

Natalie E. Hatfield
TED 5150/5160
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Journal Entry 1: Review an article about best practices in your major.

Seven Best Practices for the Foreign Language Classroom
by Christopher D. Sams

Seven Best Practices for the Foreign Language Classroom, written by Christopher D. Sams, discusses the most effective educational practices to be used within the foreign language classroom that he has observed and documented over the past ten years. These practices include the incorporation of the ACTFL assessment tools, incorporation of various student learning styles, variation of proficiency levels, teaching of grammatical concepts, continual use of the target language, incorporation of target culture and, finally, ample feedback.

ACTFL Assessment Tools

Many foreign language teachers find state assessments frustrating because they are designed not by individuals with a prior knowledge of the foreign language content seeking to assess the current knowledge of each student, but by administrators seeking to ensure that the teachers are doing their jobs. The American Council on Teaching Foreign Languages (ACTFL), however, has made the foreign language teacher's job much easier through their guidelines. These guidelines, as Sams describes, allow teachers to "set out a measureable goal for the students at the beginning of the semester, students know what is expected of them, and departments ensure that they are graduating and passing students who have achieved a predetermined level of proficiency in reading, writing, listening and speaking." For some schools and universities, an Oral Proficiency Interview (OPI) may follow. The ACTFL also provides excellent opportunities for teachers to perform individual self-assessment in order to determine if and when the program needs to be adjusted or modified to ensure that students are reaching the desired proficiency levels. Sams strongly encourages all foreign language teachers to become familiar with ACTFL's guidelines and to implement them in the classroom.

Student Learning Styles

As can be expected, each student learns differently and in many different ways. Which means that as teachers, teaching in only one distinct style will ensure the success of (potentially) only a small percentage of the class. In his article, Sams also encourages teachers to become familiar with students' different learning styles. He also, brilliantly, reminds teachers of their tendency to teach in their preferred style. He says,

"As instructors, we tend to teach in the learning style in which we were taught or in the learning style in which we believe our optimum input. This may create a mismatch between some of the students and the instructor. Instructors should be able to tailor each lesson in order to ensure that at least a portion is devoted to each learning style so that each student can receive his or her optimal input for some of the lesson."

By utilizing all learning styles, we increase our effectiveness as teachers in order to ensure that each student in learning as much as he or she possibly can. Ultimately, class is not about the teacher; it's about the learning capabilities of each student.

Variation of Proficiency Levels

A best practice that stems from group interaction shows that student's learn from each other's mistakes. Therefore, it is essential that each group in the foreign language classroom consist of mixed proficiency levels so that not all advanced language speakers are together in one group. Though dealing with the wide variety of skill levels is possibly one of the most difficult aspects of a foreign language teacher's job, it is one of the most essential. By taking special care to ensure that groups are of different proficiency levels, foreign language teachers help to ensure that students are on course to reach a certain level of language proficiency by the end of the course.

Grammatical Concepts

Teaching grammatical concepts and, more importantly, *how* to teach these grammatical concepts has been the focus of much discussion in the past ten years. However, it remains clear that a large majority of students, prior to beginning a language course, have a disturbingly inadequate understanding and knowledge of *English* grammar. Such information indicates that without a solid foundation and a thorough understanding of the grammar used in their first language, most if not all grammar learned in their second language will be nothing more than learning heuristics in order to pass the requisite test. What does this mean? This means that more attention may need to be spent on further explaining grammatical concepts in both the first language and then the second language in order to provide for students an adequate amount of prior knowledge from which to build and construct their new ideas and knowledge. Language learning often involved a point of reference, but if a student in lacking this point, his ability to learn the second language will be greatly hindered.

Target Language Usage

Using the target language in and out of the classroom is a very important best practice that cannot be compromised nor eliminated. This includes questions within the classroom, conversations in the hallway, side conversations between classmates and email conversations between teacher and student. By utilizing the target language as much as possible, it provides opportunity for the teacher to build on previously learned vocabulary, teach new vocabulary and new grammar, natural language (also referred to as slang), and cultural information that could help to broaden each student's understanding of a particular ethnic group. The continued use of the target language is critically important to a student's ability to gain language fluency, but equally as important, is the need for the teacher to not only initiate it, but also sustain it. Do not expect language learners to willingly maintain conversation in the target language with any degree of consistency.

Culture

Language and culture go hand in hand. Therefore, to fit into a language community, students must have an excellent understanding of the culture of the people. Sams encourages teachers to take advantage of every question, thought or experience that would serve to bring to light different aspects of the language culture. Cultural discussions need to be just as much of a priority as that of grammar lessons. Students' understanding of the language culture often encourages and motivates students in other ways as they strive to reach proficiency in the target language. Sams encourages teachers to take cultural "rabbit trails" so long as they don't hinder the consistent use of the target language (and thus change from the target language to the native language) nor impede on class instruction.

Feedback

One of the most important best practices that a teacher can implement into his or her classroom is the process of how he or she gives feedback to their students. An instructor's method of distributing feedback, correcting students or giving advice, truly does impact a student's desire and ability to learn and succeed in the foreign language classroom. Though each student needs to be aware (either explicitly or implicitly) that the structure or form that they are using is incorrect, the method that is chosen will have a large impact on the student's motivation and drive for success. Sams reminds and encourages teachers to consider that there is a preferred order for receiving correction(s):

Self-initiate self-correct > other-initiate self-correct > other-initiate other-correct

When a teacher overtly corrects a student, the interaction is a very dispreferred structure and will result in the possibility of a negative psychological reaction on the part of the student. This model for correction is linked back to the need for group projects and interactions that require students to interact with students of different language proficiencies in order to encourage self-correction or peer-correction.

My Reaction

Personally, I felt this article was refreshing and encouraging. It reminded foreign language teachers of many important best practices that often thrown to the way side when weeks or class periods become hectic. However, these practices, though presumably difficult to establish and to remain consistent, are the "details" and the smaller things done that help to ensure your students' success in the future. As a teacher, it is my responsibility to do everything I possibly can to help my students reach an appropriate level of language proficiency. The guidelines discussed within Christopher Sams' article will help me to establish my own best practices within my (future) foreign language classroom.

Bibliography

Sams, C. D. (2011). Seven Best Practices for the Foreign Langauge Classrooms In R. Goldberg & W. White (eds.), *People, practices, and programs that inspire.* Buffalo, NY: NYSAFLT.

Natalie E. Hatfield
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Journal Entry 2: Formative and Summative Assessment

Summative assessment is the kind of assessment with which individuals are most familiar. The goal of summative assessment is to *evaluate* student learning and is usually conducted during the last few weeks of a semester or term in order to see how well students have learned what they were supposed to have learned. After, the results from these assessments are then compared to a standard or a benchmark in order to determine whether a student has fulfilled the specified learning outcomes. Summative assessments, however, usually inflict a certain degree of anxiety on students since the grades that are received in summative assessment are final and can affect their future prospects. A few examples of summative assessment are a midterm exam, a final project, a paper or a senior recital.

Formative assessment, however, is an assessment used to *monitor* student learning in order to provide ongoing feedback that can be used by instructors to improve their teaching and also used by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work as well as help faculty recognize where students are struggling and address problems immediately. A few examples of formative assessments include asking students to draw a concept map in class to represent their understanding of a topic, submit one or two sentences identifying the main point of a lecture or turn in a research proposal for early feedback.

In my classroom, both formative and summative assessment would play vital roles. To ensure that my students are meeting the required benchmarks and standards for foreign languages, summative assessments in the form of a final project, mid- or final exam or a paper would be essential to my syllabus. These, however, would not define it. Assuming a student has elected a foreign language for the entire school year, such assessments would only appear 2-3 times. These assessments would also *not* all be of the same form (all papers, all exams, etc). Though difficult and stress inducing, these assessments are crucial to student success and both student and teacher accountability.

Additionally, however, various forms of formative assessments would appear numerous times throughout the year in order to monitor how my students are learning and what (if anything) needs to be changed in order to better communicate information, concepts and ideas with my students. For example, if after learning a difficult verb form or concept, I might present the same content in a different context in order to see if the students are able to recognize the previously learned information and make the appropriate selections. Small in-class assignments may also appear throughout the course of the year, that also utilize the previously learned material, in order to see if students are able to apply the necessary knowledge (independently) in order to achieve the desired outcome. Finally, I also feel that directly asking and discussing with students their thoughts about teaching methods, content explanations, and their overall comfort levels with a particular topic, could also be a very effective form of formative assessment. All of these I would utilize to some degree within my foreign language classroom.

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Journal Entry 3: Interview a Principal of a School

Interview with Beth Denhart, principal at Warren Wood Christian Schools

1. Describe what you consider to be a good teacher and how do you make sure teachers are living up to your expectations?

In my opinion, a good teacher is one who can communicate well with her students the knowledge he or she knows about the content. They need to be able to effectively teach what they want the students to learn in different techniques and methods that will be able to reach students in the way that they learn best. A good teacher is also one who is always looking for ways to improve, continue to learn themselves, and can maintain a well-managed classroom that will provide a safe, nurturing, academically challenging environment for all students. Classroom walk-throughs, checking lesson plans, communication with teachers, students, and parents are all ways that I evaluate teachers to see if they are living up to my expectations. Also, administering self-evaluations for teachers to fill out helps me to know how they are doing, as well as formal and informal observations.

2. What would you consider to be the traits of an effective teacher?

An effective teacher is one who can maintain a well-managed classroom, use varying teaching techniques for instruction, communicates well with students and parents, uses different types of assessments to not only check student progress, but also the teacher's teaching success, is willing and able to adapt to situations that may arise, think on their feet, and continue to grow and learn with the students.

3. What would you consider to be the traits of an effective principal?

An effective principal is one who maintains good communication with staff, students and families, leads the staff and encourages excellence, provides professional development opportunities for the staff, manages and oversees the academic progress that students are making, and provides the necessary materials to continue to improve students learning and the climate of the school.

4. How would you describe your leadership style?

My leadership style is more of a "we are a team concept." I try not to dictate changes without first getting my staff's thoughts and opinions. When a decision has to be made, I'll make it, but not without first hearing from my staff.

5. How do you identify the educational needs and values of the community?

By always trying to be aware of the changes that are taking place, noticing any weaknesses that are present, and being aware of other educational institutions are doing differently. I also listen to parent thoughts and concerns.

6. When you visit a classroom, what are the first things you look for as signs that the classroom is an effective learning place?

I look for students that are enjoying and engaged in what they are doing. I also watch for passion from a teacher as they stand in front of their students instructing them. I also look for creative ways that are being used in the classroom for teaching.

7. If you become aware of a teacher that is having difficulty with instructional techniques and classroom management, what would you do to help?

I would offer my help and encouragement. I might model a lesson or provide some avenues for that teacher to learn some different techniques. I might suggest that they observe a seasoned, veteran teacher who has good instructional techniques and classroom management skills.

8. In your opinion, what strengths do you perceive necessary for me to gain and/or develop in order to become an effective teacher?

You must know how to communicate clearly, be willing to look for and learn additional ways to present material to students, use a variety of teaching methods in order to reach all learners, be willing to make any necessary changes, continue to learn and grow yourself, make your classroom a safe, fun and nurturing learning environment and never be afraid to ask for help and assistance if you need it. Be willing to laugh with your students and laugh at yourself, and accept the bad days with the good days! Always communicate well with parents and realize that school and home must work together to provide the best learning experience for students. Above all, never lose the passion for teaching your students new things, and celebrate with them when it happens.

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Journal Entry 4: Most Challenging and Most Rewarding

One of my most challenging moments is actually an on-going difficult relationship I have with one of my fifth graders. For whatever reason, she possesses for me a distinct dislike that, at different moments, hinges on the verge of hate. In the beginning, I thought it was a rebellion problem (which to some extent, I'm sure it is). So I tried explaining to her the reasons behind the rules and expectations that I had during my parallel blocks. That didn't work. Then, I tried negative reinforcement like eliminating her Friday assignments if her behavior was consistently good during the week. That didn't work either. Then, I tried positive reinforcement like verbally affirming her correct answers and acknowledging the days (or moments) when her attitude was better. But that also didn't work. Then I tried talking to her and simply asking her what was going on or what I had done to cause her to respond to me with such a bad attitude. But no response was given. Finally, I tried a no-nonsense approach that basically consisted of "either change your attitude or I will write you up." Not surprisingly, that also didn't work.

I'm still presently trying to understand this student. She's my only student that responds like this to me and the only student who has not responded differently when any sort of change occurs in our interactions. She burdens me and causes me to want to exclude her from lessons and not take the time to explain things clearly to her. She frustrates me to the extent that, at times, I avoid unnecessary conversations with her. But she is my student. So each morning before I see her, I ask myself, "Natalie, is it about you? Or is it about her, her education and her success?" This allows me to put myself in the correct frame of mind and ensure that I am putting her education first before my own frustration.

One of my most rewarding moments, however, occurred last year with one of my first graders. She came into first grade knowing very little. She was devastatingly low and couldn't perform much at grade level other than writing her own name. She didn't have a solid understanding of letters, letter sounds, numbers, etc. In fact, she probably should have been placed in kindergarten, but, instead, she was placed in my group. My group that year consisted of a few accelerated students, but most right at grade level. And then there was this little girl. I worked with her every day on sounds, numbers, letters, writing, reading, building words, blending sounds, main ideas, etc., etc., etc., There were concepts that burdened her more than others. And there were some that she picked up quickly. But by the end of the year, when this little girl took her first grade assessment exams, she tested at a first grade level. That's a grade and half jump from knowing less than a kindergarten level to being able to perform first grade tasks. I was so proud of her. She worked so hard. But more than that, I took her results and used them as fuel for my passion for urban education. That little girl has a significantly increased chance of success in school because the gap in her education was closed so profoundly. I'm happy to report that she is now in the second grade (and in my group again) and doing wonderfully with her second grade material!!

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Journal Entry 5: Describe what an effective, successful teacher looks like

A successful and effective teacher is one who sets high expectations for all of their students. They expect that all students can and will achieve in their classroom, and they don't give up on underachievers. Successful teachers also have clearly written-out objectives and utilize lesson plans that give students a clear idea of what they will be learning, what the assignments are and what the grading policy is. Successful teachers also have assignments with learning goals that provide for each student ample opportunity to practice new skills. Successful teachers are consistent in grading and return work in a timely manner.

Effective and successful teachers are prepared and organized. They are in their classrooms early and ready to teach. They consistently present lessons in a clear and structured way. Not surprisingly, their classrooms are organized and arranged in such a way as to minimize distractions. Effective teachers also engage students and get them to look at issues in a variety of ways. They use facts as a starting point, not an end point, they ask "why" questions, they look at all sides and encourage students to predict what will happen next. They ask questions frequently to make sure students are following along. They try to engage the whole class, and they don't allow a few students to dominate the class. They keep students motivated with varied and lively approaches.

Successful teachers also form strong relationships with their students and show that they care about them as people. Great teachers are warm, accessible, enthusiastic and caring. Teachers with these qualities are known to stay after school and make themselves available to students and parents who need them. They are involved in school-wide committees and activities, and they demonstrate a commitment to the school.

Effective teachers are also masters of their subject matter. They exhibit expertise in the subjects they are teaching and spend time continuing to gain new knowledge in their field. They present material in an enthusiastic manner and instill a hunger in their students to learn more on their own.

Finally, successful and effective teachers communicate frequently with parents. They reach parents through conferences and frequent written reports home. They don't hesitate to pick up the telephone to call a parent if they are concerned about a student.

I will be a successful foreign language teacher by ensuring that I set high expectations for all of my students and assuming their success and not their failure. By keeping my objectives and my grading policy clear, I will eliminate confusion and allow students to learn and perform confidently within my classroom. Additionally, I will also have assignments that allow each student ample opportunity to practice the new skills. And I will be consistent in grading and return work in a timely manner.

I will also be an effective and successful teacher by being prepared and organized. By consistently presenting lessons in a clear and structured way, I will provide for my students the necessary structure to ensure their confidence in their own success in my classroom. Additionally, my classroom will also be organized and arranged in such a way as to minimize distractions.

As an effective teacher, I will also engage my students and get them to look at issues in a variety of ways. I will ask "why" questions, encourage them to look at all sides of a problem and encourage them to make predictions in regards to the outcomes. I will ask questions frequently to make sure my students are following along. And will try to engage the whole class so that a few students don't dominate the class.

I will also strive to form strong relationships with each of my students in order to show them that they are cared for and loved as people. I will be warm, accessible, enthusiastic and caring and strive to make myself available to students and parents who need me.

I will also be a master of my subject matter (Spanish). I will exhibit expertise in the language and continue to spend time gaining new knowledge in this field. I will strive to present material in an enthusiastic manner and instill a hunger in my students to learn more on their own, but I will not be so prideful as to not admit when I do not know something or admit when I was mistaken. I will not be too proud to admit when I am wrong.

Finally, I will communicate frequently with parents. I will reach out to parents through conferences and frequent written reports home. And I certainly won't hesitate to pick up the telephone to call a parent when I am concerned about one of my students. These are the traits of an effective and successful teacher and the traits that I strive to demonstrate on a daily basis.

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Journal Entry 6: Differentiating of Instruction

Equal education does not mean that all students get the same instruction and the same thing all the time. Rather, it means all students getting what they need. Approaching all learners the same academically doesn't work. I have to start where each child is in his learning process in order to authentically meet his academic needs and help him grow. In a classroom full of children at different stages of learning (or in my case, language learning), this certainly sounds overwhelming. But if a child in my class is really struggling with reading, writing, organization, time management, social skills or all of the above, the first step, for me, is to find out as much as I can about their educational history and anything else. This includes learning about their interests, cultural background, learning style, and something about their home life. By doing so, I am not only building a stronger and more personal relationship with the student, but it allows me the unique opportunity of crafting and molding the language education to meet her needs specifically.

For my language students, differentiated instruction will appear in the difficulty levels and challenges presented to each student as he/she advances. First year language students will not receive the same assignments as a third year language student. There are different assignments with different difficulty levels for different students. Additionally, I will provide options to my students, sometimes referred to as 'centers' that will allow each of my students to pick activities (all centered around the same content) that interest them. By remaining clear and organized in regards to what I expect each of my students to know by the end of the year, differentiating my instruction to meet their needs will become easier. This will not, however, differentiate my expectations of their effort nor will it negate their responsibility and accountability for the material.

By identifying early my expectations and requirements for my language class, and making clear what I expect each of my students to know, it provides for me a baseline from which I can accurately and fairly grade each of my students. Grading my students doesn't change just because their assignment changed. My grading of each of my students is based on their knowledge and understanding of the material. How they acquired that knowledge is not what is being graded. This is an essential facet of differentiated instruction: recognizing that the student is not being graded on *how* he/she learns but rather on *what* he/she learned. With this as my base, grading my student would look the same unless there were extenuating circumstances for a particular student that may alter it.

I actually really enjoy incorporating differentiated instruction into my lesson plans. It allows for variety, changes and (usually) makes learning a lot more enjoyable and fun for both my students and for me. Additionally, I tend to see more success and better attitudes towards a particular lesson or material when the students who need adjustments are able to receive that and my students who just want options have that possibility as well.

Natalie E. Hatfield
Student Teacher
Berkley HS
February 8, 2015

Community Observation

DESCRIPTION OF THE COMMUNITY:

Berkley is a small suburb of Detroit, MI, located in southeastern Oakland County. Several other diverse communities such as Royal Oak, Oak Park, Beverly Hills, Huntington Woods, Clawson and Southfield surround it. Its unique location along Woodward Avenue also includes it in a stretch of Detroit known as the Woodward Corridor. As a result, Berkley has been known to be an active participant in the annual Woodward Dream Cruise, volunteering their police and fire departments to help keep locals and visitor safe during this event. The city's coordinates, located among other small cities, bring with it lots of passersby attracted to the quaintness of the area and love for cute, small downtowns. My drive through Berkley was one marked by quaint bungalows, clean streets, safe neighborhoods, locally owned businesses and a family-friendly community.

With the uncommon exception of an occasional apartment building, the people and families residing in Berkley typically live in cute bungalows built in the early 1940s-1950s. Most of these homes have been restored to their original elegance or have been "expanded" to accommodate growing families. Since space is limited, most backyards tend to be on the smaller side accompanied by a one-car garage.

Upon entry to Berkley, a beautiful landscape of tree-lined streets, dog walkers, joggers, families taking walks, and cute storefronts greets each new visitor. Curbs have been cut to assist handicap individuals and bike lanes have been painted on most main streets for the many individuals that ride their bikes everywhere...even in January with three feet of snow. There is also a community outreach center, a fire department, a police station and several parks all within a short walk from each other. These public areas are specifically for the families and community that reside in Berkley and are very well maintained with play equipment, ice rinks, roller rinks and places to sit and relax. Additionally, with a short drive, most local grocery stores, drug stores, etc., are very accessible.

Berkley also contains some of the oldest and most beautiful historic churches around. Though there are churches for just about every denomination, the Catholic churches are just magnificent including the largest Roman Catholic church, Our Lady of La Salette. Berkley also has its own school district which operates in almost all of Berkley, most of Huntington Woods, and the north section of Oak Park. The school district includes four elementary schools (Angell, Burton, Pattengill, and Rodgers), one Kindergarten-8th grade school (Norup International), one middle school (Anderson), and one high school (Berkley High School); A couple Roman Catholic schools are also within the Berkley School District.

Though Berkley does have its own library, the hours are not necessarily convenient or accommodating for individuals, families or students who may not have

access to the Internet at home. This is primarily in regards to families that may live outside the district and have to drive their students to the Berkley Schools. This is quite sad as this makes it more difficult for students to complete homework, do necessary research or LEARN!! Also seen within the community, however, were many health clinics, chiropractic clinics, medical clinics, dentist offices, human service buildings, a city council building and laser surgery offices.

The land within the community was equally divided between homes and commercial use. There were dozens of restaurants, grocery stores that sold cultural foods and grocery stores that sold American foods. There were gas stations, convenience stores, coffee shops, theatres, truck companies, auto repair shops, banks, thrift stores and laundry mats. And with so much available to the community, public transportation was nearly non-existent. A conversation with a local coffee shop owner revealed to me that public buses ran every 30 minutes. This meant that individuals needing to get to work either had to drive their own car (if they owned one), walk, wait for the bus or ride their bikes.

Many recreational activities were available to the community. The community center offers many playgrounds, roller rinks and ice rinks for families and public gatherings. Also around the exterior of the park were running paths available to the avid runner and baseball fields for public use. Since Berkley is home to a 97% white population with very little cultural diversity, most signage and billboards within the community are written in English.

Interestingly, however, Berkley is situated amidst one of the largest Jewish communities in Southeastern Michigan. As a result, Berkley High School has a Jewish population of roughly 20 percent. Since Metro Detroit is home to the 21st largest Jewish community in the United States and accounts for two percent of the overall Metro Detroit population, the area is filled with multiple kosher restaurants, bakeries, caterers, supermarkets, Jewish bookstores and numerous synagogues, schools and community centers.

Fortunately for this community, there are very few environmental factors that would negatively impact learning at many of the schools. As of 2010, the total population of this small city was 14,970. And though small, in 2012, according to Coldwell Banker, Berkley was ranked No. 12 for Best Place to Live in the United States. And from 2008-2012, Newsweek named Berkley High School on its list of top 1,000 Best High Schools in America. Equally as impressive is the very low poverty rate that the community contains: 3.6%. With most of the families living comfortably in the middle to upper middle class, Berkley maintains a low crime rate, low poverty rate, and high academic scores.

ANALYSIS AND IMPLICATIONS OF COMMUNITY ASSETS AND ISSUES:

Berkley has many assets to offer its residents including a well-kept park, clean streets suited for cyclists and joggers, a great school district, a very safe community for families, and many amenities within walking distance. Additionally, Berkley has a community center, medical clinics and several locations offering services for those in need. In light of the large percentage of Caucasians living within Berkley, a key issue that may need to be addressed is the lack cultural awareness and diversity that exists within the community and certainly within the schools. Since Berkley is neatly tucked away in

the suburbs, it tends to be sheltered from many of the issues facing schools and communities with more cultural diversity and larger gaps in its socioeconomic status.

REFLECTION NARRATIVE:

As a teacher, I have realized that in the event that I land a job within the community of Berkley, a majority of the students I will encounter will not only come from white, middle-class families, but they will more than likely have very little exposure to diversity of any kind including cultural diversity. As a teacher, such knowledge will allow me the foreknowledge to make sure that I am including in my lesson plans aspect of "diversity" in every way possible in order to make my students more aware of the diversity that they will encounter beyond the city lines and classroom walls. The knowledge of the resources available to my students will help me plan curriculum and activities that are achievable for all my students because they are accessible resources (like the park, cultural centers, field trips to the library, etc). As a teacher in this community, my role could be to use my resources, knowledge and connections to help meet educational as well as social needs within the school. My background will help me to expand the cultural awareness of my students. Additionally, knowledge of where my students come from and the community in which they live will help me understand them better as a person allowing me to connect with them on real terms in order to meet their educational and social needs.

Natalie E. Hatfield
Student Teacher
Berkley HS
18 February 2015

DISTRICT/SCHOOL CURRICULUM ANALYSIS

The Berkley School District is located in Berkley, MI, and extends to most of Berkley, Oak Park and Huntington Woods. As of 2012, Coldwell Banker ranked Berkley, MI, as No. 12 for Best Place to Live in the United States. And for the past 6 years (2008-2014), Newsweek has named Berkley High School on its list of top 1,000 Best High Schools in America. According to the Michigan Department of Education, for the 2013-2014 school year, Berkley High School was ranked in the 80th percentile for statewide academic performance achieving a score of 'excellent' in all content areas.

As a student teacher at Berkley High School, I appreciate the tremendous effort on the part of the school district to provide for each student the opportunity for academic and personal success. It is reflected in their standards for their students, their expectations for their teachers and also their process for selection of teachers (most of whom have been employed for 5 or more years yielding very little turn over). It is also quite accurately reflected in their mission statement that states, "...seeking to create a supportive environment in which every student graduates with the essential skills, knowledge and experience to be a responsible citizen, able to make informed choices in our diverse and changing world." I would confidently say that the Berkley School District lives up to and exceeds its mission statement.

For Spanish I and II, the goals and objectives of the classroom curriculum are intended give students an enriched understanding of cultures and the ability to

communicate with others from different backgrounds. This is expressed in the department of world languages' philosophy statement:

“The modern world requires knowledge of cultures and the ability to communicate with others from different backgrounds. Inherent in this is the belief that second language is an essential skill for the modern world. Language acquisition is a process in which learners develop at their own rates. Courses offered build upon each other focusing on the development of listening, speaking, reading, writing skills and cultural awareness. Course work is varied in order to ensure growth for all students” (Berkley Department of World Languages, 2014).

Their philosophy statement is also coupled with general principles of second language acquisition (supplied by the Michigan Department of Education) that are used as guidelines for developing curriculum and lesson plans. They are as follows:

- Language is functional.
- Language skills develop independently.
- Language learning is cultural learning.
- Language proficiency develops through meaningful use and interaction.
- Language acquisition is a long-term process and occurs at different rates.
- Language proficiency develops in varied ways.
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Since the World Language Department at Berkley High School has derived its goals and objectives from the elements contained in the Michigan state standards for foreign language education, it's no surprise that the goals, expectations and rules for the Spanish department also align with Michigan state standards.

The Spanish department at Berkley High School believes that 'Right is right' and that 'Tests should be given without assistance from instructors.' In addition to these overlying principals, the Spanish department also adheres to the following guidelines for curriculum development, student development and general classroom maintenance:

- Teachers start each chapter with a 'chapter overview' so students know "by the end of the chapter you will..."

- Textbooks are our primary resource
- Teach how to take tests
- Teach study habits
- There is written homework most days
- Teach context cues
- Teach how to understand language from context cues
- Teach grammar terms (subject, verb, noun, adjective, adverb, pronouns, etc.)
- Students write words
- Students write full sentences unless told not to
- Students write in Spanish unless told not to
- Students take notes; note-taking guide
- Students spend at least 15-20 minutes daily on vocabulary
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These are the principals, expectations, goals and objectives (both at the state level and at the district level) that guide the Spanish teachers as they develop curriculum, structure their classrooms, and teach their students.

The Spanish curriculum at Berkley High Schools accommodates diverse learners by not only incorporating a variety of learning styles, but also by differentiating and scaffolding lessons in such a way that students are able to ingest small amounts of information and build upon what is previously known. This can be seen in several ways:

1. Teachers preface each lesson by asking students to recall what they've learned from the previous unit.
2. Teachers structure notes in such a way that it breaks down new material into manageable bites that students are able to refer to later on and use for independent learning.
3. Teachers incorporate listening activities, games, writing assignments, independent work, group work, projects, quizzes, exams and homework in order to provide a variety of methods for assessing understanding.
4. Teachers structure each lesson to build upon the previous lesson to ensure that students are learning material in a comprehensible and logical order.

By utilizing these methods, Spanish teachers at Berkley High School not only appeal to the many diverse learners within each class, but they also target the major standards in the Spanish I and II curriculum.

The major standards in the Spanish I and Spanish II curriculum are Standards 1.1 and 1.2 from the Michigan World Languages Standards and Benchmarks. Standard 1.1 focuses on Interpersonal Communication and states that “students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.” Standard 1.2 focuses on Interpretive Communication stating that ‘students understand and interpret written and spoken language on a variety of topics.’ Though the Spanish curriculum at Berkley High School incorporates all the Michigan benchmarks and standards to some degree these two are the main focus for levels I and II. This focus allows teachers to ensure that upon successful completion of Spanish I and II, students will have a solid foundation upon which higher-level Spanish courses will be able to build. Students will be able to express basic thoughts, needs, wants and desires by utilizing proper conjugation of verb forms. Students will also have the skills necessary to engage in the higher order thinking that is required for upper levels. The understanding and learning of these two standards are the basis from which all future Spanish learning and teaching come.

The Spanish curriculum at Berkley High Schools also incorporates many activities that align with state standards. These games not only support many if not all of the benchmarks (focusing primarily on Standards 1.1 and 1.2), but they also incorporate the 5 C’s:

- **Communication:** Communicate in languages other than English
- **Cultures:** Gain knowledge and understanding of other cultures
- **Connections:** Connect with other disciplines and acquire information
- **Comparisons:** Develop insight into the nature of language and culture
- **Communities:** Participate in multilingual communities at home and around the world

Some of the activities included in each unit are: listening activities including songs, video series, mini lectures, and speeches given by noted Latin American figures, review games including jeopardy and memory, ‘white board’ races where students compete to be the first with the right answer, ‘mini’ class presentations, cultural investigations of different countries in Latin America and projects such as making a book, creating a house, and drawing a life-sized body. These are just a few of the activities observed in my classes. All of these activities support the benchmarks for Spanish language education as each different activity encourages students to *communicate*, to learn about different *cultures*, to use different disciplines from other areas of study (like history) in order to understand relevant material and make *connections*, to *compare* and analyze how language might differ based on location, and to learn about different *communities* from around the globe.

Current research indicates that second language acquisition is best gained and accomplished through meaningful learning experiences. This means that a student is most likely to acquire (learn) fluency in a second language when he is taught by means of activities, experiences and classroom environments that make the content material about more than just lecture notes and grammar structures. By incorporating activities that encourage students to build from their prior knowledge and frame of reference (*what does your family look like? What does your house look like? Where do you live? Etc.*) and to use language that can express meaningful insights, a student is more likely to store that information in their long-term memory and experience meaningful learning.

These activities also target a diversity of learners as with each different activity students are able to use and express different skills, weaknesses, strengths, likes, dislikes and preferences. By giving students variety in the classroom activities, students

inevitably will experience something that targets one of their strengths. When this occurs, it allows the student the possibility of expressing themselves and their learning in a way that they feel most successful and accomplished as a second language learner. Though technology isn't a huge element in the Spanish curriculum, it is incorporated enough to provide diversity and also as a tool to help students build their listening skills. Usually this is seen by means of a video series, a speech given by a noted figure and songs by popular Latin American musicians.

The use of activities within each lesson, unit and the curriculum as a whole also provides a myriad of ways to assess learners on the content in both formative and summative capacities. This is a fantastic alternative to the standard pen and paper exam (which is at times necessary and beneficial). Within the classroom, my teacher uses these activities (which are done regularly) as a means of formative assessment in order to *monitor student learning* and provide ongoing feedback that can be used for her personal growth and to improve her teaching and also by the students to improve their learning. Additionally, summative assessments are also performed regularly. This is usually in the form of an exam or final project with the goal of *evaluating student learning* at the end of an instructional unit in order to compare it against state standards and benchmarks. Since the Spanish curriculum at Berkley High School is derived from the state standards and benchmarks, each form of assessment (be it formative or summative) tests specifically to see if students have mastered the skills and information required by those state standards and benchmark. Berkley High School does a fantastic job of using the Michigan standards and benchmarks to drive the formation of their Spanish curriculum.

It is important to understand (and also to see) how the Michigan state standards and benchmarks should establish the platform from which all language curriculum and language assessment is derived. Berkley High School does this very well and I'm grateful to be teaching in a school that adheres to state standards and also uses their curriculum to craft excellent lesson plans that help students reach and exceed those benchmarks. These benchmarks also operate as a form of teacher accountability. *How do you know what your students should be learning and what skills they should be able to perform? Are you teaching the correct material? How do you know?* The implementation of the state standards and benchmarks help to answer all these questions by establishing a standard for the teachers against which all their teaching, lesson plans and curriculum will be evaluated. As a new teacher, this helps me understand the expectations for not only my classroom/students, but also for my lesson plans and curriculum. This will help to give me direction and keep my lesson plans concise and effective.

Curriculum Analysis Chart

Name of District: Berkley School District			
State Objectives	District/School Objectives Preliminary Unit	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)			For Spanish: Level 1
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions 1.1.N.SL.c : Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions 1.1.N.RW.a : Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions 1.1.N.RW.c : Recognize and use appropriate register/honorifics in limited, simple social correspondences 1.2.N.L.a : Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests 1.2.N.L.d : Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music) 1.2.N.R.a : Demonstrate understanding of written classroom language in the target language including directions, commands, and requests. 	<ul style="list-style-type: none"> Greeting someone Asking and telling names Expressing nice to meet you Using courtesies Spelling your first and last name Articles before country Studies of Spanish-speaking countries Ways to say phone numbers 	<ul style="list-style-type: none"> Greet teacher and classmates everyday Conversations with a partner in front of the class Use of courtesies in the classroom Introduce themselves Say where people are from Exchange phone numbers Say which day it is

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> ● 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, text book passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories ● 2.2.N.G.a : Identify countries, their capital and major cities in which the language is spoken ● 3.1.N.a : Reinforce previously learned content knowledge through the target language ● 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture ● 4.2.N.a : Identify basic target culture practices and compare them to one's own ● 4.2.N.b : Identify basic target culture products and compare them to one's own ● 5.2.N.a : Willingly use the target language within the classroom setting ● 5.2.N.c : Identify careers where skills in another language or cross-cultural understanding are needed 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District			
State Objectives	District/School Objectives Unit 1.1: Bienvenidos/Hola	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> ● 1.1.N.SL.b : Ask and answer basic questions about the weather, health/physical conditions, self, family and friends ● 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life ● 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate ● 1.1.N.RW.b : Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends ● 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories ● 3.1.N.a : Reinforce previously learned content knowledge through the target language ● 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to 	<ul style="list-style-type: none"> ● Say where people are from ● Introduce others ● Express likes ● Greet others ● Asking and telling names ● Expressing nice to meet you ● Using courtesies ● Spelling your first and last name 	<ul style="list-style-type: none"> ● Expressing likes/dislikes in the classroom ● Greet teacher and classmates everyday ● Conversations with a partner in front of the class ● Use of courtesies in the classroom ● Introduce themselves ● Say where people are from

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>recognize that a topic or situation may be viewed differently in one's own culture than in the target culture</p> <ul style="list-style-type: none"> ● 4.2.N.a : Identify basic target culture practices and compare them to one's own ● 4.2.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target ● 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 		<p><i>Generally speaking, there is a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District				
State Objectives	District/School Objectives Unit 1.2: Mis Buenos Amigos	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.	
For Spanish: Novice (High)	For Spanish: Level 1	For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> 1.1.N.SL.e : Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories 2.2.N.C.a : Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites) 3.1.N.a : Reinforce previously learned content knowledge through the target language 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture 	<ul style="list-style-type: none"> Practice vocabulary from previous levels Describe physical traits of classmates Country previews to learn new cultures Describe others Express individual and others' likes and dislikes Describe clothing Expressing likes/dislikes in the classroom Greet teacher and classmates everyday Conversations with a partner in front of the class 		

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> 4.2.N.a : Identify basic target culture practices and compare them to one's own 4.2.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District			
State Objectives	District/School Objectives Unit 1.3: Te Presento a mi Familia	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students aquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life • 1.1.N.RW.b : Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends • 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories • 1.3.N.W.c : Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school • 2.1.N.F.a : Describe family structures and the role of friends within a community or culture in which the language is spoken • 2.1.N.F.d : Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken 	<ul style="list-style-type: none"> • Express feelings and emotions • Discuss personal interests • Short readings in target language • Write short paragraphs describing familiar topics • Describe familiar topics and leisure activities 	<ul style="list-style-type: none"> • Expressing likes/dislikes in the classroom • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Describe leisure activies • Exchange information by asking and answering basic questions

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> ● 3.1.N.a : Reinforce previously learned content knowledge through the target language ● 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture ● 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) ● 4.2.N.a : Identify basic target culture practices and compare them to one's own ● 4.2.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target ● 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District				
State Objectives	District/School Objectives Unit 2.1: Un Día de Clases	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.	
For Spanish: Novice (High)		For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life 1.1.N.RW.h : Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories 2.2.N.E.a : Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken 3.1.N.a : Reinforce previously learned content knowledge through the target language 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture 	<ul style="list-style-type: none"> Converse with classmates on familiar topics, personal interests, activities, etc. Write about familiar topics, memorable experiences, activities, etc. Identify facilities, supplies, and materials needed for schools and activities Review previously taught material 	<ul style="list-style-type: none"> Greet teacher and classmates everyday Conversations with a partner in front of the class Use of courtesies in the classroom Introduce themselves Identify facilities, supplies, and materials needed for schools and activities 	

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>than in the target culture</p> <ul style="list-style-type: none"> ● 4.2.N.a : Identify basic target culture practices and compare them to one's own ● 4.2.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target ● 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District				
State Objectives	District/School Objectives Unit 2.2: Un Horario Difícil	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.	
For Spanish: Novice (High)		For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students aquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life • 1.1.N.RW.e : Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits • 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories • 2.1.N.F.b : Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) • 3.1.N.a : Reinforce previously learned content knowledge through the target language • 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed 	<ul style="list-style-type: none"> • Converse with classmates on familiar topics, personal interests, activities, etc. • Write about familiar topics, memorable experiences, activities, etc. • Describe daily routines using times and appropriate phrases • Describe physical appearance, character and personality traits of friends and family • Reinforce previously taught material 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Describe daily routines • Describe physical appearance, character and personality traits 	

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>differently in one's own culture than in the target culture</p> <ul style="list-style-type: none"> ● 4.2.N.a : Identify basic target culture practices and compare them to one's own ● 4.2.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target ● 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District			
State Objectives	District/School Objectives Unit 2.3: Mis Actividades	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students aquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories 2.1.N.F.b : Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) 2.1.N.F.d : Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken 3.1.N.a : Reinforce previously learned content knowledge through the target language 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture 4.2.N.a : Identify basic target culture practices and compare them to one's own 4.2.N.b : Identify basic differences and similarities in 	<ul style="list-style-type: none"> Read textbook passages, magazines and news papers Converse with classmates on familiar topics, personal interests, activities, etc. Write about familiar topics, memorable experiences, activities, etc. Describe daily routines using times and appropriate phrases Describe physical appearance, character and personality traits of friends and family Reinforce previously taught material 	<ul style="list-style-type: none"> Greet teacher and classmates everyday Conversations with a partner in front of the class Use of courtesies in the classroom Introduce themselves Describe daily routines Describe physical appearance, character and personality traits

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>grammatical structures between one's own language and the target</p> <ul style="list-style-type: none"> 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District			
State Objectives	District/School Objectives Unit 3.1: Me Gusta el Tiempo Libre	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.d : Request, offer, invite, and reply appropriately using memorized phrases • 1.1.N.SL.f : Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits • 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate • 1.1.N.RW.b : Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends • 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories • 2.2.N.F.c : Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken • 3.1.N.a : Reinforce previously learned content knowledge through the target language 	<ul style="list-style-type: none"> • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> ● 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture ● 4.2.N.a : Identify basic target culture practices and compare them to one's own ● 4.2.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target ● 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 3.2: Deportes Para Todos	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate • 1.1.N.SL.k : Share opinions and preferences in the target language with their classmates • 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories • 3.1.N.a : Reinforce previously learned content knowledge through the target language • 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture • 4.2.N.a : Identify basic target culture practices and compare them to one's own • 4.2N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target • 5.2.N.a : Exchange information in the target 	<ul style="list-style-type: none"> • Share likes and dislikes in the target language • Share opinion and preferences • Reinforce previously learned content • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations</p>		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 3.3: El Tiempo en el Yunque	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non- Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 1		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.b : Ask and answer basic questions about the weather, health/physical conditions, self, family and friends • 1.1.N.SL.k : Share opinions and preferences in the target language with their classmates • 1.1.N.RW.b : Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends • 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories • 2.2.N.G.d : Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken • 3.1.N.a : Reinforce previously learned content knowledge through the target language • 3.2.N.a : Use audio, visual, and/or print materials available only in the target language to recognize that a topic or 	<ul style="list-style-type: none"> • Ask and answer questions about weather, health/physical conditions • Share opinions and preferences • Share likes and dislikes in the target language • Share opinion and preferences • Reinforce previously learned content • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>situation may be viewed differently in one's own culture than in the target culture</p> <ul style="list-style-type: none"> ● 4.2.N.a : Identify basic target culture practices and compare them to one's own ● 4.2.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target ● 5.2.N.a : Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 	<p>questions in writing</p>	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Preliminary Unit	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greetings, leave taking or introductions • 1.1.N.SL.b : Ask and answer basic questions about the weather, health/physical conditions, self, family and friends • 1.1.N.SL.c : Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions • 1.1.N.SL.e : Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits • 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life • 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate • 1.1.N.RW.a : Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take 	<ul style="list-style-type: none"> • Recognize and use appropriate gestures in social situations such greetings or leaving or introductions • Ask and answer questions about weather, health/physical conditions • Share opinions and preferences • Share likes and dislikes in the target language • Share opinion and preferences • Reinforce previously learned content • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> • leave, or make introductions • 1.1.N.RW.b : Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends • 1.1.N.RW.h : Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life • 1.1.N.RW.j : Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services • 1.2.N.L.b : Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences • 1.2.N.R.b : Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories • 1.3.N.W.c : Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school • 2.1.N.F.a : Describe family structures and the role of friends within a community or culture in which the language is spoken • 2.1.N.H.e : Identify and explain how the language and culture expanded throughout the world • 2.2.N.G.a : Identify countries, their capital and major cities in 	<p>questions</p> <ul style="list-style-type: none"> • Exchange information by asking and answering basic questions in writing 	
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- which the language is spoken
- 3.1.N.a : Reinforce previously learned content knowledge through the target language
- 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language

Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.

Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 4.1 A Visitar a mi Prima	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.RW.g : Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits. • 1.2.N.L.a : Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests • 2.1.N.F.c : Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services) • 2.1.N.E.b : Identify the economic system in a community or culture in which the language is spoken • 3.1.N.a : Reinforce previously learned content knowledge through the target language • 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) • 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the 	<ul style="list-style-type: none"> • Ask and answer questions in writing about the attributes of places and things • Use target language in the classroom including directions, commands and requests • Describe daily routines and how needs are met • Reinforce previously learned content material • Identify basic differences and similarities in target language and native language 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> target 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 		<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 4.2 En el Mercado	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.h : Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life • 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate • 1.1.N.RW.i : Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services • 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters • 1.3.N.W.a : Illustrate and present materials in the target language such as an advertisement, poster, or menu • 2.1.N.E.b : Identify the economic system in a community or culture in which the language is spoken • 2.1.N.E.c : Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken • 2.2.N.F.b : Identify products that were native to a 	<ul style="list-style-type: none"> • Recognize and use appropriate gestures in social situations such greetings or leaving or introductions • Ask and answer questions about weather, health/physical conditions • Share opinions and preferences • Share likes and dislikes in the target language • Share opinion and preferences • Reinforce previously learned content • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> community, region, or country in which the language is spoken 2.2N.E.c : Recognize the currency of a country in which the language is spoken 3.1.N.a : Reinforce previously learned content knowledge through the target language 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 	<p>questions</p> <ul style="list-style-type: none"> Exchange information by asking and answering basic questions in writing 	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District			
State Objectives	District/School Objectives Unit 4.3 ¿Qué hacer en Oaxaca?	Classroom activities that match the objectives and meet the diversity and learning styles of students.	Assessments: Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students aquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> 1.1.N.SL.b : Ask and answer basic questions about the weather, health/physical conditions, self, family and friends 1.1.N.SL.e : Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits 1.1.N.SL.f : Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits 1.1.N.RW.b : Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends 1.1.N.RW.e : Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits 1.2.N.L.a : Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests 1.2.N.R.a : Demonstrate understanding of written classroom language in the target 	<ul style="list-style-type: none"> Ask and answer questions about weather, health, physical conditions, etc. Ask and answer questions about physical appearance, character and personality traits Recognize and use appropriate gestures in social situations such greetings or leaving or introductions Ask and answer questions about weather, health/physical conditions Share opinions and preferences Share likes and dislikes in the target language Share opinion and preferences Reinforce previously learned content 	<ul style="list-style-type: none"> Greet teacher and classmates everyday Conversations with a partner in front of the class Use of courtesies in the classroom Introduce themselves Make requests to classmates Ask questions about feelings and emotions Share likes and dislikes with classmates Exchange information by asking and answering basic questions Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> language including directions, commands, and requests 2.1.N.F.b : Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) 3.1.N.a : Reinforce previously learned content knowledge through the target language 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 	<ul style="list-style-type: none"> Make requests to classmates Ask questions about feelings and emotions Share likes and dislikes with classmates Exchange information by asking and answering basic questions Exchange information by asking and answering basic questions in writing 	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 5.1 ¿Cómo es tu rutina?	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.c : Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions • 1.1.N.SL.d : Request, offer, invite, and reply appropriately using memorized phrases • 1.1.N.SL.i : Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services • 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate • 1.1.N.SL.k : Share opinions and preferences in the target language with their classmates • 1.1.N.RW.i : Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services • 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters • 1.3.N.W.a : Illustrate and present materials in the target language such as an 	<ul style="list-style-type: none"> • Request, offer and invite using memorized phrases • Ask for and obtain information in target language • Recognize and use appropriate gestures in social situations such greetings or leaving or introductions • Ask and answer questions using time to discuss place, size, location, etc • Share opinions and preferences • Share likes and dislikes in the target language • Share opinion and preferences • Reinforce previously learned content • Make requests to classmates 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> advertisement, poster, or menu 2.1.N.E.c : Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken 3.1.N.a : Reinforce previously learned content knowledge through the target language 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 	<ul style="list-style-type: none"> Ask questions about feelings and emotions Share likes and dislikes with classmates Exchange information by asking and answering basic questions Exchange information by asking and answering basic questions in writing 	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 5.2 ¿Qué debo hacer?	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.g : Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits • 1.1.N.RW.g : Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits • 1.2.N.L.a : Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests • 1.3.N.S.b : Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school • 1.3.N.W.a : Illustrate and present materials in the target language such as an advertisement, poster, or menu • 1.3.N.W.c : Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school • 2.1.N.F.b : Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various 	<ul style="list-style-type: none"> • Ask and answer questions about the attributes of places and things • Use target language in the classroom • Present personal descriptions on familiar topics • Write personal descriptions on familiar topics • Describe daily routines • Ask for and obtain information in target language • Recognize and use appropriate gestures in social situations such as greetings or leaving or introductions • Ask and answer questions using time to discuss place, size, location, etc • Share opinions and 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> periods during the day) 2.2.N.F.a : Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services) 3.1.N.a : Reinforce previously learned content knowledge through the target language 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 	<p>preferences</p> <ul style="list-style-type: none"> Share likes and dislikes in the target language Share opinion and preferences Reinforce previously learned content Make requests to classmates Ask questions about feelings and emotions Share likes and dislikes with classmates Exchange information by asking and answering basic questions Exchange information by asking and answering basic questions in writing 	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 5.3 ¡Qué Buena celebración!	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.j : Share likes and dislikes in the target language with a classmate • 1.1.N.SL.k : Share opinions and preferences in the target language with their classmates • 1.1.N.RW.j : Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters • 2.1.N.F.b : Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) • 2.1.N.F.c : Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services) • 2.2.N.F.a : Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services) • 3.1.N.a : Reinforce previously learned content knowledge through the target language 	<ul style="list-style-type: none"> • Ask and answer questions about the attributes of places and things • Use target language in the classroom • Present personal descriptions on familiar topics • Write personal descriptions on familiar topics • Describe daily routines • Ask for and obtain information in target language • Recognize and use appropriate gestures in social situations such greetings or leaving or introductions • Ask and answer questions using time to discuss place, size, location, etc • Share opinions and 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing
<p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>			
<p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students aquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p>			
<p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>			

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 	<p>preferences</p> <ul style="list-style-type: none"> Share likes and dislikes in the target language Share opinion and preferences Reinforce previously learned content Make requests to classmates Ask questions about feelings and emotions Share likes and dislikes with classmates Exchange information by asking and answering basic questions Exchange information by asking and answering basic questions in writing 	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 6.1 La Vida de la Ciudad	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.a : Use the target language with culturally appropriate gestures in everyday social situations such as greetings, leave taking or introductions • 1.1.N.SL.g : Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits • 1.1.N.SL.i : Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services • 1.1.N.RW.g : Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits • 1.3.N.W.b : Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student's personal life, and share these with an audience • 2.1.N.F.c : Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, 	<ul style="list-style-type: none"> • Ask and answer questions about the attributes of places and things • Use target language in the classroom • Present personal descriptions on familiar topics • Write personal descriptions on familiar topics • Describe daily routines • Ask for and obtain information in target language • Recognize and use appropriate gestures in social situations such greetings or leaving or introductions • Ask and answer questions using time to discuss place, size, location, etc • Share opinions and 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> access to public services) 2.2.N.F.a : Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services) 2.2.N.F.b : Identify products that were native to a community, region, or country in which the language is spoken 3.1.N.a : Reinforce previously learned content knowledge through the target language 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 	<p>preferences</p> <ul style="list-style-type: none"> Share likes and dislikes in the target language Share opinion and preferences Reinforce previously learned content Make requests to classmates Ask questions about feelings and emotions Share likes and dislikes with classmates Exchange information by asking and answering basic questions Exchange information by asking and answering basic questions in writing 	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Curriculum Analysis Chart

Name of District: Berkley School District

State Objectives	District/School Objectives Unit 6.2 A Conocer el Campo	Classroom activities that match the objectives and meet the diversity and learning styles of students.	<u>Assessments:</u> Informal, Formal, Standardized, Traditional, and Non-Traditional to meet the objectives.
For Spanish: Novice (High)	For Spanish: Level 2		
<p>1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.</p> <p>4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p>	<ul style="list-style-type: none"> • 1.1.N.SL.i : Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services • 1.1.N.SL.k : Share opinions and preferences in the target language with their classmates • 1.1.N.RW.e : Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits • 1.1.N.RW.g : Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits • 1.3.N.S.b : Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school • 2.1.N.E.b : Identify the economic system in a community or culture in which the language is spoken • 2.1.N.E.c : Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken 	<ul style="list-style-type: none"> • Ask and answer questions about the attributes of places and things • Use target language in the classroom • Present personal descriptions on familiar topics • Write personal descriptions on familiar topics • Describe daily routines • Ask for and obtain information in target language • Recognize and use appropriate gestures in social situations such greetings or leaving or introductions • Ask and answer questions using time to discuss place, size, location, etc • Share opinions and 	<ul style="list-style-type: none"> • Greet teacher and classmates everyday • Conversations with a partner in front of the class • Use of courtesies in the classroom • Introduce themselves • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing

<p>4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 Use of Language Students use the language both within and beyond the school setting.</p> <p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> • 2.2.N.G.d : Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken • 2.2.N.F.b : Identify products that were native to a community, region, or country in which the language is spoken • 3.1.N.a : Reinforce previously learned content knowledge through the target language • 4.1.N.a : Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) • 4.1.N.b : Identify basic differences and similarities in grammatical structures between one's own language and the target • 4.1.N.c : Identify basic differences and similarities in register/honorifics between one's own language and the target language 	<p>preferences</p> <ul style="list-style-type: none"> • Share likes and dislikes in the target language • Share opinion and preferences • Reinforce previously learned content • Make requests to classmates • Ask questions about feelings and emotions • Share likes and dislikes with classmates • Exchange information by asking and answering basic questions • Exchange information by asking and answering basic questions in writing 	<p><i>Generally speaking, there are a variety of assessments used to test students on their present knowledge of Spanish. Traditional methods of testing are used, informal methods of testing are used, and finally non-traditional methods of testing are also utilized.</i></p>
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Natalie E. Hatfield
Student Teacher
Berkley HS
February 8, 2015

Classroom Organization and Management Plan

Research and Theories:

My philosophy for classroom organization and management is based primarily in the belief that when teachers approach students in an authoritative manner and provide for students reasonable limits and achievable expectations, they will provide for students the opportunity to achieve academic success, independent thought, self-reliance and socially competent behavior. Educational experts and authors of Love and Logic, Jim Fay, child psychiatrist, Foster W. Cline, M.D. and Charles Fay, Ph.D., offer many tools for educators that not only promote healthy parent/teacher and teacher/student relationships but also encourage positive classroom management. Love and Logic encourages educators to:

- Set limits in the classroom without anger
- Provide hope and encouragement for underachieving students
- Build strong connections between home and school
- Make teaching and learning more fun and productive
- Immediately handle disruptive students
- Get and keep students' attention
- Build positive student-teacher relationships
- Help students own and solve their own problems
- Bully proof children, diffuse power struggles, and handle difficult people

The belief is that when educators establish these safe, loving and logical parameters and limitations for themselves (and their students), it provides an ideal circumstance in which educators are able to guide students through their thought patterns, encourage them to think independently and rationally about their actions, and consider the consequences of their actions *before* they act. When students learn to think before they act, they not only learn self-control but also learn *how* to solve future situations or problems.

In addition to the behavioral philosophy encouraged by Love and Logic, my philosophy for classroom organization and management is also based in the belief that an authoritative approach to students will not only build strong student/teacher relationships but will also encourage strong peer relationships. The authoritative teacher places reasonable limits and controls on the students but often explains the reasons behind his/her rules, expectations and decisions. If a student is disruptive, the teacher is able to respond with a polite, but firm, reprimand. The authoritative teacher is also open to considerable verbal interaction, including critical debates. When students know that they can interrupt the teacher if they have a relevant question or comment, the students receive the opportunity to learn and practice communication skills in an environment that

encourages open dialogs and communication (especially to solve problems). Authoritative teachers also exhibit a warm and nurturing attitude toward the students and expresses genuine interest and affection. By encouraging students and praising them for good decisions, academic achievement and socially acceptable behavior, students are reminded and encouraged to abide by the expectations and limitations established for their classroom. Such limitations, modeling and behavior on the part of the (authoritative) teacher encourages academic success, self-reliance and socially competent behavior on the part of the students.

These elements, both individually and collectively, work together to support the philosophies that comprise my Teaching and Learning Statement. It is my belief that learning is an active process that occurs within the learner and which can be influenced by the learner (Cognitivism). Love and Logic encourage students to be actively engaged in their thought processes in order to take responsibility for their actions and their learning. It simultaneously encourages teachers to create engaging lesson plans that will captivate students' minds and promote high-order learning and thinking thus influencing each student's learning experience. It is also my belief that learners can build personal interpretations of the world based on experiences and interactions (Constructivism). Love and Logic encourages teachers to establish boundaries and limitations for students that encourage open communication, positive student/teacher and student/student relationship, work towards bully proof students, and provides hope for struggling students. The establishment of positive interactions within the classroom will influence each student's experience and over all interpretation of the world. Finally, it is my belief that a specific environmental stimulus can induce a correct response (Behaviorism). Love and Logic encourages teachers to immediately handle disruptive students and to teach students to consider the consequences of their actions before they act. Consequences (positive or negative) can be a useful external stimulus that when applied to a specific situation, will produce a correct response. Students need to learn that in life, as in the classroom, there are consequences to their decisions and actions.

Elements of the Plan:

It is my belief that students, when given reasonable limitations and achievable expectations, can and will experience academic success, independent thought, self-reliance and socially competent behavior. Building a community of learners, however, does not begin with the students; it begins with the teacher. Teachers can structure and organize their classrooms to prompt responsible student behavior and promote student achievement. Through modeling the desired behavior, teachers can overtly and consciously teach students how to behave responsibly in every classroom/school situation. Students will not inherently know how to act responsibly, treat other respectfully, and take an active interest in their academic success. It is the job of the classroom teacher to consistently model and reinforce these principals and expectations in the classroom. Additionally, teachers can build a community of learners by focusing more time, attention, and energy on the acknowledgment of responsible behavior than their response(s) to misbehavior. When misbehavior does occur, however, teachers should have their responses preplanned in order to ensure that they will respond in a

brief, calm, and consistent manner. As teachers begin to establish for their students the expectations and limitations of their classroom and simultaneously model the appropriate and expected classroom behaviors, teachers will begin to build a community of students who may have entered as individuals, but will leave as learners apart of a community within their classroom.

My classroom organization and management plan, though influenced by the philosophies of Love and Logic, are in large part based on the positive approaches to classroom management as described by CHAMPS. CHAMPS is a proactive approach to classroom management that focuses on expectations for Conversation, Help, Activity, Movement, and Participation. It can be used within a Response to Intervention (RTI) framework to further promote positive student attitudes and behavior. By establishing the overall classroom expectations for my students, I am able to individually and specifically create necessary accommodations for a diverse groups of learners. CHAMPS specifically focuses on the expectations for Conversation, Help, Activity, Movement, and Participation. Within each of the categories, students will be directed to maintain and operate within a specific and pre-established expectation.

Conversation refers to the talking/volume/noise level within the classroom. This section receives a range of 0-5 (zero being silent and five being screaming). For each activity, an assigned conversation level will be given depending on what it requires students to do. Establishing a conversation level of ONE for a practice sheet allows me to accommodate students who may need to have directions read to them or may need to ask frequent questions to ensure comprehension. Additionally, establishing this expected conversations level places the responsibility on each student and thus the consequences of *not* maintaining this expectation are theirs as well.

Help refers to the methods and ways in which students may seek additional help when needed. For this section, a myriad of possibilities exist like “raise your hand,” “ask a friend,” “use your book,” “look in a dictionary,” etc. Whatever the established expectation is, there is room to specifically assist those students who might not be able to successfully complete the classroom expectation. If I had assigned for my classroom “refer to your notes/book” as the method by which each student would seek additional help, and there was a student who was visually impaired, I might establish for that student that their specific expectation for seeking additional help might be to “look on the computer” where I had typed up notes for him/her and that could be enlarged to a degree that the student would be able to comfortably read the information.

Activity refers to the activity in which the class is actively engaged. This could be a worksheet, independent reading, partner reading, whole group lessons, etc. Since the activity assigned to the class (should be) based on a standard, there is room within this category to provide differentiated instruction for those students who may not be able to perform the classroom activity as assigned. For example, under Activity it assigns students to “read section and look for inferences.” However, there is a student who has enrolled late and is two grades below reading level and struggles in overall comprehension. Because the assignment for Activity can be adjusted for each student, I can assign to this student a book with a lower reading level that will allow him to complete the assignment of looking for inferences.

Movement refers to the amount of movement students are allowed to do while performing a specific activity. This could include “stay in your seats,” “work with a partner at an assigned area,” “walk around and ask,” etc. For students, however, with severe ADD or ADHD, this section can be adjusted to suit their specific needs. The class may be assigned to complete an assignment while “staying in their seats.” One student, however, struggles to stay focused while sitting due to lack of proper medication for his ADHD. For this student, however, “staying in your seat” may be adjusted to “standing at your desk” or “staying in your assigned work area” in order to provide for that student the necessary work conditions and environment to ensure his academic success.

Participation refers to *how* a student will participate in the previously assigned activity. For this section, expectations may read, “work independently,” “work on the internet,” “work with a partner,” etc. An ELL student, however, with few English language skills, may not be able to perform the expectations of this section if they were set to “work independently.” *What if she/he didn’t understand most of the words? Can she/he read? How will she ask for help?* For this student, the required expectation for him/her may read “work with the teacher,” “use a dictionary,” “ask a friend.” By accommodating the needs of this student, the overall success of the class is ensured because each student is receiving what he/she needs in order to succeed and perform the required expectations.

Success refers to just that—SUCCESS! The goal of each expectation (Conversation, Activity, Movement, Participation) is to ensure the overall success of the class and the individual, academic success of each student. When each of these expectations is explained, described and adjusted for specific needs, each student is then able to assume the personal responsibility for his/her academic success as well as his/her ability to uphold and adhere to the classroom expectations. It is my belief that students, when given reasonable limitations and achievable expectations, can and will experience academic success, independent thought, self-reliance and socially competent behavior.

The beauty of working with CHAMPs is that the rules, consequences, routines, transitions and procedures are able to be individualized and adjusted to ensure that the needs of each student are met and also to ensure that the classroom agenda is able to run as smoothly as possible. It is advised, however, that teachers structure and organize their classrooms in a way that promotes responsible student behavior and also promotes student achievement. Additionally, it is advised that when misbehavior does occur, teachers have their responses preplanned in order to ensure that they will respond in a brief, calm, and consistent manner. Establishing for their students the expectations and limitations of their classroom using the CHAMPs model and simultaneously modeling the appropriate and expected classroom behaviors will begin to build a community of learners.

Though I do not believe that establishing a list of classroom rules will assist in encouraging student success or help with CHAMPs, I do believe that establishing a few main classroom rules can go far in creating positive student and classroom morale. For example, a few good classroom rules could be:

1. Follow directions.
2. Show respect for teachers and students.
3. Safety first! Keep hands, feet, and objects to yourself

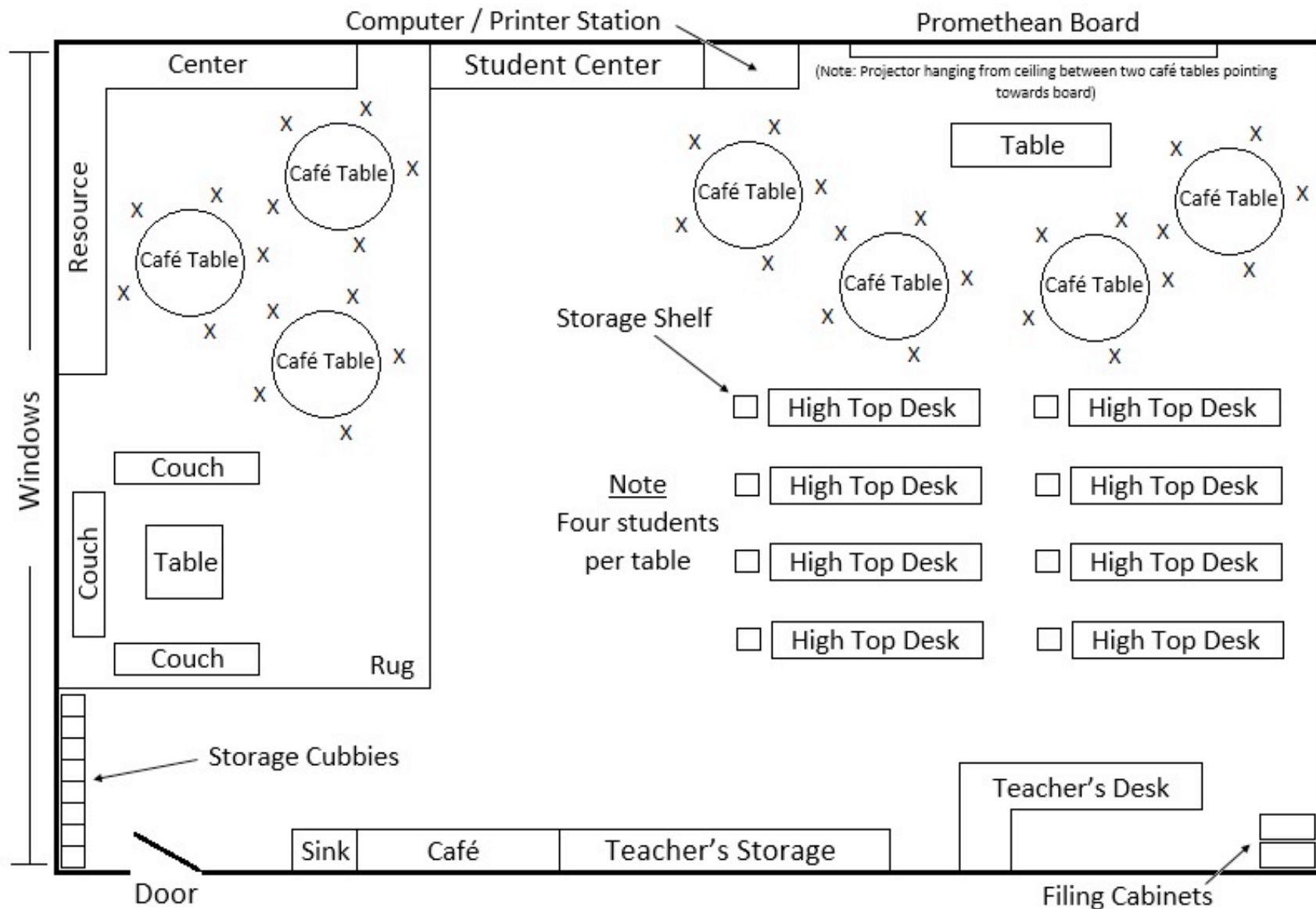
Additionally, with the establishment of classroom rules and expectations, it is important to have previously established consequences both negative and positive. A few examples of positive and negative consequences could be:

1. If students are not maintaining the Conversation level, students lose the privilege of talking during that assignment.
2. Rewarding students with a pizza party or a movie for good behavior.
3. Additional free time or computer time for good behavior or, alternatively, less time on computers for poor behavior.
4. Good behavior all week could result in the elimination of Friday homework.
5. More talking time or less talking time depending on behavior.
6. Star Student of the Week

And thus remains the appealing aspect of working with CHAMPs is that it provides for each classroom teacher the ability to craft for their students appropriate consequences for good and bad behavior.

It is my belief that as a teacher it is my role to both model and facilitate the learning, both behaviorally and educationally, of my students. I do believe that students will copy the behavior displayed by the classroom teacher. Therefore, I do believe it is my responsibility to also uphold our classroom rules and expectations. Additionally, I believe it is my responsibility to guide students in their learning rather than telling them exactly what should be done and when. As a teacher, I would encourage my students to think, to ask questions, to probe and to explore different concepts. It is of no benefit to my students if they leave my classroom unable to think critically, honestly and with an open mind about all topics and discussions. Additionally, I believe it is my responsibility to maintain open and consistent communication with all parents/caregivers even if their child isn't a problem child. Building good relationship with each student's parent/caregiver will go a long way to establish good behavior within the classroom. It will also assist in warding off any potential problems. As a teacher, I will be continually encouraging active participation on the part of my student's parents/caregivers.

It is my belief that my philosophy for classroom organization and management as an authoritative teacher, when applied to my classroom, will go a long way to ensuring the academic success of each of my students. By creating a safe, positive learning environment and establishing reasonable limits and achievable expectations, my students will have the opportunity (and ability!) to achieve academic success, independent thought, self-reliance and socially competent behavior.



Natalie E. Hatfield
Student Teacher
Berkley HS
April 5, 2015

Final Summary Journal

It seems surreal how quickly this semester and student teaching experience has come to an end. I often hear myself questioning, *“How can this be over? I don’t think I’ve learned enough...”* which is exactly how I feel. For three years now, I’ve sat in classrooms listening to professors teach about the various teaching methodologies, best practices for teachers, how to differentiate instruction, how to teach to the different learning styles, etc. But when push came to shove and it was my time to actually be in the classroom teaching, I found myself with so much head knowledge and not enough on-the-job experience, so many questions and not enough answers, and so many insecurities and not enough confidence. *“How do I take head knowledge and make it work in a real classroom?” “That wasn’t in my textbook...” “Oh, that’s what scaffolding looks like..”* Now, with just a few weeks remaining, I feel like I’ve only scratched the surface of the knowledge and experience that there is to learn. Though I will finish with more confidence, more insight, and more experience, I will also finish with a clearer understanding that I will never learn all that there is to learn. And it is this pursuit that will keep my skills sharp, my desire high and my heart humble. Of all the things that I’ve learned during this experience, there are three areas that have played crucial roles in my growth as a future educator and my success in the classroom.

The first area of importance is that of time management. I could never in my life have imagined how important this would be for classroom management. One of the very first things my cooperating teacher, Adrienne, taught me was how to plan for each class period by indicating for each activity an estimated amount of time. By doing this it allowed me to plan time for transitions in between activities, potential questions, areas of difficulty and also helped to keep me on schedule so as to better accomplish the target for that day. This was initially very difficult for me. By the first planning period, I was making several adjustments to my timeline in order to accommodate bumps that I hadn’t anticipated; these minor changes ultimately helped to make the afternoon classes run a lot smoother. Now, after two months of crashing and burning, I’m a pretty well-oiled machine. I’ve learned how to operate by a timer, how to avoid bunny trails and how to plan transitions that will make the most of our class periods.

The second area of importance is that of thorough planning and clear and concise directions. Though I knew the importance of thorough planning, I didn’t realize the connection between my planning and my directions. If I am vague in my lesson plans, to the point where I can’t remember what I meant when I wrote something, then my directions to my students will be equally as vague and just as confusing. On that same note, however, the instructions that I give my students will ultimately impact the success or failure of any planned lesson. If I am unable to give directions to my students in a way that conveys meaning, then I will end up with a group of frustrated, annoyed and confused students who will only complain about not understanding what to do. After one particularly rough class, Adrienne kindly reminded me that I need to give my instructions to my class like I was

instructing my small child to do something—one part at a time. “*First, do this.*” *Pause.* “*Now, do this.*” *Pause.* “*Okay, now...*” “Don’t give three directions all at once,” she reminded me, “you know your thoughts but remember that they can’t read your mind and they don’t know where you want them to end up or what you want them to accomplish. It is your job to lead and guide them there. So make your directions bite size and slow down when needed.” Those words were so aptly spoken that transformed my entire approach to planning and giving directions—plan with my target in mind and give directions in order to guide them (my students) there.

And the third area of importance is that of sincere reflection. Though taking time to reflect was necessary in order to complete this journal, what I appreciated so much about my experience with Adrienne was that taking time to reflect was something that she engaged in on a daily basis even though she’s been in the classroom for almost 10 years. It was like second nature to her. On a daily basis, usually during our lunch hour, we’d reflect on how the morning went—what changes needed to occur? Have we been accomplishing our target? Are the directions clear? Did we prepare enough? Will the students be ready for the quiz/test? Etc. Adrienne told me that good teachers will spend just as much time reflecting on their plans/day as they will spend planning for the next day or week. “You can’t move forward successfully without reflecting,” she told me, “and the minute you stop reflecting is the minute you start to become ineffective as an educator.” She is so right. Many times during our reflecting, we’d realize that certain students weren’t grasping the concepts or maybe we weren’t being clear enough in our instructions or maybe it was as simple as switching the order of something during that class period. All these things required minimal changes and minimal effort, but it paid off in big ways. Now, after three months of reflecting on everything I do in the classroom, it has become second nature to me and I can’t move on with my day unless I’ve reflected on the good, the bad, the ugly, the successful and the unsuccessful of each of my classes.

As I’ve worked to implement diverse strategies, methods and best practices into my teaching skills, I’ve noticed that many of the InTASC Standards are related to the three important areas at which I’ve worked diligently to improve and succeed. For example, InTASC Standard #1: Learner Development, Standard #5: Application of Content, Standard #6: Assessment and Standard #7: Planning for Instruction are all related to my ability and growth in the area of time management and lesson planning. My ability (or inability) to do both directly affects my students learning and growth.

In regards to my growth as an educator who is able to communicate effectively and guide her students towards the learning target, Standard #4: Content Knowledge, Standard #8: Instructional Strategies and Standard #4: Content Knowledge all apply and have all been implemented and developed during the course of my student teaching.

And finally, in regards to my growth as an educator who is reflective and able to self-evaluate and criticize, Standard #3: Learning Environments, Standard #9: Professional Learning and Ethical Practice, and Standard #10: Leadership and Collaboration have all been discussed, implemented and developed in order to assure that my students are being instructed by a teacher who seeks out ongoing professional learning, is able to reflect on her own learning, and is able to thoroughly understand the central concepts of the Spanish curriculum so that new learning experiences might be created to better communicate and convey these concepts. As each of these standards have been personally implemented, the results have been seen in the classroom with my students who have also grown as learners.