

GRADE LEVEL: 9-12

SUBJECT: Spanish I

DATE: 2016-2017

GRADING PERIOD: Quarter 1

MASTER COPY: 5-26-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 1 COMMUNICATION: Write and speak in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs. Informal</li> </ul>	<b>1.1.1: Oral Expression</b> <ul style="list-style-type: none"> <li>• Use greetings and farewells in limited social situations, both formal and informal.</li> <li>• Share information about self and others in simple terms. <b>Examples:</b> Name, age, origin, physical attributes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• State greetings and farewells.</li> <li>• Express information about self and others.</li> <li>• Recognize informal vs. formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs Informal:</li> <li>• Usted vs Tú</li> <li>• Numbers 0-100</li> <li>• Simple body parts</li> <li>• Gender in words: femenino vs. masculino</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Basic requests</li> <li>• Simple questions</li> </ul>	<b>1.1.2: Oral Request for Information</b> <ul style="list-style-type: none"> <li>• Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions about other people's information.</li> <li>• Relate to the information acquired.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs Informal:</li> <li>• Usted vs Tú</li> <li>• Numbers 0-100</li> <li>• Simple body parts</li> <li>• Gender in words: femenino vs. masculino</li> </ul>	CRITICAL

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<ul style="list-style-type: none"> <li>• Simple preferences</li> <li>• Simple feelings</li> </ul>	<p><b>1.1.3: Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange basic information, simple feelings and preferences with guidance.</li> <li>• <b>Examples:</b> Post cards, e-mails, tweets, texts, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple information about oneself and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs Informal:</li> <li>• Usted vs Tú</li> <li>• Numbers 0-100</li> <li>• Simple body parts</li> <li>• Gender in words: femenino vs. masculino</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Basic requests</li> <li>• Simple questions</li> </ul>	<p><b>1.1.4: Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple questions about other people's information.</li> <li>• Interpret the questions.</li> <li>• Answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs Informal:</li> <li>• Usted vs Tú</li> <li>• Numbers 0-100</li> <li>• Simple body parts</li> <li>• Gender in words: femenino vs. masculino</li> </ul>	CRITICAL

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<b>STANDARD 2 COMMUNICATION: Interpret information in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Basic greetings, requests, commands, and directions</li> <li>• Basic words and phrases</li> </ul>	<b>1.2.1: Comprehending Oral Language</b> <ul style="list-style-type: none"> <li>• Understand and respond to basic greetings, requests, commands, and directions.</li> <li>• Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize basic greetings, requests, commands, and directions.</li> <li>• Express comprehension of basic words and phrases by correctly responding to questions and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Months and days of the week</li> <li>• Time</li> <li>• Weather and seasons</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Familiar vocabulary for reading comprehension</li> </ul>	<b>1.2.2: Comprehending Written Language</b> <ul style="list-style-type: none"> <li>• Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Express reading comprehension by explaining the information in the reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Months and days of the week</li> <li>• Time</li> <li>• Weather and seasons</li> </ul>	CRITICAL

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<ul style="list-style-type: none"> <li>• Cognates, familiar vocabulary</li> <li>• Background knowledge</li> <li>• Alphabet, sounds, and symbols</li> </ul>	<p><b>1.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning.</li> <li>• Recognize alphabets, sounds, and symbols of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cognates, familiar vocabulary, or background knowledge to make educated guesses.</li> <li>• Recognize alphabets, sounds, and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Months and days of the week</li> <li>• Time</li> <li>• Weather and seasons</li> </ul>	CRITICAL
<p><b>STANDARD 3 COMMUNICATION: Present information in a language other than English</b></p>					
<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<p><b>1.3.1: Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present simple rehearsed material on basic topics.</li> <li>• Speak in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat basic topic materials.</li> <li>• State simple, complete sentences.</li> <li>• Describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb: to be</li> <li>• Verb: to like</li> <li>• Adverbs: agreement / disagreement</li> <li>• Infinitives</li> <li>• Adjectives</li> <li>• Sentence order</li> <li>• Definite vs indefinite articles</li> </ul>	CRITICAL

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<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<p><b>1.3.2: Presenting Written Language</b></p> <ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb: to be</li> <li>• Verb: to like</li> <li>• Adverbs: agreement / disagreement</li> <li>• Infinitives</li> <li>• Adjectives</li> <li>• Sentence order</li> <li>• Definite vs indefinite articles</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Comprehensible intonation and pronunciation</li> <li>• Basic grammar and syntax</li> </ul>	<p><b>1.3.3: Strategies for Presenting Oral and Written Language</b></p> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor.</li> <li>• Use basic grammar and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat comprehensible pronunciation.</li> <li>• Choose basic grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb: to be</li> <li>• Verb: to like</li> <li>• Adverbs: agreement / disagreement</li> <li>• Infinitives</li> <li>• Adjectives</li> <li>• Sentence order</li> <li>• Definite vs indefinite articles</li> </ul>	CRITICAL

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<b>STANDARD 4 CULTURES:</b> <b>Develop awareness of other cultures</b>					
<ul style="list-style-type: none"> <li>• Basic routine practices and customs</li> <li>• Verbal and non-verbal communication</li> </ul>	<b>1.4.1: Practices</b> <ul style="list-style-type: none"> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Formal vs Informal: Usted vs. Tú</li> <li>• Express likes and dislikes</li> <li>• Leisure activities in Spanish-speaking countries</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Geography</li> </ul>	<b>1.4.3: Perspectives</b> <ul style="list-style-type: none"> <li>• Identify influences on practices and products, such as religions, history, geography, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify influences on practices and products, such as religions, history, geography, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Spain, the Caribbean, México, and Central America</li> <li>• Official languages in Spain in addition to Spanish</li> </ul>	IMPORTANT

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<b>STANDARD 5 CONNECTIONS:</b> <b>Make connections to other content areas</b>					
<ul style="list-style-type: none"> <li>• Content area concepts and skills</li> </ul>	<p><b>1.5.2:</b> Implement content area concepts and skills through relevant activities.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Memorize capitals and basic facts of Spanish-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> </ul>	<ul style="list-style-type: none"> <li>• Capitals of Spain, the Caribbean, México, and Central America</li> </ul>	CRITICAL
<b>STANDARD 6 CONNECTIONS:</b> <ul style="list-style-type: none"> <li>• Access and connect information through various media</li> </ul>					
<ul style="list-style-type: none"> <li>• Digital media</li> <li>• Culturally authentic resources</li> <li>• Cultures and language</li> </ul>	<p><b>1.6.2:</b> Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.</p>	<ul style="list-style-type: none"> <li>• Relate to culturally authentic resources as examples of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Merengue</li> <li>• Salsa</li> <li>• Cumbia</li> <li>• Tango</li> <li>• Flamenco</li> <li>• Instruments</li> <li>• Maracas</li> <li>• Güiro</li> <li>• Claves</li> <li>• Cabassa</li> <li>• Plazas, local places, etc.</li> </ul>	CRITICAL

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<b>STANDARD 7 COMPARISONS: Investigate the nature of language and culture</b>					
<ul style="list-style-type: none"> <li>• Cognates</li> </ul>	<b>1.7.1:</b> Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> <li>• Recognize cognates.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates vs false cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language structures</li> </ul>	<b>1.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>• Duplicate and recognize first-level language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates vs false cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Idiomatic and colloquial expressions</li> </ul>	<b>1.7.3:</b> Compare common idiomatic and colloquial expressions in the target language.	<ul style="list-style-type: none"> <li>• Compare and contrast idiomatic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions in USA vs Spanish-speaking countries</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Simple forms of address</li> </ul>	<b>1.7.4:</b> Compare authentic simple forms of address in everyday situations.	<ul style="list-style-type: none"> <li>• Recognize formal vs informal address.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Formality vs informality in Spanish-speaking countries vs USA</li> </ul>	CRITICAL



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<ul style="list-style-type: none"> <li>• Living patterns of diverse cultures</li> </ul>	<p><b>1.7.5:</b> Compare daily living patterns of other cultures and the learner's own culture.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast cultural daily patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Formality vs informality in Spanish-speaking countries vs USA</li> </ul>	CRITICAL
<p><b>STANDARD 8 COMMUNITIES:</b> Become an active global citizen by experiencing languages and cultures in multiple settings</p>					
<ul style="list-style-type: none"> <li>• Cuisine</li> <li>• Music</li> <li>• Drama</li> <li>• Literature</li> </ul>	<p><b>1.8.3:</b> Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.</p>	<ul style="list-style-type: none"> <li>• Observe and reproduce cultural aspects of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Merengue</li> <li>• Salsa</li> <li>• Cumbia</li> <li>• Tango</li> <li>• Flamenco</li> <li>• Instruments</li> <li>• Maracas</li> <li>• Güiro</li> <li>• Claves</li> <li>• Cabassa</li> </ul>	CRITICAL

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<b>STANDARD 1 COMMUNICATION: Write and speak in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs. Informal</li> <li>• Information</li> <li>• School classes and schedule</li> <li>• School items</li> <li>• Foods and beverages</li> <li>• Likes and dislikes</li> <li>• Sports</li> <li>• Leisure activities and places</li> </ul>	<b>1.1.1: Oral Expression</b> <ul style="list-style-type: none"> <li>• Use greetings and farewells in limited social situations, both formal and informal.</li> <li>• Share information about self and others in simple terms. <b>Examples:</b> Name, age, origin, physical attributes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• State greetings and farewells.</li> <li>• Ask for information.</li> <li>• Express information about self and others.</li> <li>• Recognize informal vs. formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL

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<ul style="list-style-type: none"> <li>• Basic requests</li> <li>• Simple questions</li> </ul>	<p><b>1.1.2: Oral Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions about other people’s information.</li> <li>• Express information about oneself.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Simple preferences</li> <li>• Simple feelings</li> </ul>	<p><b>1.1.3: Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange basic information, simple feelings and preferences with guidance.</li> </ul> <p><b>Examples:</b> Post cards, e-mails, tweets, texts, etc.</p>	<ul style="list-style-type: none"> <li>• Write simple information about oneself and others.</li> <li>• Present complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL

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<ul style="list-style-type: none"> <li>• Basic requests</li> <li>• Simple questions</li> </ul>	<p><b>1.1.4: Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple questions about other people's information.</li> <li>• Interpret the questions.</li> <li>• Answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<p><b>1.1.5 Strategies for Maintaining Oral/ Written Exchanges</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.</li> <li>• <b>Example:</b> Asking for clarification, recognizing cognates.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply speaking and listening strategies.</li> <li>• Recognize cognates.</li> <li>• Ask questions to clarify information.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> <li>• Cognates</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 2 COMMUNICATION: Interpret information in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Basic words and phrases</li> </ul>	<p><b>1.2.1: Comprehending Oral Language</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to basic greetings, requests, commands, and directions.</li> <li>• Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and practice basic greetings, requests, commands, and directions.</li> <li>• Express comprehension of basic words and phrases by correctly responding to questions and situations.</li> <li>• Develop a simple conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Familiar vocabulary for reading comprehension</li> </ul>	<p><b>1.2.2: Comprehending Written Language</b></p> <ul style="list-style-type: none"> <li>• Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Express reading comprehension by explaining and interpreting the information in the reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Cognates, familiar vocabulary</li> <li>• Background knowledge</li> </ul>	<p><b>1.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning.</li> <li>• Recognize alphabets, sounds, and symbols of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cognates, familiar vocabulary, or background knowledge to make educated guesses.</li> <li>• Recognize alphabets, sounds, and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p><b>STANDARD 3</b>  <b>COMMUNICATION:</b>  <b>Present information in a language other than English</b></p>					
<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<p><b>1.3.1: Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present simple rehearsed material on basic topics.</li> <li>• Speak in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat basic topic materials.</li> <li>• Develop a simple conversation with complete sentences.</li> <li>• Describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<p><b>1.3.2: Presenting Written Language</b></p> <ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Comprehensible intonation and pronunciation</li> <li>• Basic grammar and syntax</li> </ul>	<p><b>1.3.3: Strategies for Presenting Oral and Written Language</b></p> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor.</li> <li>• Use basic grammar and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with comprehensible pronunciation.</li> <li>• Choose basic grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Class Schedule and classes</li> <li>• Regular Ar-verbs</li> <li>• Classroom objects</li> <li>• The verb- estar</li> <li>• Definite and Indefinite articles, plural and singular</li> <li>• Plural of nouns</li> <li>• The verbs gustar and encantar</li> <li>• Regular ER/IR verbs</li> <li>• Foods and beverages</li> <li>• The verbs ir and jugar</li> <li>• Interrogatives</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 4 CULTURES:</b> <b>Develop awareness of other cultures</b>					
<ul style="list-style-type: none"> <li>• Basic routine practices and customs</li> <li>• Verbal and non-verbal communication</li> </ul>	<b>1.4.1: Practices</b> <ul style="list-style-type: none"> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize, identify, and present situation-appropriate verbal and non-verbal communication.</li> <li>• Research and explain holiday customs.</li> <li>• Develop an understanding and appreciation of different traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Formal vs Informal: Usted vs. Tú</li> <li>• Express likes and dislikes</li> <li>• Schools in Spanish-speaking countries</li> <li>• Foods and beverages in Spanish Speaking countries</li> <li>• Day of the Dead Celebration</li> <li>• Christmas celebrations</li> <li>• Three Wise Men Celebration</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Geography</li> <li>• Religion</li> </ul>	<p><b>1.4.3: Perspectives</b></p> <ul style="list-style-type: none"> <li>• Identify influences on practices and products, such as religions, history, geography, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the influence of religious practices and holiday celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Oral presentations</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> <li>• Day of the Dead project</li> </ul>	<ul style="list-style-type: none"> <li>• South America</li> <li>• La Navidad</li> <li>• Día de los Muertos</li> <li>• Roman Catholicism</li> </ul>	IMPORTANT
<p><b>STANDARD 5 CONNECTIONS:</b> Make connections to other content areas</p>					
<ul style="list-style-type: none"> <li>• Content area concepts and skills</li> </ul>	<p><b>1.5.2:</b> Implement content area concepts and skills through relevant activities. <b>Examples:</b> Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</p>	<ul style="list-style-type: none"> <li>• Memorize capitals and basic facts of Spanish-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> </ul>	<ul style="list-style-type: none"> <li>• Capitals of Spanish speaking countries of South America</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 6 CONNECTIONS:</b> <ul style="list-style-type: none"> <li>• Access and connect information through various media</li> </ul>					
<ul style="list-style-type: none"> <li>• Digital media</li> <li>• Culturally authentic resources</li> <li>• Cultures and language</li> </ul>	<b>1.6.2:</b> Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.	<ul style="list-style-type: none"> <li>• Relate to culturally authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures of foods and beverages</li> <li>• Tasting foods and drinks from Spanish speaking countries</li> </ul>	CRITICAL
<b>STANDARD 7 COMPARISONS:</b> Investigate the nature of language and culture					
<ul style="list-style-type: none"> <li>• Cognates</li> </ul>	<b>1.7.1:</b> Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> <li>• Recognize cognates.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exams</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates vs false cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language structures</li> </ul>	<b>1.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>• Duplicate and recognize first-level language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates vs false cognates</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Idiomatic and colloquial expressions</li> </ul>	<p><b>1.7.3:</b> Compare common idiomatic and colloquial expressions in the target language.</p>	<ul style="list-style-type: none"> <li>Compare and contrast idiomatic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheets activities</li> <li>Group work</li> <li>Chapter exams</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Expressions in USA vs Spanish-speaking countries</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Simple forms of address</li> </ul>	<p><b>1.7.4:</b> Compare authentic simple forms of address in everyday situations.</p>	<ul style="list-style-type: none"> <li>Recognize formal vs informal address.</li> <li>Use appropriate expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Book and worksheets activities</li> <li>Group work</li> <li>Chapter exams</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Formality vs informality in Spanish-speaking countries vs USA</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Living patterns of diverse cultures</li> </ul>	<p><b>1.7.5:</b> Compare daily living patterns of other cultures and the learner's own culture.</p>	<ul style="list-style-type: none"> <li>Compare and contrast cultural daily patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheets activities</li> <li>Group work</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>School system in Spanish-speaking countries vs USA</li> <li>Eating habits of Spanish speaking countries vs USA</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Celebrations</li> </ul>	<p><b>1.7.6:</b> Compare celebrations and holidays of other cultures and compare them to those of the learner's culture.</p>	<ul style="list-style-type: none"> <li>Compare and contrast celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheets activities</li> <li>Group work</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Halloween with Day of the Dead</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b>					
<ul style="list-style-type: none"> <li>• Cuisine</li> <li>• Music</li> <li>• Drama</li> <li>• Literature</li> </ul>	<b>1.8.3:</b> Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.	<ul style="list-style-type: none"> <li>• Observe and develop awareness of cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheets activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Food or drinks of Spanish speaking countries</li> </ul>	ADDITIONAL

GRADE LEVEL: 9-12

SUBJECT: Spanish I

DATE: 2016-2017

GRADING PERIOD: Quarter 3

MASTER COPY: 5-26-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 1 COMMUNICATION: Write and speak in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs. Informal</li> <li>• Information</li> <li>• Family members</li> <li>• Parties and gatherings</li> <li>• Restaurant</li> <li>• House</li> <li>• Household chores</li> <li>• Likes and dislikes</li> </ul>	<p><b>1.1.1: Oral Expression</b></p> <ul style="list-style-type: none"> <li>• Use greetings and farewells in limited social situations, both formal and informal.</li> <li>• Share information about self and others in simple terms. <b>Examples:</b> Name, age, origin, physical attributes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret when and what kind of greetings and farewells to use.</li> <li>• Ask for information about family members, social gatherings, living arrangements, and chores.</li> <li>• Express information about self and others.</li> <li>• Distinguish informal vs. formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	CRITICAL

		<ul style="list-style-type: none"> <li>Recognize learned verbs and vocabulary to maintain a conversation.</li> </ul>			
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<ul style="list-style-type: none"> <li>Basic requests</li> <li>Simple questions</li> </ul>	<b>1.1.2: Oral Request for Information</b> <ul style="list-style-type: none"> <li>Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions about other people's information, like family.</li> <li>Express information about oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheet activities</li> <li>Group work</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Members of the family</li> <li>Irregular verbs</li> <li>Possessive adjectives</li> <li>Diminutives</li> <li>Objects found in a party</li> <li>Descriptive adjectives</li> <li>Restaurant</li> <li>Bedroom</li> <li>Colors</li> <li>Comparatives and superlatives</li> <li>Stem-changing verbs</li> <li>Parts of the house</li> <li>Household chores</li> <li>Affirmative informal commands</li> <li>Present progressive</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Simple preferences</li> <li>• Simple feelings</li> </ul>	<p><b>1.1.3: Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange basic information, simple feelings and preferences with guidance.</li> </ul> <p><b>Examples:</b> Post cards, e-mails, tweets, texts, etc.</p>	<ul style="list-style-type: none"> <li>• Write simple information about oneself and others.</li> <li>• Present complete sentences in paragraph form.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Basic requests</li> <li>• Simple questions</li> </ul>	<p><b>1.1.4: Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple questions about other people's information.</li> <li>• Analyze the questions.</li> <li>• Answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<p><b>1.1.5 Strategies for Maintaining Oral/ Written Exchanges</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.</li> </ul> <p><b>Example:</b> Asking for clarification, recognizing cognates.</p>	<ul style="list-style-type: none"> <li>• Apply speaking and listening strategies.</li> <li>• Recognize and examine cognates.</li> <li>• Ask questions to clarify information.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates</li> <li>• Synonyms and antonyms</li> <li>• Analogies</li> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 2 COMMUNICATION: Interpret information in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Basic words and phrases</li> </ul>	<p><b>1.2.1: Comprehending Oral Language</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to basic greetings, requests, commands, and directions.</li> <li>• Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and practice basic greetings, requests, commands, and directions.</li> <li>• Express comprehension of basic words and phrases by correctly responding to questions and situations.</li> <li>• Develop a simple conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activities</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Familiar vocabulary for reading comprehension</li> </ul>	<p><b>1.2.2: Comprehending Written Language</b></p> <ul style="list-style-type: none"> <li>• Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Express reading comprehension by explaining, analyzing, and interpreting the information in the short readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cognates, familiar vocabulary</li> <li>• Background knowledge</li> </ul>	<p><b>1.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning.</li> <li>• Recognize alphabets, sounds, and symbols of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze cognates, familiar vocabulary, or background knowledge to make educated guesses.</li> <li>• Distinguish alphabets, sounds, and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 3 COMMUNICATION: Present information in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<b>1.3.1: Presenting Oral Language</b> <ul style="list-style-type: none"> <li>• Present simple rehearsed material on basic topics.</li> <li>• Speak in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat and establish basic topic materials.</li> <li>• Develop a simple conversation with complete sentences.</li> <li>• Describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	<b>CRITICAL</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<p><b>1.3.2: Presenting Written Language</b></p> <ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others using the grammar and vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter exam</li> <li>• Quizzes</li> <li>• Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verb</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Comprehensible intonation and pronunciation</li> <li>• Basic grammar and syntax</li> </ul>	<p><b>1.3.3: Strategies for Presenting Oral and Written Language</b></p> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor.</li> <li>• Use basic grammar and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with comprehensible pronunciation.</li> <li>• Choose basic grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter exam</li> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• In-class work</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Members of the family</li> <li>• Irregular verbs</li> <li>• Possessive adjectives</li> <li>• Diminutives</li> <li>• Objects found in a party</li> <li>• Descriptive adjectives</li> <li>• Restaurant</li> <li>• Bedroom</li> <li>• Colors</li> <li>• Comparatives and superlatives</li> <li>• Stem-changing verbs</li> <li>• Parts of the house</li> <li>• Household chores</li> <li>• Affirmative informal commands</li> <li>• Present progressive</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 4 CULTURES:</b> <b>Develop awareness of other cultures</b>					
<ul style="list-style-type: none"> <li>• Basic routine practices and customs</li> <li>• Verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.4.1: Practices</b></li> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize, identify, and use situation-appropriate verbal and non-verbal communication.</li> <li>• Compare living situations and chores.</li> <li>• Develop an understanding and appreciation of different traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter exam</li> <li>• Quizzes</li> <li>• Group work</li> <li>• In-class work</li> <li>• Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>• Formal vs Informal: Usted vs. Tú</li> <li>• Express likes and dislikes</li> <li>• Living situations in Spanish-speaking countries</li> <li>• Restaurants in Spanish Speaking countries</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Geography</li> <li>• Religion</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.4.3: Perspectives</b></li> <li>• Identify influences on practices and products, such as religions, history, geography, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish the differences in houses and living situations across Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> <li>• Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>• Houses</li> <li>• Patios</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 5 CONNECTIONS: Make connections to other content areas</b>					
<ul style="list-style-type: none"> <li>Content area concepts and skills</li> </ul>	<p><b>1.5.2:</b> Implement content area concepts and skills through relevant activities. <b>Examples:</b> Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</p>	<ul style="list-style-type: none"> <li>Examine the differences in housing in Spanish speaking countries due to geographical location.</li> </ul>	<ul style="list-style-type: none"> <li>In-class work</li> <li>Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>Houses</li> </ul>	CRITICAL
<b>STANDARD 6 CONNECTIONS: Access and connect information through various media</b>					
<ul style="list-style-type: none"> <li>Culturally authentic resources</li> </ul>	<p><b>1.6.1:</b> Use digital media and culturally authentic resources to reinforce vocabulary, such as language websites and online dictionaries.</p>	<ul style="list-style-type: none"> <li>Examine Spanish websites as examples.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>Authentic announcements of clothing stores.</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Digital media</li> <li>Culturally authentic resources</li> <li>Cultures and language</li> </ul>	<p><b>1.6.2:</b> Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.</p>	<ul style="list-style-type: none"> <li>Examine culturally authentic resources as examples.</li> </ul>	<ul style="list-style-type: none"> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of authentic houses.</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 7 COMPARISONS: Investigate the nature of language and culture</b>					
<ul style="list-style-type: none"> <li>• Cognates</li> </ul>	<b>1.7.1:</b> Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> <li>• Recognize cognates.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> <li>• Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates vs false cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language structures</li> </ul>	<b>1.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>• Duplicate and recognize first-level language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activity</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates vs false cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Idiomatic and colloquial expressions</li> </ul>	<b>1.7.3:</b> Compare common idiomatic and colloquial expressions in the target language.	<ul style="list-style-type: none"> <li>• Compare and contrast idiomatic expressions about restaurants and family.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions in USA vs Spanish-speaking countries</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Simple forms of address</li> </ul>	<b>1.7.4:</b> Compare authentic simple forms of address in everyday situations.	<ul style="list-style-type: none"> <li>• Distinguish formal vs informal address.</li> <li>• Use appropriate expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Informality vs informality in Spanish-speaking countries vs USA</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Living patterns of diverse cultures</li> </ul>	<b>1.7.5:</b> Compare daily living patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> <li>Compare and contrast cultural daily patterns and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Chapter exam</li> <li>In-class work</li> <li>Book activities</li> </ul>	<ul style="list-style-type: none"> <li>Families in Spanish-speaking countries vs USA</li> <li>Restaurants in Spanish speaking countries vs USA</li> <li>Houses in Spanish speaking countries vs USA</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Celebrations</li> </ul>	<b>1.7.6:</b> Compare celebrations and holidays of other cultures and compare them to those of the learner's culture.	<ul style="list-style-type: none"> <li>Compare and contrast sweet sixteen with el quinceañero.</li> </ul>	<ul style="list-style-type: none"> <li>Book activities</li> <li>Group work</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>El quinceañero</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Contributions in culture</li> </ul>	<b>1.7.7:</b> Identify contributions from the target cultures.	<ul style="list-style-type: none"> <li>Examine contributions to American culture and English language.</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Piñatas</li> </ul>	ADDITIONAL
<b>STANDARD 8 COMMUNITIES:</b> <b>Become an active global citizen by experiencing languages and cultures in multiple settings</b>					
<ul style="list-style-type: none"> <li>Target language</li> <li>Community or daily life</li> </ul>	<b>1.8.2:</b> Recognize the use of the target language in the learner's community or daily life.	<ul style="list-style-type: none"> <li>Point out the use of Spanish in daily and community life.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheet activities</li> <li>Group work</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Piñata</li> <li>Patio</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cuisine</li> <li>• Music</li> <li>• Drama</li> <li>• Literature</li> </ul>	<p><b>1.8.3:</b> Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.</p>	<ul style="list-style-type: none"> <li>• Observe and develop awareness of cultural aspects such as family and friends gatherings.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activities</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Make papel picado</li> </ul>	<p>ADDITIONAL</p>

GRADE LEVEL: 9-12

SUBJECT: Spanish I

DATE: 2016-2017

GRADING PERIOD: Quarter 4

MASTER COPY: 5-26-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 1 COMMUNICATION: Write and speak in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• Formal vs. Informal</li> <li>• Information</li> <li>• Clothing items and accessories</li> <li>• Stores</li> <li>• Vacations</li> <li>• Places</li> <li>• Television and movies</li> <li>• Likes and dislikes</li> </ul>	<p><b>1.1.1: Oral Expression</b></p> <ul style="list-style-type: none"> <li>• Use greetings and farewells in limited social situations, both formal and informal.</li> <li>• Share information about self and others in simple terms. <b>Examples:</b> Name, age, origin, physical attributes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret when and what kind of greetings and farewells to use.</li> <li>• Ask for information about stores, shopping, clothing, vacations, and television/ movies.</li> <li>• Express information about self and others.</li> <li>• Distinguish informal vs. formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and Places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> </ul>	CRITICAL

		<ul style="list-style-type: none"> <li>Recognize learned verbs and vocabulary to maintain a conversation.</li> <li>Express opinions.</li> </ul>		<ul style="list-style-type: none"> <li>Saber vs conocer</li> </ul>	
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<ul style="list-style-type: none"> <li>Basic requests</li> <li>Simple questions</li> </ul>	<b>1.1.2: Oral Request for Information</b> <ul style="list-style-type: none"> <li>Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions about other people's information, like clothing.</li> <li>Express information about oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheet activities</li> <li>Group work</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Clothing and item accessories</li> <li>Stores and shopping</li> <li>Numbers beyond 100</li> <li>Vacations and places</li> <li>Television and movies</li> <li>Stem-changing verbs</li> <li>Demonstrative adjectives</li> <li>Preterite of regular AR, ER &amp; IR verbs</li> <li>Preterite of irregular yo AR verbs</li> <li>Irregular preterite verbs</li> <li>Direct and Indirect Object pronouns</li> <li>The personal a</li> <li>Acabar de + infinitive</li> <li>Gustar and similar verbs</li> <li>Adverbs</li> <li>Present tense of stem-changing verbs</li> <li>Saber vs conocer</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Simple preferences</li> <li>• Simple feelings</li> </ul>	<p><b>1.1.3: Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange basic information, simple feelings and preferences with guidance.</li> </ul> <p><b>Examples:</b> Post cards, e-mails, tweets, texts, etc.</p>	<ul style="list-style-type: none"> <li>• Write simple information about oneself and others.</li> <li>• Present complete sentences in paragraph form.</li> <li>• Choose correct conjugations and tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Basic requests</li> <li>• Simple questions</li> </ul>	<p><b>1.1.4: Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make basic requests and ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple questions about other people's information.</li> <li>• Analyze the questions.</li> <li>• Answer the questions.</li> <li>• Choose correct interrogatives, conjugations and tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<p><b>1.1.5 Strategies for Maintaining Oral/ Written Exchanges</b></p> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.</li> <li>• <b>Example:</b> Asking for clarification, recognizing cognates.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply speaking and listening strategies.</li> <li>• Recognize and examine cognates.</li> <li>• Ask questions to clarify information.</li> <li>• Deduct when actions happen based on conjugations.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 2 COMMUNICATION: Interpret information in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Basic words and phrases</li> </ul>	<p><b>1.2.1: Comprehending Oral Language</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to basic greetings, requests, commands, and directions.</li> <li>• Demonstrate comprehension of basic words and phrases in the target language, spoken by native and nonnative speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and practice basic greetings, requests, commands, and directions.</li> <li>• Express comprehension of basic words and phrases by correctly responding to questions and situations.</li> <li>• Develop a simple conversation from information given.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activities</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Familiar vocabulary for reading comprehension</li> </ul>	<p><b>1.2.2: Comprehending Written Language</b></p> <ul style="list-style-type: none"> <li>Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Express reading comprehension by explaining, analyzing, and interpreting the information in the short readings.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Book and worksheet activities</li> <li>Group work</li> <li>Chapter exam</li> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Clothing and item accessories</li> <li>Stores and shopping</li> <li>Numbers beyond 100</li> <li>Vacations and places</li> <li>Television and movies</li> <li>Stem-changing verbs</li> <li>Demonstrative adjectives</li> <li>Preterite of regular AR, ER &amp; IR verbs</li> <li>Preterite of irregular yo AR verbs</li> <li>Irregular preterite verbs</li> <li>Direct and Indirect Object pronouns</li> <li>The personal a</li> <li>Acabar de + infinitive</li> <li>Gustar and similar verbs</li> <li>Adverbs</li> <li>Present tense of stem-changing verbs</li> <li>Saber vs conocer</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cognates, familiar vocabulary</li> <li>• Background knowledge</li> </ul>	<p><b>1.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning.</li> <li>• Recognize alphabets, sounds, and symbols of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze cognates, familiar vocabulary, or background knowledge to make educated guesses.</li> <li>• Distinguish alphabets, sounds, and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• Chapter exam</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 3 COMMUNICATION: Present information in a language other than English</b>					
<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.3.1: Presenting Oral Language</b></li> <li>• Present simple rehearsed material on basic topics.</li> <li>• Speak in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat and establish basic topic materials.</li> <li>• Produce a simple conversation with complete sentences.</li> <li>• Describe objects, self, and others.</li> <li>• Choose correct conjugations and tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Basic topics</li> <li>• Descriptive complete sentences</li> </ul>	<p><b>1.3.2: Presenting Written Language</b></p> <ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in simple, complete sentences to describe objects, self, and others using the grammar and vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter exam</li> <li>• Quizzes</li> <li>• Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Comprehensible intonation and pronunciation</li> <li>• Basic grammar and syntax</li> </ul>	<p><b>1.3.3: Strategies for Presenting Oral and Written Language</b></p> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor.</li> <li>• Use basic grammar and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with comprehensible pronunciation.</li> <li>• Choose basic grammar: conjugations and tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter exam</li> <li>• Quizzes</li> <li>• Book and worksheet activities</li> <li>• In-class work</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Clothing and item accessories</li> <li>• Stores and shopping</li> <li>• Numbers beyond 100</li> <li>• Vacations and places</li> <li>• Television and movies</li> <li>• Stem-changing verbs</li> <li>• Demonstrative adjectives</li> <li>• Preterite of regular AR, ER &amp; IR verbs</li> <li>• Preterite of irregular yo AR verbs</li> <li>• Irregular preterite verbs</li> <li>• Direct and Indirect Object pronouns</li> <li>• The personal a</li> <li>• Acabar de + infinitive</li> <li>• Gustar and similar verbs</li> <li>• Adverbs</li> <li>• Present tense of stem-changing verbs</li> <li>• Saber vs conocer</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 4 CULTURES:</b> <b>Develop awareness of other cultures</b>					
<ul style="list-style-type: none"> <li>• Basic routine practices and customs</li> <li>• Verbal and non-verbal communication</li> </ul>	<b>1.4.1: Practices</b> <ul style="list-style-type: none"> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize basic routine practices and customs.</li> <li>• Recognize, identify, and use situation-appropriate verbal and non-verbal communication.</li> <li>• Compare living situations and chores.</li> <li>• Develop an understanding and appreciation of different traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter exam</li> <li>• Quizzes</li> <li>• Group work</li> <li>• In-class work</li> <li>• Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>• Formal vs Informal: Usted vs. Tú</li> <li>• Express likes and dislikes</li> <li>• Leisure activities in Spanish-speaking countries</li> <li>• Television programs in Spanish Speaking countries</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>	<b>1.4.3: Perspectives</b> <ul style="list-style-type: none"> <li>• Identify influences on practices and products, such as religions, history, geography, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish the differences in clothing due to climate across Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> <li>• Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 5 CONNECTIONS:</b> <b>Make connections to other content areas</b>					
<ul style="list-style-type: none"> <li>Content area concepts and skills</li> </ul>	<p><b>1.5.1:</b> Describe basic objects and concepts from other content areas in simple terms. Examples: Celsius/Fahrenheit conversion (Science), map skills (Social Studies), etc.</p>	<ul style="list-style-type: none"> <li>Convert Celsius to Fahrenheit.</li> </ul>	<ul style="list-style-type: none"> <li>In-class work</li> <li>Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>Temperatures scales</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Content area concepts and skills</li> </ul>	<p><b>1.5.2:</b> Implement content area concepts and skills through relevant activities. <b>Examples:</b> Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</p>	<ul style="list-style-type: none"> <li>Examine the differences in temperature scales (Celsius vs. Fahrenheit).</li> <li>Evaluate different currencies across Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>In-class work</li> <li>Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>Temperature scales</li> <li>Currency</li> <li>Euro</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 6 CONNECTIONS: Access and connect information through various media</b>					
<ul style="list-style-type: none"> <li>Digital media</li> <li>Culturally authentic resources</li> <li>Cultures and language</li> </ul>	<b>1.6.2:</b> Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.	<ul style="list-style-type: none"> <li>Examine culturally authentic resources as examples.</li> </ul>	<ul style="list-style-type: none"> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Authentic clothing.</li> </ul>	CRITICAL
<b>STANDARD 7 COMPARISONS: Investigate the nature of language and culture</b>					
<ul style="list-style-type: none"> <li>Cognates</li> </ul>	<b>1.7.1:</b> Recognize cognates and words shared between English and the target language.	<ul style="list-style-type: none"> <li>Recognize cognates.</li> </ul>	<ul style="list-style-type: none"> <li>In-class work</li> <li>Book and worksheet activities</li> </ul>	<ul style="list-style-type: none"> <li>Cognates vs false cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Language structures</li> <li>Nouns and verbs</li> </ul>	<b>1.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>Duplicate and recognize first-level language structures.</li> </ul>	<ul style="list-style-type: none"> <li>Book and worksheet activity</li> </ul>	<ul style="list-style-type: none"> <li>Cognates vs false cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Idiomatic and colloquial expressions</li> </ul>	<b>1.7.3:</b> Compare common idiomatic and colloquial expressions in the target language.	<ul style="list-style-type: none"> <li>Compare and contrast idiomatic expressions about clothes, traveling, and television.</li> </ul>	<ul style="list-style-type: none"> <li>In-class work</li> </ul>	<ul style="list-style-type: none"> <li>Expressions in USA vs Spanish-speaking countries</li> </ul>	CRITICAL

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>	<b>PRIORITY</b>
<ul style="list-style-type: none"> <li>• Simple forms of address</li> </ul>	<b>1.7.4:</b> Compare authentic simple forms of address in everyday situations.	<ul style="list-style-type: none"> <li>• Distinguish formal vs informal address.</li> <li>• Use appropriate expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Formality vs informality in Spanish-speaking countries vs USA</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Living patterns of diverse cultures</li> </ul>	<b>1.7.5:</b> Compare daily living patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> <li>• Compare and contrast cultural daily patterns and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter exam</li> <li>• In-class work</li> <li>• Book activities</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping styles and stores in Spanish speaking countries vs USA</li> <li>• Leisure activities in Spanish speaking countries vs USA</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Celebrations</li> </ul>	<b>1.7.6:</b> Compare celebrations and holidays of other cultures and compare them to those of the learner's culture.	<ul style="list-style-type: none"> <li>• Explain the usage of authentic clothes in festivities in Panamá.</li> </ul>	<ul style="list-style-type: none"> <li>• Book activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• La pollera</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Contributions in culture.</li> </ul>	<b>1.7.7:</b> Identify contributions from the target cultures.	<ul style="list-style-type: none"> <li>• Examine contributions to American culture and English language.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Sombrero</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b>					
<ul style="list-style-type: none"> <li>• Target language</li> <li>• Community or daily life</li> </ul>	<b>1.8.2:</b> Recognize the use of the target language in the learner's community or daily life.	<ul style="list-style-type: none"> <li>• Perceive the use of Spanish in daily and community life.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activities</li> <li>• Group work</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish and Hispanic culture in TV</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Cuisine</li> <li>• Music</li> <li>• Drama</li> <li>• Literature</li> </ul>	<b>1.8.3:</b> Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.	<ul style="list-style-type: none"> <li>• Observe and develop awareness of cultural aspects such as TV.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and worksheet activities</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• Telenovelas</li> </ul>	ADDITIONAL

<b>LITERACY IN SCIENCE AND TECHNICAL SUBJECTS</b>					
CONTENT	STANDARD INDICATORS	SKILLS			
<b>LST.1: LEARNING OUTCOMES</b>					
<ul style="list-style-type: none"> <li>• Science and technical texts</li> </ul>	<b>9-10.LST.1.1:</b> Read and comprehend science and technical texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	<ul style="list-style-type: none"> <li>• Read and comprehend grade-level texts.</li> </ul>			

CONTENT	STANDARD INDICATORS	SKILLS			
<ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>	<p><b>9-10.LST.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Write for different purposes and audiences.</li> </ul>			
<p><b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b></p>					
<ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Explanation / Depiction</li> <li>• Process or Concept</li> <li>• Summary</li> </ul>	<p><b>9-10.LST.2.2:</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• Determine text's central idea.</li> <li>• Identify the text's presentation.</li> <li>• Summarize the text.</li> </ul>			
<p><b>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b></p>					
<ul style="list-style-type: none"> <li>• Author's purpose</li> <li>• Author's question</li> </ul>	<p><b>9-10.LST.3.3:</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<ul style="list-style-type: none"> <li>• Identify author's purpose.</li> <li>• Define author's question addressed in text.</li> </ul>			

CONTENT	STANDARD INDICATORS	SKILLS			
<b>LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b>					
<ul style="list-style-type: none"> <li>• Quantitative or technical information</li> <li>• Visual form</li> </ul>	<p><b>9-10.LST.4.1:</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., <i>a table or chart</i>) and translate information expressed visually or mathematically (e.g., <i>in an equation</i>) into words.</p>	<ul style="list-style-type: none"> <li>• Convert written data into visual form.</li> </ul>			
<b>LST.5: WRITING GENRES (WRITING)</b>					
<ul style="list-style-type: none"> <li>• Written arguments</li> </ul>	<p><b>9-10.LST.5.1:</b> Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> <li>• Write arguments.</li> </ul>			
<ul style="list-style-type: none"> <li>• Informative texts</li> <li>• Technical processes</li> <li>• Descriptions</li> <li>• Conclusions</li> </ul>	<p><b>9-10.LST.5.2:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p>	<ul style="list-style-type: none"> <li>• Write informative texts that include descriptions and conclusions.</li> </ul>			

CONTENT	STANDARD INDICATORS	SKILLS			
<b>LST.6: THE WRITING PROCESS (WRITING)</b>					
<ul style="list-style-type: none"> <li>• Technology</li> <li>• Writing products</li> </ul>	<p><b>9-10.LST.6.2:</b> Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>• Write using various digital platforms to organize and display information.</li> </ul>			
<b>LST.7: THE RESEARCH PROCESS (WRITING)</b>					
<ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Multiple sources</li> </ul>	<p><b>9-10.LST.7.1:</b> Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>• Research to answer a question or solve a problem.</li> <li>• Revise inquiry based on research results.</li> <li>• Synthesize multiple sources.</li> </ul>			
<ul style="list-style-type: none"> <li>• Evidence as support</li> </ul>	<p><b>9-10.LST.7.3:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>• Read informational texts.</li> <li>• Record evidence to use as support for inquiry.</li> </ul>			



