

<b>Communication:</b> <i>Interpersonal, Interpretative, Presentational</i>			
<b>Definition:</b> To obtain, understand, exchange, and present information in the target language.			
<b>Questions:</b> How do we trade thoughts? What if we couldn't?			
<b>Proficiency of Language Literacy Skills</b>			
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 Use appropriate register & level of formality.	L.1 Follow complex spoken instructions, directions, & requests.
R.2 Sequence events.	W.2 Create & exchange written communications and messages such as letters, notes & e-mails.	S.2 Apply circumlocution strategies.	L.2 Understand questions about personal information & other familiar topics.
R.3 Contextualize words & phrases.	W.3 Express needs, wants & opinions.	S.3 Analyze and comment on expressive products of the target culture (i.e., selections from various literary genres, fine arts).	L.3 Use information acquired from target language sources to make present & future decisions.
R.4 Understand, identify, & summarize main ideas and details from selected target language printed sources.	W.4 Formulate & pose complex questions.	S.4 Clarify meaning through paraphrasing, elaborating, & questioning.	L.4 Associate sound and symbols in various combinations.
R.5 Apply information acquired from target language printed sources to oral & written activities.	W.5 Write paragraphs & essays on various topics.	S.5 Develop and propose solutions to issues & problems that are of concern to the students' own community or to the target culture community.	L.5 Interpret intonation & pronunciation.
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 Exchange, support, & discuss opinions & individual perspectives with peers &/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.	L.6 Utilize alphabet and sound symbol relationships.
R.7 Recognize cognates, variations of words I already know, new & old vocabulary, and grammatical concepts.	W.7 Apply circumlocution strategies.	S.7 Initiate, sustain, & conclude conversations on a wide variety of personal, general knowledge, and academic topics.	L.7 Watch & interpret authentic video selections such as dramatic mini-series, advertisements, documentaries, & movies.
R.8 Identify, explain, and provide evidence for main themes & ideas.	W.8 Compare & contrast cultural information.	S.8 Discuss, paraphrase & summarize content of authentic video selections such as dramatic mini-series, advertisements, documentaries, & movies.	L.8 Interpret questions pertaining to content.
R.9 Describe characters of the text.	W.9 Describe past events.	S.9 Discuss, paraphrase & summarize short stories, novels, plays, & authentic periodicals.	L.9 Infer meaning from sophisticated authentic sources.
R.10 Interpret general comprehension questions.	W.10 Predict the outcome or provide an alternative ending of a story from target language sources.		L.10 Interpret a speaker's purpose in oral presentation.
R.11 Follow written instructions & directions.	W.11 Write an original story using narration, description, & detail.		L.11 Understand main ideas & details of complex conversations & spoken presentations (i.e., news reports, movies, commercials, recorded interviews) on a wide variety of topics.
R.12 Identify and analyze target language text structure.	W.12 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).		
R.13 Ask and answer questions before, during, & after reading.	W.13 Develop & propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.		
R.14 Paraphrase & comment on target language sources.	W.14 Paraphrase, elaborate, & simplify written texts to demonstrate comprehension.		
R.15 Compare, contrast, synthesize, analyze, & interpret the content of authentic texts.	W.15 Persuade, negotiate, or offer advice concerning a personal or widely held viewpoint (i.e. environment, human rights, & school issues).		
	W.16 Present a research-based analysis of a social, political, or historical issue or of the fine arts.		

<p>R.16 Extract specific information from sophisticated authentic sources.</p> <p>R.17 Gather information from authentic printed sources in preparation for written or oral presentations.</p> <p>R.18 Research &amp; present information relating to the fine arts.</p> <p>R.19 Summarize information from authentic language materials and artifacts &amp; give personal reactions.</p> <p>R.20 Determine why author has utilized specific grammar topics.</p>	<p>W.17 Relate the main theme/idea of one literary selection to another.</p> <p>W.18 State and support an opinion using information from articles, documentaries, or historical narratives.</p> <p>W.19 Summarize information from authentic language materials &amp; artifacts and give personal reactions.</p> <p>W.20 Use appropriate register &amp; level of formality.</p> <p>W.21 Follow complex written instructions, directions, &amp; requests (i.e., product assembly, recipes).</p>		<p>L.12 Understand questions on less familiar topics.</p> <p>L.13 Use information acquired from sophisticated authentic sources to make decisions about real and hypothetical situations.</p>
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Content supporting literacy skills			
Verb Tenses & Special Verbs *Recycle and review all information from levels I-III	Sentence & Word Building *Recycle and review all information from levels I-III	Idioms, Expressions, Proverbs *Recycle and review all information from levels I-III	Thematic Vocabulary *Recycle and review all information from level I-III
<p><b>PRESENT PERFECT SUBJUNCTIVE:</b> G.1 Formation and use</p> <p><b>PLUPERFECT SUBJUNCTIVE:</b> G.2 Si clauses w/subjunctive G.3 Subjunctive w/ aunque &amp; quiera (i.e., dondequiera, cualquiera, etc.) G.4 Subjunctive w/relative clauses</p> <p><b>PASSIVE VOICE</b> G.5 Passive voice used with the verb ser</p> <p><b>COMMANDS:</b> G.6 Vosotros &amp; Nosotros affirmative and negative commands G.7 Indirect commands</p> <p><b>IN-DEPTH REVIEW OF ALL GRAMMAR FROM LEVELS I-III</b></p>	<p><b>PRONOUNS:</b> G.8 “Lo” as a direct object pronoun that replaces a clause or an adjective, or a predicate noun of both genders &amp; numbers. G.9 Review of possessive pronouns (long and short forms) G.10 The relative pronoun “lo que”</p> <p><b>PREPOSITIONS:</b> G.11 Simple prepositions (e.g., excepto, menos, salvo, según, mediante, etc.) G.12 Compound prepositions (e.g., a causa de, contra, en contra de, a pesar de, a través de, (a) fuera de, respecto a, a lo largo de, a pesar de, a través de, por causa de, por razón de, respecto a, etc.)</p> <p><b>ADJECTIVES:</b> G.13 Nominalization (placing “lo” before an adj. makes it a noun)</p> <p><b>ADVERBS:</b> G.14 Adverb formation and placement G.15 Adverbs of manner G.16 Adverbs as intensifiers G.17 Adverbs of time and place G.18 Comparison of adverbs</p> <p><b>INFINITIVE:</b> G.19 Infinitive vs. gerund G.20 Infinitive after prepositions</p> <p><b>WORD BUILDING:</b> G.21 Word formation with prefixes and suffixes</p>	<p>G.22 Cualquiera G.23 Desde hace, desde hasta G.24 Hacer idiomatic expressions: hacer el papel de, pedazos, le falta, le saber, se cargo, se daño, se tarde, etc. G.25 Review of different ways to say become (ponerse, hacerse, convertirse, volverse, llegar a ser, etc.) G.26 Caerle bien G.27 Cambiar de idea G.28 Contar con G.29 Costarle trabajo G.30 Deberse a G.31 Dejar caer G.32 Ganarse la vida G.33 Llevar a cabo G.34 Llevarse bien/mal con G.35 Mantener el interés G.36 Pedir prestado G.37 Pasarlo bien G.38 Portarse bien/mal G.39 Prestar atención</p>	<p>V.1 Legends V.2 Art, literature &amp; poetry V.3 Environment &amp; nature V.4 History and geography of Hispanic countries and cultures V.5 Indigenous communities, people, jungle &amp; forest animals V.6 The home V.7 Tourism &amp; travel V.8 Current and historical events (e.g., natural disasters, finances, business, environmental concerns, science and technology, politics and government, education, societal injustices, etc.) V.9 Review of thematic vocabulary from levels I-III</p>

**National Standards acquired through communication**

<b>Communities</b>	<b>Comparisons</b>	<b>Connections</b>	<b>Cultures</b>
<b>Definition:</b> Use the target language and participate in cultural activities.	<b>Definition:</b> Compare/contrast one’s own language with the target language.	<b>Definition:</b> Connect target language and culture to other disciplines.	<b>Definition:</b> Understand and engage in what people do when, where, how.
<b>Questions:</b> When will I ever use this language? Reaching others, Personal enrichment.	<b>Questions:</b> Why do people say and do things differently? Linguistic, Cultural.	<b>Questions:</b> 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.	<b>Questions:</b> Why do people do what they do? Products, Perspectives, Practices.
<p>Context.1 Develop ability to understand &amp; use the target language and pursue individual interests through the target language (i.e., music, literature, sports, films, TV, &amp; 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, &amp; presentations).</p> <p>Context.3 In addition, students may exchange information through letters or emails to teachers, parents, &amp; or classmates.</p> <p>Context.4 Explore &amp; discuss topics relating to various employment &amp; career opportunities which are beneficial or necessary.</p> <p>Context.5 Develop ability to understand &amp; use the target language and pursue individual interests through the target language (i.e., music, literature, sports, travel, films, TV, internet, &amp; / or telenovelas).</p>	<p>Context.6 Compare common beliefs &amp; 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 &amp; products from the target culture (i.e., food, fashion) with those from the student’s own culture.</p> <p>Context.8 Compare selected practices &amp; 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 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.10 Compare &amp; contrast how words are interrelated across languages.</p> <p>Context.11 Compare &amp; contrast word order and grammatical structures in English &amp; 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 and 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 &amp; geographic factors which affect cultural practices (i.e., current and historical events).</p> <p>Context.15 Compare &amp; contrast regionalisms in the target language &amp; culture (i.e., barrio vs. vecindario, etc.).</p> <p>Context.16 Discuss impressions gathered from film &amp; video (i.e., how people treat each other, how they view family roles).</p> <p>Context.17 Identify &amp; 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 &amp; report on contributions, selected practices and products representative of the cultures being studied (i.e., science, medicine, health and 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 &amp; differences between the political systems of the target and home cultures.</p>

