

Title – 7th Grade Spanish Student Learning Objective

Content Area – Spanish

Grade Level – 7th

Students – 82

Interval of Instruction – Year

Main Criteria	Element	Description
---------------	---------	-------------

Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Objective Statement	<p>Students will be able to read, write, and speak simple words, phrases, and sentences in basic Spanish in the present tense and immediate future tense, including:</p> <ul style="list-style-type: none">• Introductions and greetings• Vocabulary related to food, family, school, appearance, age, destinations, and hobbies• Conjugation of regular –ar, -er, and –ir verbs• Simple interactions and formulaic questions (ordering food, asking where things are)• Common pronouns and connectors• Basic time• Numbers to 100• Basic knowledge of the geography and customs of the Spanish-speaking world
	Rationale	<p>The objective statement addresses the fundamental content and concepts that students need to know in order to complete this introductory course. By developing this foundation in oral and written Spanish, students will be positioned to expand their vocabulary, deepen their knowledge of tenses and grammar, and refine their accent in Grade 8 Spanish.</p>
	Aligned Standards	<p><i>American Council on the Teaching of Foreign Languages (ACTFL) – National Standards for Foreign Language Education:</i></p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers of a variety of topics.</p> <p>Standard 4.1: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?

	<p>Baseline Data / Information</p>	<p>This is the introductory Spanish course offered in our district, so my students have not had any previous academic exposure to Spanish. I also administered an informal survey on the first day of class to determine if any students have had significant exposure to Spanish in a non-academic setting, and found that only one has Spanish-speaking relatives with whom he has spent some time. He reports that he can understand some Spanish words and phrases, but cannot speak more than a few words. I did not feel it was appropriate to administer a pre-test. However, I have based my targets on the amount of content that similar groups of students have been able to master in the same interval of instruction in past years.</p>
--	---	---

Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

<p>Rigor of Target</p>	<p>Target(s)</p>	<p>All students (82/82) will complete the Intro Language Proficiency Portfolio. In order for a piece of work to be eligible for inclusion in the portfolio, it must earn a score of at least 80% or B-. To be considered complete, the portfolio must include at least three work samples in each of the 8 skills/content identified in the Objective Statement.</p>
	<p>Rationale for Target(s)</p>	<p>The successful completion of the portfolio is a rigorous, yet attainable goal for all students. Though the portfolio spans a good deal of content, students will have many opportunities to produce work samples that are eligible for submission. I will monitor students' progress toward completion of the portfolio every other week throughout the spring semester, and I will schedule one-on-one conferences with students who are struggling to produce work samples of a high enough quality for portfolio submission. With plenty of opportunities to demonstrate understanding, careful progress monitoring, and support for struggling learners, it is reasonable to expect that all students will complete the portfolio by the first or second week of June.</p>

<p style="text-align: center;">Quality of Evidence</p>	<p style="text-align: center;">Evidence Source(s)</p>	<p>The Intro Language Proficiency Portfolio was developed by the World Languages Department and is designed to measure the major content and skills acquired in our first year language classes. It is comprised of assignments administered in class throughout the spring semester. Though we will begin work on many of these concepts in the fall, the curriculum is spiraled so that we will come back to these concepts in the spring, when students are more confident in their Spanish and better able to demonstrate their knowledge and skills.</p> <p>In order for a piece of work to be eligible for inclusion in the portfolio, it must earn a score of at least 80% or B-. To be considered complete, the portfolio must include at least three work samples in each of the following areas:</p> <ul style="list-style-type: none">• Introductions and greetings• Vocabulary related to food, family, appearance, age, common destinations, and hobbies• Basic conjugation of regular -ar, -er, and -ir verbs• Simple interactions and formulaic questions (ordering food, asking where things are)• Common pronouns and connectors• Time and numbers to 100• Basic knowledge of the geography and customs of the Spanish-speaking world <p>At least three portfolio submissions must be oral presentations to the teacher or the class to demonstrate students' ability to speak Spanish. These will be documented and the scored feedback can be submitted to the portfolio.</p> <p>Students will have many assignments throughout the spring semester, not all of which will be eligible for portfolio submission. When students are given an assignment that is of appropriate breadth and rigor, I will alert them to the fact that the assignment is eligible for the portfolio. Students will be responsible for tracking their progress toward completion using a checklist, which I will monitor bi-weekly.</p> <p>I will score the assignments before they are submitted to the portfolio, using the Introductory Language scoring rubric, when applicable. Once per month, at our Department Meeting, we will bring student work samples and use the rubric to score them in order to calibrate our scoring. When complete, 10% of the final portfolios will be reviewed by my Department Chair and 10% will be reviewed by the Gr. 8 Spanish teacher to ensure that the scored work reflects high standards for quality and rigor.</p>
---	--	--