognitive, academic, and societal.

Marcos further explained that people who are proficient in more than one language have greater access to information, literature, and interpersonal communication than monolinguals. In particular, individuals realize a greater enjoyment in traveling to countries and regions where their languages are spoken. Marcos concluded that whether traveling or not, people who are bilingual have a greater appreciation for other cultures and possess insights into how the people of other cultures think.

According to Rivers (1993), the most important personal benefit of proficiency in more than one language is the increase in career and job opportunities. First, it should be stated that in most cases, a second language alone is not enough to get a job. A second language must supplement other skills, even in the case of teaching. This

authority contended that Americans who are able to communicate in more than one language are in demand in seven major areas

(Rivers,1993, pg.18):

1. Industry and commerce: Import-export, banking, finance, research, translating, interpreting.
2. Scientific and professional use: Engineering, research, law medicine, library services, and translation.
3. Government needs: Intelligence, law enforcement, foreign service, translation, interpreting, broadcasting, etc.
4. Armed forces: Overseas duty, intelligence.
5. Arts, media, and entertainment: Foreign news coverage, book publishing, the performing arts, and literary translation and research.
6. Travel and tourism: Travel services and related literature.
7. Service: Religious and volunteer agencies, teaching, international organizations, law enforcement, fire fighting, social work.

As reported by Rivers, a survey conducted by the State of Wyoming and the U.S. Department of Education in the study of 1261

companies found that of 7,084,383 employees, fourteen percent of the job positions required proficiency in a foreign language as a primary tool. Another seventeen percent of these positions required proficiency in a language other than English as a secondary tool. Washington State fits well into this picture. According to the OSPI's White Paper, Washington has the fourth largest number of exports in the country with twenty-five percent of the state's jobs tied to foreign trade (Strickland, 2001).

Research conducted by Marcos revealed that a strong relationship exists between second language acquisition and cognitive development. Students with second language proficiency have been shown to have higher verbal and nonverbal scores on IQ tests. Research also suggests that students who are proficient in more than one language are better at solving complex problems and are more creative. Compared to other students, second language learners also had greater auditory discrimination, better memory, have better language analysis skills, and perform an academic year higher in English vocabulary (Strickland, 2001).

Academic benefits and cognitive benefits are at times difficult to separate from one another. At the academic end of the spectrum, second-language learners have been shown to perform better on SAT tests, and have shown a higher overall performance in school (Marcos).

Learning a foreign language has also been afforded societal benefits. Since the European Union is one of Washington State's strongest trading partners (Strickland, 2001), more bilingual workers are needed to engage in foreign trade for the good of the state economy. People with proficiency in two or more languages are also needed for political and national security interests (Marcos). The last societal benefit is that people who are bilingual tend to become bicultural which can lend itself to a greater appreciation for cultural diversity. Bicultural people are able educate others to understand people of other cultures which promotes tolerance (Marcos).

Recent Trends in Spanish Teaching

According to Shrum (2000), the most important trend in foreign language teaching has been the change from the Grammar Translation Model to the Communicative Approaches currently used. The Grammar Translation Model was adequate in its time given its purpose, which was to train the mind. Further research, conducted by Rivers (1993), has confirmed the cognitive and academic benefits of foreign language instruction. However, during World War II, the concern arose that Americans could not adequately communicate with people of other countries. Because of the need for bilingual and multilingual Americans, the Army Specialized Training Program (ASTP) was established. The need for foreign language had now changed from simply being a mental exercise to being able to communicate with others. Another major push toward communicative foreign language instruction was the Russian launching of Sputnik in 1957. As a result, the National Defense Education Act (NDEA) which provided money for math, science, and foreign language instruction because it was shown that the Russians were ahead of Americans in those areas (Rivers, 1994).

The 1970's were characterized by a movement toward communicative competence which called for gestures, expressions, and oral language to be used in real contexts (Halloway, 1993). With whole language added to the idea of communicative competence, the pendulum had swung to its furthest point from grammar translation. With whole language, students are given full texts to read or authentic conversations to listen to, unmodified for students. Grammar is explained as a side note after the language to be studied is presented (Shrum, 2000). Shrum and Glisan (2000) offer the analogy of driving a car. If student drivers have seen someone drive a car before, they will have a better understanding of what everything is when it comes time to get behind the wheel.

During the last several years, educational reform has been called for in the form of higher academic standards. With these standards, the pendulum has swung a bit toward center. The major reason for learning a foreign language remains communication, but since recent research has shown that there are cognitive and academic benefits to learning a foreign language, textbook companies are advertising a balance between proficiency and grammar (Gahala, 2000).

Research has also shown that teaching vocabulary by the old-fashioned method of memorizing vocabulary lists is as more efficient start than the top-down whole language method of teaching it strictly within context. When studying lists, students can memorize over thirty words per hour with retention of several weeks. The words can then be shown to the students in context which provides "an opportunity for enrichment of the word meaning rather than a frustrating struggle to find the meaning" (Cohen, 1990, pg. 22). Along the same lines, research has not shown that learning words from context is more beneficial than either translating or looking words up (Cohen, 1990).

Washington State

Essential Academic Learning Requirements (EALRs)

In 1950, professional job positions made up 20% of the job market. Jobs requiring skilled workers made up another 20%, and those accepting unskilled workers made up the remaining 60% (Butler, 2000). Since then, the skill level needed for workers has increased to 65%. The number of jobs requiring professionals has remained at 20%, but the number available for unskilled workers is now only 15% (Butler, 2000). Despite the lack of jobs for unskilled workers and the drastically increased need for skilled workers, “today’s students know less, and can do less, than their counterparts twenty-five years ago” (Steinberg, 1996, 13). According to Steinberg (1996), Scholastic Aptitude Test (SAT) scores have dropped significantly since the mid 1960’s. Even the highest achieving students of today have scores lower than those of the 1960’s. International comparisons have shown for years that American students lag behind students from other countries in all subject areas, even when comparing only top students (Steinberg, 1996). This last piece is particularly disturbing in a global economy.

As a result of these educational realities, a committee was formed in the early 1990s called the Governor's Council on Reform and Funding. After eighteen months of work, the committee offered the following summary statement of its findings: "When you are clear about what you want, you are far more likely to get it." (Holayter, 1998, on-line). In 1993, the Washington State legislature enacted House Bill 1209, which mandated higher standards. That same year, the legislature adopted the Education Reform Act, which gave the Commission on Student Learning the task of developing what has become known as the Essential Academic Learning Requirements (EALRs). To hold students, schools, and districts accountable for student learning; all fourth, seventh, and tenth graders in the state are given the Washington Assessment of Student Learning (WASL). Starting in 2008, students must pass the tenth grade WASL to receive a Certificate of Mastery which districts can tie into graduation if they wish (Holayter, 1998).

The EALRs have four main goals, which are as follows. The students will be able to:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. (Holayter, 1998).

The dilemma that has faced foreign language teachers since the introduction of the EALRs is that there are no EALRs for that discipline. However, as discussed earlier, the foreign languages benefit a student's total education in many valuable ways. Although not all EALRs are covered in a foreign language course (especially not in the first weeks of an introductory course), this project report will show in chapter four which EALRs are being supported by each lesson. There

are a couple of ideas that the reader of this project report must keep in mind:

1. Foreign languages tend to support the four main goals of the EALRs rather than individual EALRs. See appendix C for a graphic from the OSPI's White Paper (2001).
2. During the early stages of second language instruction, the instructor should be taken into account that each EALR will be met at a much simpler level than one would expect from other high school classes. For example, Reading EALR 1.2 is "student understands what is read." In a beginning foreign language class, this will be the decoding and comprehension of words and simple phrases.

Related Information
Obtained from Selected Sources

Sixteen secondary-level Spanish teachers throughout Washington State responded to a professional questionnaire in which they were asked what content should be included in a curriculum that covers the first weeks of class. The respondents were from the following schools:

Cascade High School - Leavenworth, Washington

Cashmere High School - Cashmere, Washington

Central Valley High School - Veradale, Washington

Eastmont High School - East Wenatchee, Washington

Eastmont Jr. High School - East Wenatchee, Washington

ESD 101 Step•Star Telecourses - Spokane, Washington

Foothills Middle School - Wenatchee, Washington

Mead Senior High School - Spokane, Washington

Orchard Middle School - Wenatchee, Washington

Wenatchee High School - Wenatchee, Washington

Waterville High School - Waterville, Washington

The questionnaire solicited professional opinions about what should be taught during the first weeks of class in four areas: vocabulary, grammar, pronunciation, and culture.

An analysis of information obtained from the above schools revealed the following information was common to the majority:

1. **Vocabulary** - The vocabulary themes that should be covered were: greetings & leave-taking, numbers, and classroom objects.
2. **Grammar** - In the early stages of Spanish instruction, the only concept that was generally agreed on was the gender and number of Spanish nouns along with definite and indefinite articles.
3. **Pronunciation** - The majority of the respondents reported that learning the alphabet and the vowels should be the early pronunciation focus.
4. **Culture** - The prevalence and utility of the Spanish language should be taught early in an introductory Spanish course, including the names and capitals of the Spanish-speaking countries and the influence that Hispanics have and have had

in the United States, including place names (e.g., California, Nevada, Colorado).

5. **Alphabet** (y/n) - Of Sixteen respondents, thirteen agreed that the alphabet should be taught

Summary

The research, literature, and information summarized in chapter two supported the following themes:

1. Second language acquisition is beneficial in four major areas: personal, cognitive, academic, and societal.
2. An important recent trend in second language acquisition has been characterized by the change from grammar to communication.
3. In 1993, the Washington State legislature enacted House Bill 1209, which mandated higher standards.
4. Information obtained from the majority of selected sources revealed Spanish instruction commonalties in the areas of vocabulary, grammar, pronunciation, and culture.

CHAPTER 3

PROCEDURES OF THE PROJECT

The purpose of this project was to develop a curriculum to be used during the first weeks of a secondary-level beginning Spanish class. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed in order to find out what professional Spanish teachers considered to be a required part of the beginning curriculum. The curriculum was written with the Washington State Essential Academic Learning Requirements (EALRs) in mind to show that Spanish teachers can and do support the EALRs.

Chapter 3 contains background information describing:

1. Need for the Project
2. Development of Support for the Project
3. Procedures of the Project
4. Planned Implementation and Assessment of the Project

Need for the Project

The need for this project was influenced by the following considerations:

1. Teachers often want to instill in students a basic level of vocabulary, grammatical, pronunciation, and cultural competency before starting the textbook program.
2. Opinions vary as to what material should be included at the beginning of an introductory class before starting the textbook program.
3. A need arose in the Wenatchee High School International Languages Department to have common objectives and suggested common teaching materials for use in the transition period between the beginning of the course and the incorporation of the textbook program (the Wenatchee School District has nine teachers involved in Spanish).
4. Foreign language teachers around the state have wondered how they support the EALRs.

5. Undertaking this study coincided with the writer's graduate studies in Educational Administration at Central Washington University.

Development of Support for the Project

Since the 1997/1998 school year, the International Languages faculty at Wenatchee High School has discussed how the foreign languages fit in with and support Washington State's academic standards (i.e., the EALRs) since no EALRs have been designed that specifically address foreign language learning. During various articulation meetings, the Spanish, French, and German programs were carefully scrutinized. As a result, it was realized that although each teacher was following the prescribed textbook program, each teacher had a different concept of what should be taught before starting the textbook program. With the German and French, this was not a problem since there is only one teacher for each language. However, the Spanish program has six teachers at Wenatchee High School, as well as three teachers in the middle-school feeder programs.

The author of this project began to take charge of the EALRs dilemma in 1999 when a bond was passed which provided money for departments to acquire computer hardware and other technology. The author was given the task of writing the department's proposal to request computers. In the proposal, each department had to show how the department could use the new technology to support the EALRs. The proposal was successful, and now each teacher in the foreign language department has a new I-Mac. The department was also awarded a desperately needed laser printer.

Given the author's previous work on EALRs with foreign language and the need for the nine Spanish teachers in the Wenatchee School District to have a common direction at the beginning of year, the International Languages department chair Jennifer Burke along with the senior Spanish teacher Carrolyn Halvorson recommended that the author write the present curriculum to be implemented in the Wenatchee School District in September, 2001.

Procedure

The writer undertook the following steps to develop a model secondary-level Spanish introductory curriculum in alignment with the Washington State Essential Academic Learning Requirements:

1. A review of related literature was conducted.
2. A questionnaire was developed and sent to high-school Spanish teachers in the central and eastern parts of the state to collect information.
3. The information and materials collected from the Spanish teachers were obtained and analyzed. The Spanish teachers were from:
 - Wenatchee
 - East Wenatchee
 - Leavenworth
 - Cashmere
 - Spokane area
 - Waterville

Based on responses from the questionnaire, a curriculum was created which included samples of the necessary materials, lesson plans, and the EALRs that are supported by each lesson.

Planned Implementation and Assessment of the Project

The curriculum developed as a result of this project will be presented for review by the Wenatchee High School Spanish teachers in August 2001 to discuss implementation. If all is well, the curriculum will be adopted by the International Languages Department will be implemented as early as September 2001.

Assessment of the curriculum will be conducted at the end of first semester each school year. The writer (Frederick Lenard) of the curriculum will meet with the other Spanish teachers to discuss the lesson plans and materials. First semester final examination scores will be analyzed and compared to those of years before implementation. Changes to the curriculum will be made as necessary.

CHAPTER 4
THE PROJECT

Introduction

The project has been organized into five instructional units including objectives, EALRs addressed, materials needed, and procedures in case the unit is to ever be taught in isolation.

Instructional units include:

1. **Unit 1:** Beginning Vocabulary
2. **Unit 2:** Grammar (Gender, Number, Articles)
3. **Unit 3:** Pronunciation/Alphabet
4. **Unit 4:** Prevalence of Spanish
5. **Unit 5:** Suggested Daily Lesson Plans

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By

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Wenatchee High School

Wenatchee, Washington

July, 2001

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UNIT 1

BEGINNING VOCABULARY

- **Classroom**
- **Numbers**
- **Greetings &
Leave-Taking**

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Unit Overview

An analysis of the data provided by professional Spanish teachers questioned for this project indicated that, during the first weeks of class, students should learn classroom vocabulary, greetings, leave-taking, and numbers. However, there was not a general consensus as to the extent to which numbers should be taught during the first weeks. This project provides lesson plans for numbers one through one hundred because that is what the author has successfully taught during the first weeks.

Student Learning Objectives

1. The students will be able to understand greetings & leave-taking, numbers, and classroom objects both aurally and by reading.
2. The students will be able to greet people and take leave, communicate numbers, and identify classroom objects both orally and in writing.

EALRs Addressed (Use Appendix B as a quick reference.)

- **Reading 1.0**--This lesson does not meet this standard; however, it begins to give the building blocks (i.e., vocabulary) that the students will need. Students will begin to see that many words are cognates since much of the vocabulary in English is based on Latin.
- **Reading 2.0**--At this point, the students will begin to read single words and simple phrases.
- **Communication 1.1**--Students will need to focus their attention to understand what is said by the teacher and their peers in Spanish.
- **Communication 1.2**--Students will listen and observe to understand what they are hearing in Spanish.
- **Communication 3.0**--Students will communicate by asking simple questions in Spanish and respond appropriately.
- **Social Studies G3.3**--The students will learn how people from Hispanic cultures interact with each other when greeting one another.

Materials (for all Unit 1)

- Transparency: “Práctica Oral de Pronunciación y los números 1 a 10” (See transparency master, page 11.)
- Transparency: “Bingo con los Números 1 a 100” (See transparency master, page 12.)
- Photocopies: Conversational Activity: Saludos (Greeting) (See copy master: “Conversational Activity: Saludos (Greeting)” on page 13.)
- Three clean fly swatters.
- Flash cards with classroom vocabulary written on them (to hang around the room).
- Transparency Master: “Saludos,” page 15.

Procedure (Greetings & leave-taking)

1. Introduce greetings and their appropriate responses. Make sure students know how to pronounce them. Refer to “Saludos” on page 15.
2. Ask each student “¿Cómo estás?” They have to reply with an appropriate response, adding “y usted.” The teacher may choose to tell the students that they can’t respond the same as the person before them.
3. Conversational Activity: “Greetings (Saludos).” See page 13 for the activity.
4. Cultural note: Explain about kisses on the cheek, hand-shaking, and patting on the back.
5. Explain how to ask someone their name (tú form) and how to respond. Have language on the board or a transparency.
6. Ask each student (with the language on the board), “¿Cómo te llamas?” Work on pronunciation. Make a point about the ‘ll’. They must respond with a full sentence. This can be done while taking roll (calling the students’ last names).
7. Teach the *despedidas* (leave-taking). Make sure students know how to pronounce them. (Transparency, page 15)
8. Leaving class, each student has to say a *despedida* to the teacher. They should not say the same as the person before them. The language should be on the board as a quick reference.

9. Starting the first day of class, do a few minutes of TPR with basic classroom commands : levántense, siéntense, toquen la mesa (etc.), caminen alrededor del salón/para adelante/para atrás/a la izquierda/a la derecha) , paren, salten/brinquen. The teacher should use whatever commands will be useful. Some body parts and classroom vocabulary can be taught with "Toquen."

Procedures (Numbers)

1. Introduce numbers 0 - 20. Work on pronunciation.
2. Aid memory of the first 10 with the "Diez Inditos" song. (See transparency master on page 11.)
3. Review the pronunciation of the numbers. Have the students count 1-10 quickly when you call on them. Have the language on the board so that the kids can be going over it in their minds while awaiting their turn. This also provides a quick "rescue" if they forget.
4. (The next day) Have the students do the same as in number 3 above, but this time have them count 11-20 quickly.
5. Teach numbers 11-100. Start at number 11 and use three-word forms so they can see the pattern.
6. Play Bingo with the numbers. Sample instructions are at the end of this unit in large font for easy transparencies.

Procedures (Classroom Objects)

1. Introduce classroom vocabulary using whatever visuals you see fit. Perhaps a handout with labeled pictures is best so the students can see the words in writing, and so they can begin to associate the words with the pictures.
2. Work on pronunciation.
3. Teach the students to make themselves a study list by having them put the Spanish words in one column on a sheet of paper and the English equivalent next to it, but in the other column. According to Cohen (1990), list memorization is the most efficient method to learn vocabulary. Have them experiment by drawing a stick figure next to the Spanish word. The teacher can also suggest that the students try making flash cards.
4. After allowing time to make the study lists, tell the students to silently "cram" for five minutes by memorizing the words Spanish to English, then English to Spanish.
5. Now have the students quiz each other in pairs on the vocabulary.
6. Fly swatter game: Hang cards around the room with a vocabulary word on each card. The students get into three teams. One student at a time from each team gets a fly swatter and tries to be the first to hit the Spanish

equivalent of the word the teacher says. Scoring and how many words at a time are up to the teacher.

Assessment

The vocabulary can be tested with a multiple-choice test or a test on which the students label pictures drawing from a word bank. Spelling can be tested later when the students have become more accustomed to the spelling system.

Práctica Oral de Pronunciación y los Números 1 a 10.

Spanish Vowels:

A E I O U, El burro sabe más que tú.

Trilled R practice:

Erre con erre, cigarro

Erre con erre, barril

Rápido corren los carros del ferrocarril.

Pronunciation Practice: Sing to the tune of the English song.

Hay un hombre con un perro que se llama Bingo:

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, que se llama Bingo.

Hay un hombre con un perro que se llama Bingo:

B-I-N-G-*, B-I-N-G-*, B-I-N-G-*, que se llama Bingo.

Hay un hombre con un perro que se llama Bingo:

B-I-N-*-*, B-I-N-*-*, B-I-N-*-*, que se llama Bingo.

-ETC.-

Sing to the tune of "Three Little Indians."

Uno, dos tres inditos

Cuatro, cinco, seis inditos

Siete, ocho, nueve inditos

Diez ellos son.

Bingo con los números 1 a 100

1. Take out a sheet of paper. It can be scratch paper.
2. Make a Bingo board that is 5 squares by 5 squares. The squares have to be big enough to write numbers in.
3. Randomly choose 25 numbers between 0 and 100. Put them in the boxes in numerical form.
4. Take out a piece of scratch paper and tear off 25 pieces that you can use as place markers.
5. The teacher will say numbers in Spanish between one and one hundred. Each number will be said twice. If you have that number on your Bingo board, place a marker over it.
6. When you get a row covered (horizontally, vertically, or diagonally), call out "Bingo." You will go read your numbers off to the teacher. The first one to do this wins. If there is time, play will be continued until there is a blackout.
7. Students may use notes if they wish during the game and while reading their numbers to the teacher.

Conversational Activity: Saludos (Greeting)

Walk around the room and speak Spanish with eight of your peers asking them how they are doing (with the phrase indicated). After they answer, write how they are doing in the box. Follow the example in the upper, left box.

<p style="text-align: center;">¿Qué tal?</p> <ul style="list-style-type: none"> • You say: ¡Hola, Buenos días! (or Buenas tardes) • Your peer says the same. • Then you ask the question at the top of the square. (“¿Qué tal?” in this case) • Your classmate answers adding “...gracias, ¿y tú?” • Then you write how your classmate is. Por ejemplo: John está bien. -or- John está mal. 	<p style="text-align: center;">¿Cómo estás tú?</p>	<p style="text-align: center;">¿Qué tal?</p>
<p style="text-align: center;">¿Cómo estás tú?</p>	<p style="text-align: center;">¿Qué tal?</p>	<p style="text-align: center;">¿Cómo te va?</p>
<p style="text-align: center;">¿Qué tal?</p>	<p style="text-align: center;">¿Cómo estás tú?</p>	<p style="text-align: center;">¿Cómo te va?</p>

Sample Vocabulary Sheet: Classroom Vocabulary.

This sample was taken from the ¿Qué tal? Magazine for Spanish teachers.

Saludos

<u>Saludo (Greeting)</u>	<u>Saludo (Response)</u>
Buenos días. Buenas tardes. Buenas noches. Hola.	Buenos días. Buenas tardes. Buenas noches. Hola.
Adiós (in passing)	Adiós (in passing)
¿Cómo estás tú? ¿Qué tal? ¿Cómo te va?	Bien, gracias, ¿y tú? Muy bien, ¿y tú? Más o menos, ¿y tú?
¿Qué pasa?	Nada.

Despedidas

Adiós.

Hasta luego/mañana/la vista.

Chao / Chau

Nos vemos.

UNIT 2

Grammar

- **Gender**
- **Number**
- **Definite
Articles**
- **Indefinite
Articles**

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Unit Overview

An analysis of the data provided by professional Spanish teachers questioned for this project indicated that, during the first weeks of class, students should become familiar with the grammatical concepts of gender and number as well as the definite and indefinite articles. These concepts should be taught with the classroom vocabulary.

Student Learning Objectives

1. The students will begin to understand that there are grammatical differences between English and Spanish.
2. The students will be able to use definite articles to designate a specific noun.
3. The students will be able to use indefinite articles to talk about nonspecific nouns.
4. The students will learn the general pattern for making nouns masculine, feminine, singular, and plural.

EALRs addressed (Use Appendix B as a quick reference.)

- Reading 1.0--This lesson does not meet this standard; however, it begins to give the building blocks (i.e., vocabulary) that the students will need. Students will begin to see that many words are cognates since much of the vocabulary in English is based on Latin.
- Reading 2.0--At this point, the students will begin to read single words and simple phrases.
- Communication 1.1--Students will need to focus their attention to understand what is said by the teacher and their peers in Spanish.
- Communication 1.2--Students will listen and observe to understand what they are hearing in Spanish.
- Communication 3.0--Students will communicate by asking simple questions in Spanish and respond appropriately.
- Social Studies G3.3--The students will learn how people from Hispanic cultures interact with each other when greeting one another.

Materials

- Transparency: Notes: Definite and Indefinite Articles. See page 20.
- Transparency: Grammar Practice. See page 21

Procedure

Suggestion: Words for teacher, boys, girls, and students can be taught with the classroom vocabulary. Some basic family members would work well also. The vocabulary should be taught with this unit.

1. While teaching the classroom vocabulary, point out to the students that there are different ways to say "the" and "a." Try to let the concept of gender and number sink in without any production on the part of the students at first.
2. Give a formal explanation of the articles, gender, and number. See page P-20 for a sample lesson. The sample lesson assumes that the students have already somewhat been exposed to the concept of gender and number. It also assumes that the students only need a quick grammatical review in English. Otherwise, the teacher may want to break the lesson into chunks and even teach some grammar in English first. The teacher's professional discretion is required at this point.
3. Give the students a series of exercises in which they practice change nouns with their article in gender and number. Practice this several times during the next few days. (Refer to the sample transparency on page P-21.)
4. Later, probably after starting the textbook program, the element of adjective agreement will be added.

Assessment

A written quiz will be given to give the students the opportunity to demonstrate that they can change nouns and articles in gender and number. The quiz can be similar to the grammar practice on page P-21.

Notes: Definite and Indefinite Articles

I. English.

A. Definite articles: the, the. (For talking about a specific item).

Bring me the book.

(There is a specific book that I want.)

B. Indefinite articles: a, an. For when you don't have a specific noun in mind.

Bring me a book.

(I don't have a specific book in mind.)

II. Spanish

A. Definite articles: el, la, los, las.

El chico la chica

Los chicos las chicas

El ángel los ángeles

La vega las vegas

B. Indefinite articles: un, una, unos, unas

Un chico una chica

Unos chicos unas chicas

Un ángel unos ángeles

Una vega unas vegas

Grammar Practice: Articles with Gender and Number

I. Concepts Fill in the blank with the correct word.
You may use your notes.

1. Unlike English, all nouns in Spanish are either _____ or _____.
2. Masculine nouns often (but don't always) end with _____.
3. Feminine nouns often (but don't always) end with _____.

II. Práctica Make these nouns (and their articles) plural. You may use your notes if you wish.

- | | |
|---------------------|--------------|
| 1. un libro » | 6. el mapa » |
| 2. una mesa » | 7. la vega » |
| 3. una estudiante » | 8. el tamal |
| 4. un lápiz » | 9. el ángel |
| 5. el día | 10. la cruz |

III. Práctica Make these nouns (and their articles) feminine. You may use notes if you wish.

- | | |
|--------------------|------------------|
| 1. el estudiante » | 6. un estudiante |
| 2. el alumno » | 7. un alumno |
| 3. el profesor » | 8. un profesor |
| 4. el maestro » | 9. un maestro |
| 5. el chico » | 10. un chico |

UNIT 3

Pronunciation

- **Vowels**
- **Alphabet**
- **Trilled R**

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Unit Overview

An analysis of the data provided by professional Spanish teachers questioned for this project indicated that, during the first weeks of class, students should master the Spanish vowels, learn the trilled 'r', and learn the alphabet.

Student Learning Objectives

1. The students will be able to recite the Spanish alphabet.
2. The students will recognize that there are letters in the Spanish alphabet that do not exist in the English alphabet and where those letters are placed alphabetically.
3. The students will learn the sound each letter of the Spanish alphabet makes so that they can begin to decode Spanish words and spell words that they hear.

EALRs addressed: (Use Appendix B as a quick reference.)

- Reading 1.0--This lesson does not fully meet this standard; however, it does begin to help students to decode Spanish words. Students will begin to see that many words are cognates since much of the vocabulary in English is based on Latin.
- Communication 1.1--Students will need to focus their attention to understand what is said by the teacher and their peers in Spanish. Students will begin to get used to the sounds of the language.
- Communication 1.2--Students will listen and observe to understand what they are hearing in Spanish.
- Communication 3.0--In order to effectively communicate in spoken Spanish, students must make the sounds of the language correctly.

Materials

- The Spanish alphabet with the names of the letters and an indication of what sound they represent. See the sample transparency/copy master on page 27.
- A list of words unknown to the students for them to decode. See sample transparency on page 28.
- A transparency of the lyrics to “La mar estaba serena.” If the tune of this song is not known, the teacher will have to investigate a little to be able to hear it. One suggestion is to check the tapes that accompany text books to see if the song is there. It may be called simply “La mar.” The song roughly follows the tune of “Oh Where, Oh Where Has My Little Dog Gone?” See page 29 for the lyrics.
- Two sets of cards (3x5 or larger) with each letter of the Spanish alphabet. Also recommended: a preprepared list of words for the students to spell.
- Transparency: “Práctica Oral de Pronunciación y los números 1 a 10.” The transparency master is on page 11.
- Alphabet march song: obtain the cassette/CD and booklet Sing, Dance, Laugh, and Eat Tacos, 2 by Barbara MacArthur. It can be ordered at www.singdancelaugh.com or on *Amazon.com*. It costs about \$16.

Procedure

1. Put up a transparency that has the Spanish alphabet. The letter should be to the left, the name of the letter should be in the next column, and the pronunciation tip should be in the right column. See page 27.
2. Have the students start class notes that have the same three columns as the transparency (the top row can be shown so they can see how wide the columns should be). Next, have the students copy down the letters of the alphabet only. Explain about the extra letters and dictionaries before 1994 and after.
3. Teach vowels. Use Burro rhyme on page 11. Spend a few minutes on this during the next several days.
4. (Day after #2 for chunking purposes) Have the students finish the notes they started by now giving them the name of the letter and the pronunciation

- notes. Remind them that while it may be a bit fastidious to copy all the pronunciation notes, it will always be there in their notes as a quick reference.
5. Explain how to make the trilled R in Spanish and how it is spelled. Work with them on it until most of them can do it. Use the "Erre con erre" rhyme on page 11. Spend a few minutes on this during the next several days.
 6. Introduce Bingo song. (See page 11.)
 7. Help the students memorize the alphabet with the Alfabeto song (see Materials above) or some other song. The extra letters in the traditional Spanish alphabet don't lend themselves very well to the English tune, but it can be done. Do this once a day for the next several days.
 8. Have students work together to decode a list of Spanish words that are previously unknown to them. The students can figure them out in pairs, and then volunteer to say them to the class. Do this again the next day with a different list of words. See page 28 for both lists.
 9. The students can practice vowels with the old folk song "La mar estaba serena." The words are on page 29. Do this a few times over the next several days.
 10. For aural recognition, have the students play Alphabet Bingo. The instructions are the same as for number bingo (page 12) except that the students should put letters of the Spanish alphabet in the boxes instead of numbers.
 11. Alphabet game: Divide the class into two teams. Pass out cards or signs with the letters of the Spanish alphabet to each team. Each team should have a complete set, and the students will normally have two or three cards. The teacher writes a Spanish word on the overhead. The team whose turn it is has to have its players stand up with their signs and say their letter in Spanish to spell the word. If they miss a beat or say the letter wrong, the turn goes to the other team. The teams get one point for each correctly spelled word. For extra fun, the teacher can honk a horn or ring a bell when a mistake is made.

Assessment

The students will recite the alphabet to the teacher.

Alfabeto Español

<u>Letra</u>	<u>Nombre</u>	<u>Sonido</u>
A	a	"a" in father
B	be	similar to English "B"
C	ce	before e, i » "s" or "th" ; otherwise » "K"
CH	che	like English "ch"
D	de	similar to English "D"
E	e	"ay" in say or bay
F	efe	like English "F"
G	ge	before e, i » "H" ; otherwise » "G"
H	hache	ALWAYS SILENT
I	i	the "ee" in bee
J	jota	similar to English "H"
K	ka	like English "k"
L	ele	similar to English "l"
LL	elle	A 'y' sound or like the "j" in Jacques
M	eme	like English "M"
N	ene	similar to English "N"
ñ	eñe	The "ny" in canyon
O	o	The "o" in 'so'
P	pe	similar to English "p"
Q	cu	A "k" sound--always paired with 'u'
R	ere	the "tt" in 'better' when said quickly
RR	erre	a trilled "r"
S	ese	like English "s"
T	te	similar to English "t"
U	u	The "oo" in boot
V	ve	similar to English "B"
W	doble ve	like English "w"
X	equis	Usually like English "x"
Y	i griega	A 'y' sound or like the "j" in Jacques
Z	zeta	Amer. » S; Spain » 'th' in "three"

Pronunciation Practice

Use what you have learned about Spanish vowels and other sounds to figure out how to pronounce these words:

List 1

mucho

muchísimo

quisiera

desayuno

mantequilla

Inglaterra

España

Estados Unidos

Venezuela

Zacatecas

List 2

película

periódico

bolígrafo

estudiantes

máquina

nuestro

naturaleza

hamburguesa

vámonos

durazno

Arizona

zurdo

La mar estaba serena

This song is first sung with the regular lyrics. Then it is sung five more times, each time replacing all vowels with one of the five Spanish vowels: a, e, i, o, and u. Then it is sung again with the original lyrics.

La mar estaba serena, serena estaba la mar.

(Repite.)

A: La mar astaba sarana, sarana astaba la mar.

(Repite.)

E: Le mer estebe serene, serene estebe le mer.

(Repite.)

I: Li mir istibi sirini, sirini istibi li mir. (Repite.)

O: Lo mor ostobo sorono, sorono ostobo lo mor.

(Repite.)

U : Lu mur ustubu surunu , surunu ustubu lu mur.

(Repite.)

La mar estaba serena, serena estaba la mar.

(Repite.)

UNIT 4

Prevalence & Utility of Spanish

- **Countries**
- **Capitals**
- **Groups of
Hispanics in the
United States**

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Unit Overview

When asked about culture, the majority of the professional respondents reported that during the early stages of secondary Spanish instruction, students must learn where Spanish is spoken. The near consensus was that students should memorize the Spanish-speaking countries and their capitals. This unit also briefly deals with the major groups of Spanish speakers in the United States.

Student Learning Objectives

- The students will learn where Spanish is spoken around the world.
- The students will begin understand what groups of Hispanics live in the United States and where they live.
- The students will each choose a Spanish-speaking country to study in depth, write a report, and present the country to the class.

EALRs addressed (Use Appendix B as a quick reference.)

- Reading 3.1--The students will read to learn new information about the country that they choose to research.
- Reading 3.2--The students will locate information about their countries to put together a report and a presentation.
- Writing 1.0--The students will write clearly and effectively about their countries.
- Writing 3.0--The students will use the writing process to write expository pieces about their chosen countries.
- Communication 1.2--Students will listen and observe to understand what their classmates are presenting.
- Communication 2.0--The students will communicate clearly and effectively (in English) about their countries.
- Geography 1.0--The students will use maps to understand the extent of the Spanish-speaking world.

Materials

- Obtain a transparency that has a map of Spanish-speaking countries.
- The teacher will need to obtain a blank map that can be copied for the students.
- A resource for the students to look up the names of countries in Spanish, for example, the first pages of most textbooks have maps.
- Songs: Countries and Capitals of South America and Central America with the Caribbean. Obtain the cassette/CD and booklet Sing, Dance, Laugh, and Eat Tacos, 2 by Barbara MacArthur. It can be ordered at www.singdancelaugh.com or on *Amazon.com*. It costs about \$16.
- Transparency: *Introducción a los Países de Habla Española* (See transparency master on page 35.)

Procedure

1. Introduction: Put up the transparency (page 35) to get the students thinking about what they already know. Have them work on it in pairs or groups (however they are seated). Then go over it with them using a map of the Spanish-speaking world.
2. Play the songs with the countries and capitals. The first time, have the students listen so they can get the tune. Each additional time, have the kids sing (or chant) along. Do this over the next several days.
3. For homework, the students can fill in a blank map with the names of the countries and their capitals. This worksheet can be the same one they are given as a quiz, but on the quiz, the teacher may want to offer a “word bank” for the capitals since the students will be memorizing capitals with countries rather than where capitals are separately.
4. Have the students each choose a Spanish-speaking country to research, write about in English, and present to their classmates in English. Native Spanish speakers will write and present in Spanish. They can write in English if they have had no formal education in Spanish. Have them follow the writing process outlined by the writing EALRs (see Appendix B).
5. During the prewriting stages of the writing process, have the students collectively plan what should be learned and told about a country.

6. The presentations should only be three to five minutes long (so as not to dedicate too many class days to this) and should include visuals and maps.
7. While the students are presenting, their classmates should take notes on what they are saying. A worksheet of what to look for can be made by the teacher based on what information the students came up with during the prewriting stages (see #5 above).

Assessment

The students will be given a blank map with the countries outlined. They will have to fill in the names of the countries. The capitals will be matched to the countries as well, but a word bank of the capitals will be provided.

Introducción a los países de habla española

1. Jot down all of the Spanish-speaking countries you can think of. Indicate whether they are in South America, Central America, North America, the Caribbean, Europe, or Africa.
2. If you hear someone speaking Spanish in the Western United States or Chicago, where are they likely from?
3. If you hear someone speaking Spanish in New York City, where are they likely from?
4. Where are most Spanish speakers in Miami from?
5. Whereas most Mexicans and Central Americans come to the United States for job opportunities, why did many Cubans come?
6. The people of _____ are United States citizens even if they've never been here.
a) Mexico b) Puerto Rico c) Guatemala
7. Learning Spanish will help you will several other European languages since they all developed from Latin. List as many as you can think of. Mainly think of Western Europe.

UNIT 5

Sample Daily Lesson Plans

**Units one
through four
integrated into
daily lesson
plans**

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Unit Overview

These lesson plans are based on fifty-minute periods. See the units above for relevant EALRs, objectives, and needed materials. Suggested activity times are provided (in parentheses), but they will vary according to the individual class and the individual teacher.

Time to go over the syllabus and pass out textbooks is provided on Day 6. This should allow enough time for scheduling changes to be made. Textbooks are not directly used in this curriculum, but the teacher may want to pass them out to assign homework from them. Most textbooks include maps in the front which could be useful during the geography work.

Day 1

1. Take care of first-day business. Let the students select Spanish names, if desired (20)
2. Introduce greetings and their appropriate responses. Make sure students know how to pronounce them. Refer to "Saludos" on page 15. (10)
3. TPR with basic classroom commands: levántense, siéntense, toquen la mesa (etc.), caminen alrededor del salón/para adelante/para atrás/a la izquierda/a la derecha), paren, salten/brinquen. (5)
4. Put up a transparency that has the Spanish alphabet. The letter should be to the left, the name of the letter should be in the next column, and the pronunciation tip should be in the right column. See page 27. Then, have the students start class notes that have the same three columns as the transparency (the top row can be shown so they can see how wide the columns should be). Next, have the students copy down the letters of the alphabet only. Explain about the extra letters and dictionaries before 1994 and after. (10)
5. **Closure** (Have students summarize what they learned, explain, homework if any, etc.). (5)

Day 2

1. WHILE TAKING ROLL: Ask each student “¿Cómo estás?” They have to reply with an appropriate response, adding “y usted.” The teacher may choose to tell them that they can't answer back the same as the person before them. (10)
2. TPR with basic classroom commands. (5)
3. Have the students finish the alphabet notes they started yesterday by now giving them the name of the letter and the pronunciation notes. Remind them that although it may be a bit fastidious to copy all the pronunciation notes, they will always be there in their notes as a quick reference. (15)
4. For aural recognition, have the students play Alphabet Bingo. The instructions are the same as for number bingo (page 12) except that the students should put letters of the Spanish alphabet in the boxes instead of numbers. (5 explain, 10 play)
5. **Closure** (Have students summarize what they learned, explain, homework if any, etc.). (5)

Day 3

1. Help the students memorize the alphabet with the Alfabeto song (see Materials above) or some other song. The extra letters in the traditional Spanish alphabet don't lend themselves very well to the English tune, but it can be done. (5)
2. Teach vowels. Use Burro rhyme on page 11. Spend a few minutes on this during the next several days. (5)
3. Explain how to make the trilled R in Spanish and how it is spelled. Work with them on it until most of them can do it. Use the "Erre con erre" rhyme on page 11. Spend a few minutes on this during the next several days.(5)
4. Introduce Bingo song. (See page 11.) (5)
5. Have students work together to decode a list of Spanish words that are previously unknown to them. The students can figure them out in pairs, and then volunteer to say them to the class. See page 28. Use "list 1" today and "list 2" tomorrow. (10)
6. Conversational Activity: "Greetings (Saludos)." See page 13 for the activity. (15)
7. Cultural note: Explain about kisses on the cheek, hand-shaking, and patting on the back. (5)
8. **Closure** (Have students summarize what they learned, explain, homework if any, etc.). (5)

Day 4

1. Explain how to ask someone their name (tú form) and how to respond. Have language on the board or a transparency. (5)
2. WHILE TAKING ROLL, ask each student (with the language on the board), "¿Cómo te llamas?" Work on pronunciation. Make a point about the 'll'. They must respond with a full sentence. This can be done while taking roll (calling the students' last names). (10)
3. TPR with basic classroom commands. (5)
4. Introduce numbers 0 - 20. Work on pronunciation. (10)
5. Aid memory of the first 10 ten with the "Diez Inditos" song. (See transparency master on page 11.) (5)
6. March song. (5)
7. A) Practice trilled R. b) Erre con erre. C) Practice vowels: El burro. D) Bingo song. (5)
8. Have students work together to decode a list of Spanish words that are previously unknown to them. The students can figure them out in pairs, and then volunteer to say them to the class. See page 28. Use "list 2.". (10)
9. Closure (Have students summarize what they learned, explain, homework if any, etc.). (5)

Day 5

1. Roll: Review the pronunciation of the numbers. As you take roll, have the students count 1-10 quickly when you call on them. Have the language on the board so that the kids can be going over it in their minds while waiting for their turns. This also provides a quick "rescue" if they forget. (10)
2. March song. (5)
3. A) Practice trilled R. b) Erre con erre. C) Practice vowels: El burro. D) Bingo song. (5)
4. The students can practice vowels with the old folk song "La mar estaba serena." The words are on page 29. (10)
5. For aural recognition, have the students play Alphabet Bingo. The instructions are the same as for number bingo (page 12) except that the students should put letters of the Spanish alphabet in the boxes instead of numbers. (15)
6. Closure (Have students summarize what they learned, explain, homework if any, etc.). (5)

Day 6

1. Roll: Review the pronunciation of the numbers. As you take roll, have the students count 11-20 quickly when you call on them. Have the language on the board so that the kids can be going over it in their minds while waiting for their turns. This also provides a "rescue" if they forget. (10)
2. Go over the rules and course syllabus. Pass out textbooks. (20)
3. March song. (5)
4. A) Practice trilled R. b) Erre con erre. C) Practice vowels: El burro. D) Bingo song. (5)
5. La mar estaba serena (5)
7. **Closure** (Have students summarize what they learned, explain, homework if any, etc.). (5)

Day 7

1. Have the students recite the Spanish alphabet to their partners. Tell them something fun like "the tallest partner goes first." (5)
2. Teach the *despedidas* (leave-taking). Make sure students know how to pronounce them. (Transparency, page 15) (5)
6. March song. (5)
3. A) Practice trilled R. b) Erre con erre. C) Practice vowels: El burro. D) Bingo song. (5)
4. Alphabet game: Divide the class into two teams. Pass out cards or signs with the letters of the Spanish alphabet to each team. Each team should have a complete set, and the students will normally have two or three cards. The teacher writes a Spanish word on the overhead. The team whose turn it is has to have its players stand up with their signs and say their letter in Spanish to spell the word. If they miss a beat or say the letter wrong, the turn goes to the other team. The teams get one point for each correctly spelled word. For extra fun, the teacher can honk a horn or ring a bell when a mistake is made. (25)
5. **Closure** (Have students summarize what they learned, explain, homework if any, etc.). (5)
6. Leaving class, each student has to say a *despedida* to the teacher. They should not say the same as the person before them. The language should be on the board as a quick reference.

Day 8

1. Roll: When called on, the students have to say a *despedida* to the teacher while waving goodbye. (5)
2. Cultural Introduction: Put up the transparency (page 35) to get the students thinking about what they already know about where Spanish speakers live. Have them work on it in pairs or groups (however they are seated). Then go over it with them using a map of the Spanish-speaking world. (10 working, 5 discussing)
3. Have the students brainstorm what basic information should be told about a country in a report about a country. Web this out for them with the word "country" in the center. (15)
4. The students should choose a Spanish-speaking country to report on and sign up with the teacher. The recommendation is to not let more than one student sign up for a country. (5)
5. March song. (5)
6. **Closure** (Have students summarize what they learned, explain, homework if any, etc.). (5)
7. **Homework:** Prepare to recite the alphabet tomorrow.

Day 9

1. **Assessment:** The students will recite the alphabet to the teacher.
2. **Library:** While students are being called out to recite the Spanish alphabet, the rest of the students should begin to research their chosen countries. The recommended beginning is for the librarian to give the students suggestions one where to find needed information.
3. **Closure (if time):** Ask the students how they are doing on research.
4. **Homework:** The students can fill in a blank map with the names of the countries and their capitals. This worksheet can be the same one they are given as a quiz, but on the quiz, the teacher may want to offer a "word bank" for the capitals since the students will be memorizing capitals with countries rather than where capitals are separately.

Day 10

1. **Teach numbers 11-100.** Start at number 11 and use three-word forms so the students can see the pattern. The textbook program will likely cover the one-word formats later.
2. Play the songs with the countries and capitals. The first time, have the students listen so they can get the tune. Each additional time, have the kids sing (or chant) along.
3. If needed, return to the library to finish research. **-or, if no library is needed-** Have the students get into teams at the boards and write out numbers that you call out in Spanish.
4. **Closure:** Have the students tell you what they learned today and find out where they are at with the projects.

Day 11

1. Countries and capitals songs (10)
2. **Introduce classroom vocabulary** using whatever visuals you see fit. Perhaps a handout with labeled pictures is best so the students can see the words in writing, and so they can begin to associate the words with the pictures. Work on pronunciation. (15)
3. The students should write a rough draft of their country reports (due tomorrow).

Day 12

1. Countries and capitals songs (10)
2. Teach the students to make themselves a study list by having them put the Spanish words in one column on a sheet of paper and the English equivalent next to it, but in the other column. According to Cohen (1990), list memorization is the most efficient method to learn vocabulary. Have them experiment by drawing a stick figure next to the Spanish word. The teacher can also suggest that the students try making flash cards. (15)
3. After allowing time to make the study lists, tell the students to silently “cram” for five minutes by memorizing the words Spanish to English, then English to Spanish. (5)
4. Now have the students quiz each other in pairs on the vocabulary. (5)
5. The students should peer edit each other's papers. Then they should begin writing their final drafts.

Day 13

1. Countries and capitals songs (10)
2. Tell about what tomorrow's quiz will be like and explain that the next two activities will be to help review for the quiz. (5)
3. Fly swatter game: Hang cards around the room with a vocabulary word on each card. The students get into three teams. One student at a time from each team gets a fly swatter and tries to be the first to hit the Spanish equivalent of the word the teacher says. Scoring and how many words at a time are up to the teacher. (15)
4. Play Bingo with the numbers. Sample instructions are at the end of this unit in large font for easy transparencies. (15)
5. **Closure** (Have students summarize what they learned, explain homework if any, etc.). (5)

Day 14

1. Warm-up: Let the students quiz each other over the vocabulary.
2. **Assessment:** Recognition quiz over numbers and classroom objects.
3. Let the students prepare the presentations of their countries.

Day 15 - Day 17

Presentations

When presentations are finished, give the students a quiz over the countries and capitals. Continue to use the countries and capitals songs as you see fit.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a curriculum to be used during the first weeks of a secondary-level beginning Spanish class. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from selected sources were obtained and analyzed in order to find out what professional Spanish teachers considered to be a required part of the beginning curriculum. The curriculum was written with the Washington State Essential Academic Learning Requirements (EALRs) in mind to show that Spanish teachers can and do support the EALRs.

Conclusions

Conclusions reached as a result of this project were:

1. Among other benefits, students that have studied a foreign language are better thinkers and communicators, even in their native language.
2. Since the 1940's, the purpose of foreign language learning has changed for Americans from merely a mental exercise to real

need to communicate with people of languages other than English.

3. Foreign languages can support many of the EALRs.
4. The introductory-level secondary Spanish teachers polled overwhelmingly agreed that during the first weeks of class, students should learn the following:
 - classroom vocabulary, numbers, greetings & leave-taking.
 - basic gender and number concepts with definite and indefinite articles.
 - Spanish vowels and the alphabet.
 - Where Spanish is spoken.

Recommendations

As a result of this project, the following recommendations have been made:

1. Students should study a foreign language even if they are not planning on attending a college that requires it.
2. Foreign language teachers should have communication in the target language as a focus, but should not forget the academic and cognitive benefits of bottom-up grammar and vocabulary instruction.
3. Foreign language teachers should keep the EALRs in mind as they plan lessons in order to help prepare students for the tenth grade Washington Assessment of Student Learning (WASL).
4. Regardless of the textbook program, students in an introductory, secondary-level Spanish class should learn the following:
 - classroom vocabulary, numbers, greetings & leave-taking.

- basic gender and number concepts with definite and indefinite articles.
- Spanish vowels and the alphabet.
- Where Spanish is spoken.

5. Other school districts seeking to, may wish to adopt and/or utilize the model curriculum developed for this project or undertake further research on this subject to meet their unique needs.

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Appendix A

Professional Questionnaire: What every secondary-level, first-year Spanish student should know after the first weeks of class.

Returning this by April 30, 2001 will be good for a \$2 Starbuck's certificate.

Objectives of Project:

- To establish a first-year Spanish curriculum that can be used regardless of the textbook program during the first weeks of class. This curriculum includes vocabulary, pronunciation, and structures believed to be essential to a strong beginning in a Spanish program.
- To show in what ways the designed curriculum supports the Washington State EALRs during the early stages of second language development.
- To show how the designed curriculum fits into the national standards. This is to insure that we are connected with our colleagues nationally.

1. Please list below the vocabulary themes you believe should be covered during the first three or four weeks of first-year Spanish, (e.g., classroom objects, foods, family, etc.) regardless of the textbook program. If you have a preferred sequence, please indicate that by placing number next to the vocabulary theme ("1" indicating the first topic to cover).

Vocabulary Themes

Comments (if any)

2. Please list below any grammatical structures you believe should be covered during the first three or four weeks of first-year Spanish, regardless of the textbook program (e.g., verb concepts, gustar, articles (gender), etc.). If you have a preferred sequence, please indicate that by placing number next to the grammatical structure in the same manner as question one.

Grammatical Structures

Comments (if any)

3. Please list the pronunciation that should be covered during the first three or four weeks of class, regardless of the textbook program (for example: vowels, b & v, s/c/z, all elements, etc.) If you have a preferred sequence, please indicate that in the same manner as question one.

Pronunciation Element

Comments (if any)

4. What cultural and/or geographic themes should be covered during the first weeks of first-year Spanish?

Pronunciation Element

Comments (if any)

5. Is it valuable for the students to learn the Spanish alphabet during the first weeks of first-year Spanish?

Yes No

Rationale (if any):

Name of Respondent:

School:

(For bibliographical purposes & for the Starbuck's coupon.)

APPENDIX B

Essential Academic Learning Requirements and Components

From the OSPI Web Site: <http://www.k12.wa.us/reform/EALR/standards/ealrshort.asp>

Reading

1. The student understands and uses different skills and strategies to read.

To meet this standard, the student will:

- 1.1 use word recognition and word meaning skills to read and comprehend text
- 1.2 build vocabulary through reading
- 1.3 read fluently, adjusting reading for purpose and material
- 1.4 understand elements of literature -- fiction
- 1.5 use features of non-fiction text and computer software

2. The student understands the meaning of what is read.

To meet this standard, the student will:

- 2.1 comprehend important ideas and details
- 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas
- 2.3 think critically and analyze authors' use of language, style, purpose, and perspective

3. The student reads different materials for a variety of purposes.

To meet this standard, the student will:

- 3.1 read to learn new information
- 3.2 read to perform a task
- 3.3 read for literary experience
- 3.4 read for career applications

4. The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

- 4.1 assess strengths and need for improvement
- 4.2 seek and offer feedback to improve reading
- 4.3 develop interests and share reading experiences

Writing

1. The student writes clearly and effectively.

To meet this standard, the student will:

- 1.1 develop concept and design
- 1.2 use style appropriate to the audience and purpose
- 1.3 apply writing conventions

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

- 2.1 write for different audiences
- 2.2 write for different purposes
- 2.3 write in a variety of forms

2.4 write for career applications

3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

- 3.1 prewrite
- 3.2 draft
- 3.3 revise
- 3.4 edit
- 3.5 publish

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

- 4.1 assess own strengths and needs for improvement
- 4.2 seek and offer feedback

Communication**1. The student uses listening and observation skills to gain understanding.**

To meet this standard, the student will:

- 1.1 focus attention
- 1.2 listen and observe to gain and interpret information
- 1.3 check for understanding by asking questions and paraphrasing

2. The student communicates ideas clearly and effectively.

To meet this standard, the student will:

- 2.1 communicate clearly to a range of audiences for different purposes
- 2.2 develop content and ideas
- 2.3 use effective delivery
- 2.4 use effective language and style
- 2.5 effectively use action, sound, and/or images to support presentations

3. The student uses communication strategies and skills to work effectively with others.

To meet this standard, the student will:

- 3.1 use language to interact effectively and responsibly with others
- 3.2 work cooperatively as a member of a group
- 3.3 seek agreement and solutions through discussion

4. The student analyzes and evaluates the effectiveness of formal and informal communication.

To meet this standard, the student will:

- 4.1 assess strengths and need for improvement
- 4.2 seek and offer feedback
- 4.3 analyze mass communication
- 4.4 analyze how communication is used in career settings

Mathematics**1. The student understands and applies the concepts and procedures of mathematics.**

To meet this standard, the student will:

- 1.1 understand and apply concepts and procedures from number sense
- 1.2 understand and apply concepts and procedures from measurement
- 1.3 understand and apply concepts and procedures from geometric sense
- 1.4 understand and apply concepts and procedures from probability and statistics
- 1.5 understand and apply concepts and procedures from algebraic sense

2. The student uses mathematics to define and solve problems.

To meet this standard, the student will:

- 2.1 investigate situations
- 2.2 formulate questions and define the problem
- 2.3 construct solutions

3. The student uses mathematical reasoning.

To meet this standard, the student will:

- 3.1 analyze information
- 3.2 predict results and make inferences

3.3 draw conclusions and verify results

4. The student communicates knowledge and understanding in both everyday and mathematical language.

To meet this standard, the student will:

4.1 gather information

4.2 organize and interpret information

4.3 represent and share information

5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

To meet this standard, the student will:

5.1 relate concepts and procedures within mathematics

5.2 relate mathematical concepts and procedures to other disciplines

5.3 relate mathematical concepts and procedures to real-life situations

Science

1. The student understands and uses scientific concepts and principles.

To meet this standard, the student will:

1.1 use properties to identify, describe, and categorize substances, materials, and objects, and use characteristics to categorize living things

1.2 recognize the components, structure, and organization of systems and the interconnections within and among them

1.3 understand how interactions within and among systems cause changes in matter and energy

2. The student knows and applies the skills and processes of science and technology.

To meet this standard, the student will:

2.1 develop abilities necessary to do scientific inquiry

2.2 apply science knowledge and skills to solve problems or meet challenges

3. The student understands the nature and contexts of science and technology.

To meet this standard, the student will:

3.1 understand the nature of scientific inquiry

3.2 know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace

Social Studies: History

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.

To meet this standard, the student will:

1.1 understand historical time, chronology, and causation

1.2 analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history

1.3 examine the influence of culture on U.S., world, and Washington State history

2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.

To meet this standard, the student will:

2.1 investigate and research

2.2 analyze historical information

2.3 synthesize information and reflect on findings

3. The student understands the origin and impact of ideas and technological developments on history and social change.

To meet this standard, the student will:

- 3.1 explain the origin and impact of an idea on society
- 3.2 analyze how historical conditions shape the emergence of ideas and how ideas change over time
- 3.3 understand how ideas and technological developments influence people, resources, and culture

Social Studies: Geography

1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

To meet this standard, the student will:

- 1.1 use and construct maps, charts, and other resources
- 1.2 recognize spatial patterns on Earth's surface and understand the processes that create these patterns

2. The student understands the complex physical and human characteristics of places and regions.

To meet this standard, the student will:

- 2.1 describe the natural characteristics of places and regions
- 2.2 describe the patterns humans make on places and regions

2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions

3. The student observes and analyzes the interaction between people, the environment, and culture.

To meet this standard, the student will:

- 3.1 identify and examine people's interaction with and impact on the environment
- 3.2 analyze how the environment and environmental changes affect people
- 3.3 examine cultural characteristics, transmission, diffusion, and interaction

Social Studies: Civics

1. The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.

To meet this standard, the student will:

- 1.1 understand and interpret the major ideas of foundational documents
- 1.2 examine key ideals of U.S. democracy
- 1.3 examine representative government and citizen participation

2. The student analyzes the purposes and organization of governments and laws.

To meet this standard, the student will:

- 2.1 understand and explain the organization of U.S. government
- 2.2 understand the function and effect of law
- 2.3 compare and contrast democracies with other forms of government

3. The student understands the purposes and organization of international relationships and how U.S. foreign policy is made.

To meet this standard, the student will:

- 3.1 understand how the world is organized politically and how nations interact
- 3.2 recognize factors and roles that affect the development of foreign policy

4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

To meet this standard, the student will:

- 4.1 understand individual rights and their accompanying responsibilities
- 4.2 identify and demonstrate rights of U.S. citizenship
- 4.3 explain how citizen participation influences public policy

Social Studies: Economics

1. The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.

To meet this standard, the student will:

- 1.1 comprehend key economic concepts and economic systems
- 1.2 observe major forms of business and related careers
- 1.3 understand the monetary system of the U.S. and how individuals' economic choices involve costs and consequences
- 1.4 examine how government policies influence the economy
- 1.5 examine the importance of international trade

Arts

1. The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

To meet this standard, the student will:

- 1.1 understand and apply arts concepts and vocabulary to communicate ideas
- 1.2 organize arts elements into artistic compositions
- 1.3 use and develop arts skills and techniques to solve problems and express ideas
- 1.4 use skills of craftsmanship to produce quality work
- 1.5 create, present, and evaluate artworks using visual arts, music, drama, and dance

2. The student applies the creative process with arts knowledge and skills to reason and solve problems.

To meet this standard, the student will:

- 2.1 use the senses to gather and process information
- 2.2 generate and analyze solutions to problems using creativity and imagination
- 2.3 use arts criteria to consider the effectiveness of personal work and that of others

3. The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

To meet this standard, the student will:

- 3.1 use image, sound, action, and movement through the arts to express individual ideas for a specific purpose
- 3.2 reflect and respond critically to the use of the arts in all forms of communication
- 3.3 use combinations of art forms to communicate in multi-media formats

4. The student understands how the arts connect to other subject areas, life, and work.

To meet this standard, the student will:

- 4.1 use arts skills and knowledge in other subject areas
- 4.2 apply ideas and skills developed in the arts to daily life
- 4.3 demonstrate an ability to use artistic knowledge in personal and community decision making
- 4.4 recognize the influence of the arts in shaping and reflecting cultures and history
- 4.5 incorporate arts knowledge and skills into the workplace

Health & Fitness

1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

- 1.1 develop fundamental physical skills and progress to complex movement activities as physically able
- 1.2 incorporate rules and safety procedures into physical activities
- 1.3 understand the concepts of physical fitness and develop and monitor progress on personal fitness goals
- 1.4 understand nutrition and food nutrients and how they affect physical performance and the body

2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

- 2.1 recognize patterns of growth and development
- 2.2 understand the transmission and control of communicable and non-communicable diseases
- 2.3 acquire skills to live safely

3. The student analyzes and evaluates the impact of real-life influences on health.

To meet this standard, the student will:

- 3.1 understand how environmental factors affect one's health
- 3.2 gather and analyze health information
- 3.3 use social skills to protect health and safety in a variety of situations
- 3.4 understand how emotions influence decision-making

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

To meet this standard, the student will:

- 4.1 assess needs and resources
- 4.2 develop a health and fitness plan and a monitoring system

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APPENDIX B

From the OSPI's White Paper (Strickland, 2001)

Connecting World Language Education to the Four Goals

