Tomah Area School District

High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Course: HS German/Spanish I

Essential Knowledge:

Students will be able to greet and leave people in a polite way.

I can say my name and ask someone's name.

I can ask someone how they are and tell them how I am.

I can compare greetings in the U.S. versus target culture.

I can recite numbers 0-20.

I can say where I am from and ask where someone is from.

I can state activities I like and dislike.

I can list the days of the week.

I can identify the four seasons.

I can describe basic weather.

I can compare and contrast leisure activities between cultures.

I can identify my immediate family members.

I can describe my immediate family using colors, adjectives and descriptions.

I can present my immediate family.

I can describe families in the target culture.

I can list my school subjects.

I can identify common school supplies.

I can talk about my school schedule.

I can tell time.

I can compare my school experience with someone else's.

I can identify the rooms of a house.

I can list the furniture of a room.

I can list where rooms are in relationship to other rooms.

I can list different types of housing.

I can identify basic foods.

I can ask how much something costs.

I can properly use questions words and answers.

I can use quantities for food items.

I can interpret a conversation at the market.

Essential Questions:

- How do people get to know one another?
- How do you / I spend free time?
- How do families look across cultures?
- How does your school compare to someone else's?
- How do people live?
- How do people buy food?

Units:

- Greetings and Introductions
- Leisure Activities
- Family
- School
- Home
- Food/Market

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Essential Learning

Grade/Course: HS German/Spanish II

Essential Knowledge:

I can identify clothing.

I can state clothing sizes.

I can match appropriate clothing for different seasons and events.

I can interpret a conversation about purchasing clothing.

I can label essential parts of the body.

I can list activities from my daily routine as they pertain to my health.

I can compare healthy vs. unhealthy living practices.

I can identify countries and capitals where the target language is spoken.

I can label a map with basic geographic features.

I can identify major geographic features of target countries.

I can present a geographic region.

I can list chores around the house.

I can give and respond to commands.

I can talk about the frequency of chores.

I can interpret a chore calendar.

I can interpret items on a menu.

I can participate in an appropriate dialogue at a restaurant/café.

I can describe food items.

I can state personal preferences about food.

I can describe my childhood.

I can write and present a simple story about my childhood.

I can identify the main ideas of someone else's childhood.

Essential Questions:

- What do people wear?
- How do I stay healthy?
- Where do people speak the target language?
- How do I get things done around the house?
- What is it like eating in a restaurant/café?
- How do I talk about my childhood?

Units:

- Clothing
- Body/Health
- Geography
- Chores and Commands
- Restaurant/Café
- Childhood/Personal History

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Essential Learning

Grade/Course: HS German/Spanish III

Essential Knowledge:

I can label buildings and places around a city.

I can identify different modes of transportation.

I can participate in a conversation about directions.

I can interpret a legend/fairytale.

I write a legend/fairytale.

I can identify vocabulary essential to legends/fairytales.

I can write about a past vacation.

I can identify vocabulary essential to travel.

I can present about a past trip/vacation.

I can list basic medical conditions.

I can identify advanced body parts.

I can participate in a dialogue between doctor and patient.

I can make basic comparisons between healthcare systems and practices.

I can identify environmental problems and solutions.

I can compare and contrast different environments.

I can state my preference in regards to my environment.

I can identify activities that are culturally relevant.

I can compare and contrast important activities between cultures.

I can present a culturally relevant figure or activity.

Essential Questions:

- How do I get around a city?
- Where do legends/fairytales come from?
- How do I talk about vacations?
- How do I seek out medical care?
- What makes up my environment?
- How does entertainment define culture?

Units:

- Around Town
- Legends and Fairytales
- Travel/Vacation
- Healthy Living/Hospital
- Environment
- Entertainment

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Essential Learning

Grade/Course: HS German/Spanish IV

Essential Knowledge:

I can identify major career paths.

I can investigate careers and skills necessary for them.

I can create a resume in proper format.

I can participate in an interview process.

I can identify different types of governments.

I can identify different political parties.

I can compare and contrast election systems.

I can understand varying viewpoints of political issues.

I can identify major art movements/styles.

I can identify major works of art and the artist.

I can present an art movement, style, or artist.

I can identify major literary movements.

I can analyze literary works.

I can retell the main points of a short story.

I can create poetry.

I can identify main details of major historical events and figures.

I can comprehend the main ideas and some supporting details of an historical text.

I can present on the development of a culture through the use of historical events and figures.

Essential Questions:

- How do you prepare to enter the workforce?
- How do countries govern their people?
- What does art look like?
- What does literature look like?
- How does history shape a culture?

Units:

- Careers
- Government
- Travel/Vacation
- Short Stories/Literature
- History

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Essential Learning

Grade/Course: HS German/Spanish V

Essential Knowledge:

I can identify films of cultural significance.

I can identify film genres.

I can recreate/retell major events of a film with some supporting details.

I can define global citizenship.

I can state responsibilities of a global citizen.

I can demonstrate global citizenship through action.

I can identify major conflicts within a period of history.

I can identify and understand primary sources.

I can describe living arrangements.

I can outline lifestyle choices.

I can compare and contrast education/career pathways.

I can identify and understand different types of media.

I can comprehend information from media sources.

I can write an essay citing different types of technology/media.

Essential Questions:

- What does film look like?
- What is a global citizen? What are the responsibilities of a global citizen?
- How has conflict and resistance shaped history and culture?
- What does life after high school look like?
- How do I obtain information through media and technology?

Units:

- Film
- Global Citizenship
- Conflict/Resistance
- Life After High School
- Technology and Media