

Communication: <i>Interpersonal, Interpretative, Presentational</i>			
Definition: To obtain, understand, exchange, and present information in the target language.			
Questions: How do we trade thoughts? What if we couldn't?			
Proficiency of Language Literacy Skills			
Reading	Writing	Speaking	Listening
R.1 Comprehend Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.	W.1 Demonstrate a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.	S.1 Demonstrate a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.	L.1 Comprehend Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.
R.2 Acquire information and infers meaning from authentic sources in Spanish.	W.2 Produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.	S.2 Produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.	L.2 Acquire information and infers meaning from authentic sources in Spanish.
R.3 Identify and summarizes main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.	W.3 Cultural perspectives are evident in writing.	S.3 Cultural perspectives are evident in conversations and oral presentations	L.3 Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world.
R.4 Recognize cultural elements implicit in written texts.	W.4 Write a cohesive and coherent analytical or persuasive essay in reaction to a text, prompt, or on a personal, academic, cultural, or social issue, with control of grammar and syntax.	S.4 Describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.	L.4 Recognize cultural elements implicit in oral sources.
R.5 Interpret linguistic cues to infer social relationships.	W.5 Use information from sources provided to present a synthesis and express an opinion.	S.5 Use information from sources provided to present a synthesis and express an opinion.	L.5 Interpret linguistic cues to infer social relationships.
R.6 Sequence events from sophisticated sources.	W.6 Communicate via Interpersonal and Presentational written correspondence.	S.6 Initiate, maintain, and close a conversation on a familiar topic.	L.6 Follow complex spoken instructions, directions, & requests.
R.7 Contextualize words & phrases.	W.7 Formulate questions to seek clarification or additional information.	S.7 Formulate questions to seek clarification or additional information.	L.7 Understand questions about personal information & other familiar topics.
R.8 Understand, identify, and summarize main ideas and details from selected target language printed sources.	W.8 Use language that is semantically and grammatically accurate according to a given context.	S.8 Use language that is semantically and grammatically accurate according to a given	L.8 Use information acquired from target language sources to make present & future decisions.
R.9 Apply information acquired from target language printed sources to oral and written activities.	W.9 Compose original writings with details (i.e., poems, role-plays, conversations, etc.)		L.9 Associate sound & symbols in various combinations.
R.10 Make predictions about the reading based on the title, picture, captions, format (i.e. letter, newspaper, story, etc), & background knowledge.	W.10 Create and exchange written communications and messages such as letters, notes & e-mails.		L.10 Compare intonation &
R.11 Recognize cognates, variations of words students already know, new & old vocabulary, and grammatical concepts.	W.11 Express needs, wants and opinions.		
R.12 Identify, explain, and provide	W.12 Formulate and pose complex questions.		
	W.13 Write paragraphs and essays on various topics.		
	W.14 Use appropriate register and level of formality.		
	W.15 Apply circumlocution strategies.		
	W.16 Compare and contrast cultural information.		

<p>evidence for main themes & ideas.</p> <p>R.13 Describe characters of the text.</p> <p>R.14 Interpret general comprehension questions.</p> <p>R.15 Follow written instructions and directions.</p> <p>R.16 Identify and analyze target language text structure.</p> <p>R.17 Ask and answer questions before, during, & after reading.</p> <p>R.18 Paraphrase and comment on target language sources.</p> <p>R.19 Compare, contrast, synthesize, analyze, and interpret the content of authentic texts.</p> <p>R.20 Extract specific information from sophisticated authentic sources.</p> <p>R.21 Gather information from authentic printed sources in preparation for written or oral presentations.</p> <p>R.22 Research and present information relating to various topics.</p> <p>R.23 Synthesize information from authentic language materials and artifacts and give personal reactions.</p> <p>R.24 Determine why author has utilized specific grammar topics.</p> <p>R.25 Identify themes and tone of author.</p> <p>R.26 Apply critical thinking strategies in order to select the best given answer for multiple choice comprehension questions.</p>	<p>W.17 Describe past events.</p> <p>W.18 Predict the outcome or provide an alternative ending of a story from target language sources.</p> <p>W.19 Write an original story using narration, description, & detail.</p> <p>W.20 Analyze content from several sources (i.e., newspapers, magazines, Internet) & expressive products of the target culture (i.e., selections from various literary genres, fine arts).</p> <p>W.21 Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.</p> <p>W.22 Paraphrase, elaborate, & simplify written texts to demonstrate comprehension.</p> <p>W.23 Persuade, negotiate, or offer advice concerning a personal or widely held viewpoint (i.e. environment, human rights, school issues).</p> <p>W.24 Present a research-based analysis of a social, political, or historical issue or of the fine arts.</p> <p>W.25 Relate the main theme/idea of one literary selection to another.</p> <p>W.26 State and support an opinion using information from articles, documentaries, or historical narratives.</p> <p>W.27 Summarize information from authentic language materials and artifacts & give personal reactions.</p> <p>W.28 Follow complex written instructions, directions, & requests (i.e., product assembly, recipes).</p> <p>W.29 Create a critical analysis of a literary selection, comparing and/or contrasting it with a selection from the same or a different genre. (i.e., environment, human rights, school issues).</p> <p>W.30 Cite sources and incorporate the sources' viewpoints into a position essay as well as incorporate personal opinion to support argument.</p>	<p>context.</p> <p>S.9 Use appropriate register & level of formality.</p> <p>S.10 Apply circumlocution strategies.</p> <p>S.11 Analyze and comment on expressive products of the target culture (i.e., selections from various literary genres, fine arts).</p> <p>S.12 Clarify meaning through paraphrasing, elaborating, & questioning.</p> <p>S.13 Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.</p> <p>S.14 Exchange, support, and discuss opinions & individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.</p> <p>S.15 Initiate, sustain, and conclude conversations on a wide variety of personal, general knowledge, & academic topics.</p> <p>S.16 Discuss, paraphrase & summarize content of authentic video selections such as dramatic mini-series, advertisements, documentaries, & movies.</p> <p>S.17 Discuss, paraphrase & summarize short stories, novels, plays, & authentic periodicals.</p>	<p>pronunciation of different dialects.</p> <p>L.11 Utilize alphabet & sound symbol relationships.</p> <p>L.12 Watch & interpret authentic video selections such as dramatic mini-series, advertisements, documentaries, & movies.</p> <p>L.13 Interpret questions pertaining to content.</p> <p>L.14 Infer meaning from sophisticated authentic sources.</p> <p>L.15 Interpret a speaker's purpose in oral presentation.</p> <p>L.16 Understand main ideas & details of complex conversations & spoken presentations (i.e. news reports, movies, commercials, recorded interviews) on a wide variety of topics.</p> <p>L.17 Understand questions on less familiar topics.</p> <p>L.18 Use information acquired from sophisticated authentic sources to make decisions about real and hypothetical situations.</p> <p>L.19 Apply critical thinking strategies in order to decipher the best given answer for multiple choice comprehension questions.</p> <p>L.20 Draw conclusions from sophisticated audio sources (long and short dialogues and long and short narratives) in order to select the best given answer for multiple choice comprehension questions.</p>
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Content supporting literacy skills			
Verb Tenses & Special Verbs *Recycle and review all information from levels I-IV	Sentence & Word Building *Recycle and review all information from levels I-IV	Idioms, Expressions, Proverbs *Recycle and review all information from levels I-IV	Thematic Vocabulary *Recycle and review all information from levels I-IV
<p>G.1 In-depth review of all grammatical tenses and moods</p> <p>G.2 Sequence of tenses</p>	<p>STRATEGIES FOR WRITING:</p> <p>G.3 Transitional phrases and words</p> <p>G.4 Words that demonstrate literary tone</p> <p>G.5 Synonyms & antonyms</p> <p>STRATEGIES FOR SPEAKING:</p> <p>G.6 Reading and responding to: gestures, cues, and body language</p> <p>G.7 Conversation “fillers”</p>	<p>G.8 Respeto vs. respecto</p> <p>G.9 Ser vs. estar vs. haber</p> <p>G.10 Review of por vs. para</p> <p>G.11 Review of pero vs. sino vs sino que</p> <p>G.12 Aun vs. Aún</p> <p>G.13 Sólo vs. Solamente vs. Solo</p> <p>G.14 Cognates and false cognates</p> <p>G.15 Qué vs. Cuál</p> <p>G.16 Neuter “lo” (e.g., Lo más importante es...)</p> <p>G.17 Review of prepositions: a, hacia, con, de, desde, en, entre, hasta, and sin</p> <p>G.18 Uses of the infinitive</p>	<p>V.1 Destinations (e.g., travel, transportation, getting from point “A” to point “B,” directions, travel preparations, adventures, places, locations, buildings, city, town, country, etc.)</p> <p>V.2 Exchange of goods and services (e.g., buying and selling, trading and exchanging, shopping, etc.)</p> <p>V.3 Professional settings and situations (e.g., obtaining opportunities with an employer, work behaviors & attitudes, life after high school, etc.)</p> <p>V.4 Entertainment and free time (e.g., hobbies, sports, foreign films, the cinema, news, press and media, modes of communication, internet, etc.)</p> <p>V.5 Current and cultural events (e.g., finances, business, environmental concerns, science and technology, politics and government, education, societal injustices, society and celebrations, social values, behaviors, stereotypes and norms, religion, cultural perspectives, international relations, immigration, health, medicine, beauty, cuisine etc.)</p> <p>V.6 Personal identity, personality, destiny, and relationships (e.g., life and death, superstitions, the supernatural, absurdities, love, romance, betrayal, feelings and emotions, diversity, personal characteristics, friendships, etc.)</p> <p>V.7 Generations in movement, values, beliefs and ideologies (e.g. family, autobiography, stages of life, generations, relatives, customs, celebrations, and traditions, life at home (e.g., chores, family interactions, obligations, cultural norms), society, laws and rights, politics, security and threats, etc.)</p>

National Standards acquired through communication

Communities	Comparisons	Connections	Cultures
Definition: Use the target language and participate in cultural activities.	Definition: Compare/contrast one’s own language with the target language.	Definition: Connect target language and culture to other disciplines.	Definition: Understand and engage in what people do when, where, how.
Questions: When will I ever use this language? Reaching others, Personal enrichment.	Questions: Why do people say and do things differently? Linguistic, Cultural.	Questions: Why are we studying (math, science, art, etc.)? Isn’t this a foreign language class? To connect with: other content area: unique and new perspectives.	Questions: Why do people do what they do? Products, Perspectives, Practices.
<p>Context.1 Develop ability to understand and use the target language and pursue individual interests through the target language (i.e., music, literature, sports, films, TV, & internet).</p> <p>Context.2 Participate in activities which benefit school and community by sharing examples of the target culture (i.e., songs, artwork, poems, multimedia, & presentations).</p> <p>Context.3 In addition, students may exchange information through letters or emails to teachers, parents, & or classmates.</p> <p>Context.4 Explore and discuss topics relating to various employment and career opportunities which are beneficial or necessary. Develop ability to understand and use the target language and pursue individual interests through the target language (i.e., music, literature, sports, travel, films, TV, internet, & / or telenovelas).</p>	<p>Context.5 Compare common beliefs and attitudes within the target culture (i.e., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student’s own culture.</p> <p>Context.6 Compare major contributions & products from the target culture (i.e., food, fashion) with those from the student’s own culture.</p> <p>Context.7 Compare selected practices and social conventions of the target language culture (i.e., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student’s own culture.</p> <p>Context.8 Compare typical daily activities and routines of members of the target language community (i.e., school, home, leisure) with those from the student’s own culture.</p> <p>Context.9 Compare and contrast how words are interrelated across languages.</p> <p>Context.10 Compare and contrast word order and grammatical structures in English and the target language (i.e., verb endings, word order, adjective/noun agreement, commands, reflexive pronouns, etc.).</p> <p>Context.11 Compare ways people in the home and target cultures express universal themes (i.e., happiness, sorrow, humor, birth, death: Día de los Muertos).</p>	<p>Context.12 Explore a variety of topics in other disciplines (i.e., math, history, English, geography, art, physical education, etc.)</p>	<p>Context.13 Analyze social and geographic factors which affect cultural practices (i.e., current and historical events).</p> <p>Context.14 Compare and contrast regionalisms in the target language and culture (i.e., barrio vs. vecindario, etc.).</p> <p>Context.15 Discuss impressions gathered from film and video (i.e. how people treat each other, how they view family roles).</p> <p>Context.16 Identify and participate appropriately in selected practices of the target language culture (i.e., legends).</p> <p>Context.17 Identify major contributions from the target culture (i.e., in the arts, science, medicine, etc.).</p> <p>Context.18 Investigate and report on contributions, selected practices and products representative of the cultures being studied (i.e., science, medicine, health and nutrition, foods).</p> <p>Context.19 Analyze how people in the target culture view the role of the United States in the world arena.</p> <p>Context.20 Analyze similarities and differences between the political systems of the target and home cultures.</p>