

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 Infer meaning from various authentic texts.	W.1 Compose original writings with details (i.e., poems, role-plays, conversations, etc.)	S.1 Ask & respond appropriately to gather and provide information.	L.1 Infer meaning from various target language sources.
R.2 Sequence events.	W.2 Create and exchange written communications and messages such as letters, notes and e-mails.	S.2 Express and justify needs, wants & opinions in detail.	L.2 Follow multi-step commands & directions.
R.3 Contextualize words & phrases.	W.3 Express needs, wants & opinions.	S.3 Give personal information about self & others.	L.3 Understand & identify main ideas and details of selected target language narratives and conversations from textbooks & other media sources on familiar topics.
R.4 Understand, identify, & summarize main ideas and details from selected target language printed sources.	W.4 Formulate and pose complex questions.	S.4 Use appropriate register and level of formality.	L.4 Understand questions about personal information and other familiar topics.
R.5 Apply information acquired from target language printed sources to oral & written activities.	W.5 Write paragraphs and essays on various topics.	S.5 Develop pronunciation skills.	L.5 Use information acquired from target language sources to make present & future decisions.
R.6 Make predictions about the reading based on the title, picture, captions, format (i.e. letter, newspaper, story, etc), & background knowledge.	W.6 Use appropriate register & level of formality.	S.6 Apply circumlocution strategies.	L.6 Associate sound & symbols in various combinations.
R.7 Recognize cognates, variations of words I already know, new & old vocabulary, and grammatical concepts.	W.7 Apply circumlocution strategies.	S.7 Give a presentation articulating topics (i.e. legends, political views, story boards, etc.).	L.7 Develop intonation & pronunciation.
R.8 Identify, explain, and provide evidence for main themes & ideas.	W.8 Compare & contrast cultural information.	S.8 Participate in an interactive situation (i.e. phone conversations, interviews, dialogues, etc.).	L.8 Utilize alphabet & sound symbol relationships.
R.9 Describe characters of the text.	W.9 Describe past events.	S.9 Discuss & comment on cultural events.	L.9 Watch & interpret authentic video selections such as dramatic mini-series, advertisements, documentaries, and movies.
R.10 Interpret general comprehension questions.	W.10 Predict the outcome or provide an alternative ending of a story from target language sources.	S.10 Discuss topics relating to the future.	L.10 Interpret questions pertaining to content.
R.11 Follow written instructions and directions.	W.11 Write an original story using narration, description, & detail.		
R.12 Compare and contrast themes found in various target language texts.			
R.13 Identify and analyze target language text structure.			
R.14 Ask and answer questions before, during, & after reading.			
R.15 Paraphrase & comment on target language sources.			
R.16 Determine why author has utilized specific grammar topics.			

Content supporting literacy skills

Verb Tenses & Special Verbs *Recycle and review all information from levels I-II	Sentence & Word Building *Recycle and review all information from levels I-II	Idioms, Expressions, Proverbs *Recycle and review all information from levels I-II	Thematic Vocabulary *Recycle and review all information from levels I-II
<p>PERFECT TENSES: G.1 All 4 indicative perfect tenses: present perfect, pluperfect, conditional perfect, & future perfect. G.2 Formation of irregular & regular past participles PRESENT SUBJUNCTIVE: G.3 Formation of regular and irregular subjunctive verbs G.4 Use with impersonal expressions (e.g., ojalá, quizás, tal vez, etc.) G.5 To express wishes, emotions, desires, doubts, and recommendations G.6 Use with expressions of adverbial clauses (e.g., hasta que, con tal de que, para que, en caso de que, sin que, a menos que, antes de que, etc.) G.7 To express nonexistent or ideal situations (e.g., Busco una novia que sea rubia.) G.8 Subjunctive vs. Indicative (the differences of use) G.9 Subjunctive vs. Infinitive (the differences of use) (e.g., Yo quiero que ella reciba un boleto. vs. Yo quiero recibir un boleto.) IMPERFECT SUBJUNCTIVE: G.10 Use and formation of regular and irregular verbs CONDITIONAL: G.11 Formation of regular and irregular verbs G.12 If/would clause (e.g., Si yo fuera un ave, yo volaría.)</p>	<p>PRONOUNS: G.13 Possessive pronouns (el mío, el tuyo, el nuestro, el suyo, el, la, los, las de usted, el vuestro, etc.) WORD BUILDING: G.14 Diminutives (-ito/ita: c- qu, g-gu, z-c, -cito/cita, -ecito/ecita/ -ico/ica, -illo/illa, -ucho/ucha) G.15 Augmentatives (-ón/ona, -azo/aza, -ote/ota, - etc.) G.16 Demonstrative and Possessive pronouns G.17 Verb formation w/ suffixes: -ificar (English -ify = justify = justificar), -izar (English - (y) ize= to analyze= analizar) PREPOSITIONS: G.18 Por vs. Para G.19 Simple prepositions: (e.g., menos, desde, durante, entre, sobre, acerca de, contra, a fines de, a partir de, a principios de, acerca de, además de, debido a, en busca a, en contra de, en lugar de, etc.) ADJECTIVES: G.20 Use of past participle as adjectives G.21 Shortened forms of adjectives (gran, buen, etc.) and meaning changes G.22 Two or more adjectives modifying a noun G.23 Adjectives used as nouns (e.g., “la flaca”) G.24 Demonstrative and Possessive adjectives SUPERLATIVES: G.25 Superlative of adjectives (e.g., Es la más bonita.) G.26 Absolute superlative (-ísimo) SIMPLE/COMPLEX SENTENCE STRUCTURE: G.27 Conjunctions: (e.g., aun, desde que, mientras, mientras tanto, ni siquiera, sin embargo, sino, sino que, tan pronto como, ya que, al principio, a la misma vez, al mismo tiempo, dentro de poco, sobre todo, debido a, etc.) WORD BUILDING: G.28 Suffixes for Adjectives: -ano/a (ciudadano), -able (able- amable = likable) REGISTER: G.29 Distinguish between informal and formal in reading, writing, speaking, and listening</p>	<p>G.30 Meanings of quedar G.31 Indefinite words & constructions (Affirmative and negative words and expressions) G.32 Sino, sino que, pero G.33 Al + infinitive G.34 Ahorrar vs. salvar vs. guardar</p>	<p>V.1 The kitchen: cooking, types of food, using the recipe, reading a menu, food preparation & history of food V.2 Health and wellness (e.g., going to the doctor or emergency room, injuries, exercise & physical activity, etc.) V.3 Celebrations: weddings, baptisms, birthdays, & funerals V.4 Running errands (e.g., going to the hair salon, laundry mat, post office, & bank) V.5 Composing a letter (closings and openings) V.6 Careers: (e.g., job applications, interviews, & second languages in the job market, etc.) V.7 Current and historical events (e.g., natural disasters, environmental concerns, science and technology, politics and government, and societal injustices, etc.) V.8 Don Quixote (Quijote)</p>

Context of Teaching: 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 & use the target language & 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 & discuss topics relating to various employment & career opportunities which are beneficial or necessary.</p> <p>Context.5 Develop ability to understand & use the target language & pursue individual interests through the target language (i.e., music, literature, sports, travel, films, TV, internet, & / or telenovelas).</p>	<p>Context.6 Compare common beliefs & 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.7 Compare major contributions & products from the target culture (i.e., food, fashion) with those from the student's own culture.</p> <p>Context.8 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.9 Compare typical daily activities & routines of members of the target language community (i.e., school, home, leisure) with those from the student's own culture.</p> <p>Context.10 Compare & contrast how words are interrelated across languages.</p> <p>Context.11 Compare and contrast word order & grammatical structures in English and the target language (i.e., verb endings, word order, adjective/noun agreement, commands, reflexive pronouns, etc.).</p> <p>Context.12 Compare ways people in the home & target cultures express universal themes (i.e., happiness, sorrow, humor, birth, death: Día de los Muertos).</p>	<p>Context.13 Explore a variety of topics in other disciplines (i.e. math, history, English, geography, art, physical education, etc.)</p>	<p>Context.14 Analyze social & geographic factors which affect cultural practices (i.e., current & historical events).</p> <p>Context.15 Compare & contrast regionalisms in the target language & culture (i.e., barrio vs. vecindario, etc.).</p> <p>Context.16 Discuss impressions gathered from film & video (i.e., how people treat each other, how they view family roles).</p> <p>Context.17 Identify & participate appropriately in selected practices of the target language culture (i.e., legends).</p> <p>Context.18 Identify major contributions from the target culture (i.e., in the arts, science, medicine, etc.).</p> <p>Context.19 Investigate & report on contributions, selected practices & products representative of the cultures being studied (i.e., science, medicine, health & nutrition, foods).</p> <p>Context.20 Analyze how people in the target culture view the role of the United States in the world arena.</p> <p>Context.21 Analyze similarities & differences between the political systems of the target and home cultures.</p>