

GRADE LEVEL: 10-12

SUBJECT: Spanish III

DATE: 2017-2018

GRADING PERIOD: Quarter 1

MASTER 5-24-18

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>Brief conversations               <ul style="list-style-type: none"> <li>- Formal and informal</li> </ul> </li> <li>Detailed information</li> </ul>	<b>3.1.1: Oral Expression</b> <ul style="list-style-type: none"> <li>Initiate, sustain, and close brief conversations in familiar social situations, both formal and informal.</li> <li>Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate, sustain, and close conversations.</li> <li>Exchange detailed information.</li> </ul>	<ul style="list-style-type: none"> <li>In-class activities and discussions</li> <li>Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Preterite and imperfect tenses</li> <li>Competition</li> <li>Camping</li> <li>Art</li> <li>Ser vs. Estar</li> <li>Estar + past participles</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Requests</li> <li>Different types of questions               <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> </ul>	<b>3.1.2: Oral Request for Information</b> <ul style="list-style-type: none"> <li>Make requests and ask different types of questions in a variety of familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>Make requests.</li> <li>Ask different types of questions.</li> </ul>	<ul style="list-style-type: none"> <li>In-class activities and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Detailed information</li> <li>Opinions</li> <li>Familiar topics</li> </ul>	<b>3.1.3: Written Expression</b> <ul style="list-style-type: none"> <li>Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange information.</li> </ul>	<ul style="list-style-type: none"> <li>Exams</li> <li>Short paragraphs</li> <li>Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Requests</li> <li>• Different types of questions               <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> <li>• Social situations</li> </ul>	<p><b>3.1.4: Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask different types of questions in a variety of familiar social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Make requests.</li> <li>• Ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Formal vs Informal</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Communication strategies</li> </ul>	<p><b>3.1.5: 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>Examples:</b> Using synonyms and antonyms, using circumlocution, paraphrasing</p>	<ul style="list-style-type: none"> <li>• Implement speaking and listening strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Group work</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	CRITICAL
<p><b>STANDARD 2 COMMUNICATION: Interpret information in a language other than English</b></p>					
<ul style="list-style-type: none"> <li>• Requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Comprehension of authentic and non-authentic passages</li> </ul>	<p><b>3.2.1: Comprehending Oral Language</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to requests, commands, and directions of increasing variety and complexity.</li> <li>• Demonstrate comprehension of both authentic and non-authentic passages of increasing length and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and respond to requests, commands, and directions.</li> <li>• Discuss comprehension of passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Listening activities</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Comprehension               <ul style="list-style-type: none"> <li>- Main ideas</li> <li>- Supporting details</li> </ul> </li> <li>• Text genres</li> </ul>	<p><b>3.2.2: Comprehending Written Language</b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of longer, more complex passages in the target language by interpreting main ideas and supporting details from familiar text genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Express comprehension of passages.</li> <li>• Interpret main ideas and supporting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Cognates</li> <li>• Familiar vocabulary</li> <li>• Word families</li> <li>• Cultural context</li> <li>• Strategies               <ul style="list-style-type: none"> <li>- Contextual guessing</li> <li>- Discourse structure</li> <li>- Transitional devices</li> </ul> </li> </ul>	<p><b>3.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, word families, or cultural context to interpret passages.</li> <li>• Use strategies such as contextual guessing, identifying discourse structure, and transitional devices to interpret meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cognates, familiar vocabulary, word families, or cultural context.</li> <li>• Interpret meaning of passages.</li> <li>• Identify strategies.</li> <li>• Interpret meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Book and workbook activities</li> <li>• Listening activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> </ul>	IMPORTANT

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>Rehearsed and impromptu material</li> <li>Complex sentences               <ul style="list-style-type: none"> <li>Emotions, opinions or abstract ideas</li> </ul> </li> </ul>	<b>3.3.1: Presenting Oral Language</b> <ul style="list-style-type: none"> <li>Present material, both rehearsed and impromptu, on a variety of topics.</li> <li>Speak in more complex sentences to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Relate a variety of topics through complex sentences.</li> <li>Express emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Verb tenses</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Long paragraphs               <ul style="list-style-type: none"> <li>Emotions, opinions or abstract ideas</li> </ul> </li> </ul>	<b>3.3.2: Presenting Written Language</b> <ul style="list-style-type: none"> <li>Write longer paragraphs to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Write paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Exams</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Intonation and pronunciation</li> <li>Accuracy and fluency</li> <li>Grammar and syntax</li> <li>Transitional and cohesive devices</li> </ul>	<b>3.3.3: Strategies for Presenting Oral and Written Language</b> <ul style="list-style-type: none"> <li>Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy and fluency.</li> <li>Use more complex grammar and syntax with increasing accuracy.</li> <li>Use transitional and cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Practice intonation and pronunciation.</li> <li>Choose complex grammar and syntax.</li> <li>Implement transitional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking activities</li> <li>Presentations with visual aid</li> <li>Short compositions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT

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>• Social and cultural practices</li> <li>• Verbal and non-verbal communication</li> </ul>	<b>3.4.1: Practices</b> <ul style="list-style-type: none"> <li>• Describe social and cultural practices in the target language.</li> <li>• Use situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe social and cultural practices.</li> <li>• Employ appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• National Parks in South America</li> <li>• Important competitions in Spanish-speaking countries</li> </ul>	<b>IMPORTANT</b>
<ul style="list-style-type: none"> <li>• Practices and products               <ul style="list-style-type: none"> <li>- Time</li> <li>- Social etiquette</li> </ul> </li> <li>• Literary works               <ul style="list-style-type: none"> <li>- Poems</li> </ul> </li> </ul>	<b>3.4.3: Perspectives</b> <ul style="list-style-type: none"> <li>• Describe, in the target language, influences on practices and products, such as concept of time, social etiquette, gender roles, ethnic groups, etc.</li> <li>• Examine culture through literary works from the target language and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain target language influences.</li> <li>• Examine culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> <li>• Short answer</li> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Local legends</li> <li>• Cultural celebrations</li> <li>• Art movements</li> <li>• Hispanic painters</li> </ul>	<b>IMPORTANT</b>

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>• Objects and concepts</li> <li>• Content areas               <ul style="list-style-type: none"> <li>- Fine arts</li> <li>- Science</li> </ul> </li> </ul>	<p><b>3.5.1:</b> Investigate and discuss objects and concepts from other content areas.</p> <p><b>Example:</b> Famous works of art (Fine Arts), environmental issues (Science), etc.</p>	<ul style="list-style-type: none"> <li>• Explore other content areas objects and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL
<b>STANDARD 6 CONNECTIONS:</b> <b>Access and connect information through various media</b>					
<ul style="list-style-type: none"> <li>• Digital media</li> <li>• Culturally authentic resources</li> <li>• Receptive and productive skills</li> </ul>	<p><b>3.6.1:</b> Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.</p>	<ul style="list-style-type: none"> <li>• Implement digital media and culturally authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Art comparison</li> <li>• Competitions</li> <li>• National parks</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Digital media</li> <li>• Culturally authentic resources</li> </ul>	<p><b>3.6.2:</b> Use digital media and culturally authentic resources to study target cultures.</p>	<ul style="list-style-type: none"> <li>• Implement digital media and culturally authentic resources.</li> <li>• Study Spanish culture.               <ul style="list-style-type: none"> <li>- Interpret long passages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL

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> <li>• Word families</li> </ul>	<b>3.7.1:</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.	<ul style="list-style-type: none"> <li>• Identify cognates and word families.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates</li> <li>• Word families</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Language structures</li> </ul>	<b>3.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>• Identify and make use of appropriate language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Common idiomatic, colloquial, and proverbial expressions</li> </ul>	<b>3.7.3:</b> Compare and use common idiomatic, colloquial, and proverbial expressions in the target language.	<ul style="list-style-type: none"> <li>• Compare and use language expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Authentic forms of address - Familiar situations - Formal and informal</li> </ul>	<b>3.7.4:</b> Compare and use authentic forms of address in familiar social situations, both formal and informal.	<ul style="list-style-type: none"> <li>• Compare and compose authentic formal and informal forms of address.</li> </ul>	<ul style="list-style-type: none"> <li>• Group activities</li> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Contributions</li> </ul>	<b>3.7.7:</b> Describe, in the target language, contributions from the target cultures.	<ul style="list-style-type: none"> <li>• Explain and describe contributions from the culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</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>Experiences</li> </ul>	<b>3.8.1:</b> Share experiences from the world language classroom within the school and/or community.	<ul style="list-style-type: none"> <li>Share experiences from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Influences and cultures</li> </ul>	<b>3.8.2:</b> Investigate the influences of the target language and cultures on the learner's own community.	<ul style="list-style-type: none"> <li>Research language and culture influences.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Language and cultural knowledge</li> </ul>	<b>3.8.3:</b> Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.	<ul style="list-style-type: none"> <li>Implement cultural and language knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to songs or watching movies outside of class</li> <li>Conversations or written communication with native speakers</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

<b>LITERACY IN SCIENCE AND TECHNICAL SUBJECTS</b>		
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>
<b>LST.1: LEARNING OUTCOMES</b>		
<ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>	<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.	<ul style="list-style-type: none"> <li>• Write for different purposes and audiences.</li> </ul>
<b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>		
<ul style="list-style-type: none"> <li>• Central ideas</li> <li>• Explanation / Depiction</li> <li>• Process or concept</li> <li>• Summary</li> </ul>	<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.	<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>
<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>	<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.	<ul style="list-style-type: none"> <li>• Convert written data into visual form.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<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>
<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>

CONTENT	STANDARD INDICATORS	SKILLS
<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>

GRADE LEVEL: 10-12

SUBJECT: Spanish III

DATE: 2017-2018

GRADING PERIOD: Quarter 2

MASTER 5-24-18

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>Brief conversations               <ul style="list-style-type: none"> <li>- Formal and informal</li> </ul> </li> <li>Detailed information</li> </ul>	<b>3.1.1: Oral Expression</b> <ul style="list-style-type: none"> <li>Initiate, sustain, and close brief conversations in familiar social situations, both formal and informal.</li> <li>Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate, sustain, and close conversations.</li> <li>Exchange detailed information.</li> </ul>	<ul style="list-style-type: none"> <li>In-class activities and discussions</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Indirect and direct object pronouns</li> <li>Word families</li> <li>Physical fitness</li> <li>Health and nutrition</li> <li>Subjunctive mood</li> <li>Indicative mood</li> <li>Infinitives</li> <li>Por vs. Para</li> <li>Relationship</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Requests</li> <li>Different types of questions               <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> </ul>	<b>3.1.2: Oral Request for Information</b> <ul style="list-style-type: none"> <li>Make requests and ask different types of questions in a variety of familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>Make requests.</li> <li>Ask different types of questions.</li> </ul>	<ul style="list-style-type: none"> <li>In-class activities and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Formal commands</li> <li>Informal commands</li> <li>Nosotros commands</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Detailed information</li> <li>• Opinions</li> <li>• Familiar topics</li> </ul>	<p><b>3.1.3: Written Expression</b></p> <ul style="list-style-type: none"> <li>• Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange information.</li> <li>• Give examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Short paragraphs</li> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Requests</li> <li>• Different types of questions <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> <li>• Social situations</li> </ul>	<p><b>3.1.4: Written Request for Information</b></p> <ul style="list-style-type: none"> <li>• Make requests and ask different types of questions in a variety of familiar social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Make requests.</li> <li>• Ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Communication strategies</li> </ul>	<p><b>3.1.5: 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>Examples:</b> Using synonyms and antonyms, using circumlocution, paraphrasing</p>	<ul style="list-style-type: none"> <li>• Employ speaking and listening strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Group work</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Synonyms</li> <li>• Antonyms</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>• Requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Comprehension of authentic and non-authentic passages</li> </ul>	<b>3.2.1: Comprehending Oral Language</b> <ul style="list-style-type: none"> <li>• Understand and respond to requests, commands, and directions of increasing variety and complexity.</li> <li>• Demonstrate comprehension of both authentic and non-authentic passages of increasing length and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and respond to requests, commands, and directions.</li> <li>• Illustrate comprehension of passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Listening activities</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Comprehension <ul style="list-style-type: none"> <li>- Main ideas</li> <li>- Supporting details</li> </ul> </li> <li>• Text genres</li> </ul>	<b>3.2.2: Comprehending Written Language</b> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of longer, more complex passages in the target language by interpreting main ideas and supporting details from familiar text genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Express in-depth comprehension of passages.</li> <li>• Interpret main ideas and supporting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cognates</li> <li>• Familiar vocabulary</li> <li>• Word families</li> <li>• Cultural context</li> <li>• Strategies               <ul style="list-style-type: none"> <li>- Contextual guessing</li> <li>- Discourse structure</li> <li>- Transitional devices</li> </ul> </li> </ul>	<p><b>3.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, word families, or cultural context to interpret passages.</li> <li>• Use strategies such as contextual guessing, identifying discourse structure, and transitional devices to interpret meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cognates, familiar vocabulary, word families, or cultural context.</li> <li>• Interpret meaning of passages.</li> <li>• Identify strategies.</li> <li>• Interpret meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Book and workbook activities</li> <li>• Listening activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> <li>• Word families</li> </ul>	IMPORTANT
<p><b>STANDARD 3 COMMUNICATION: Present information in a language other than English</b></p>					
<ul style="list-style-type: none"> <li>• Rehearsed and impromptu material</li> <li>• Complex sentences               <ul style="list-style-type: none"> <li>- Emotions, opinions or abstract ideas</li> </ul> </li> </ul>	<p><b>3.3.1: Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present material, both rehearsed and impromptu, on a variety of topics.</li> <li>• Speak in more complex sentences to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate a variety of topics through complex sentences.</li> <li>• Express emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Long paragraphs - Emotions, opinions or abstract ideas</li> </ul>	<b>3.3.2: Presenting Written Language</b> <ul style="list-style-type: none"> <li>Write longer paragraphs to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Write paragraphs.</li> <li>Express emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Exams</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Verb tenses</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Intonation and pronunciation</li> <li>Accuracy and fluency</li> <li>Grammar and syntax</li> <li>Transitional and cohesive devices</li> </ul>	<b>3.3.3: Strategies for Presenting Oral and Written Language</b> <ul style="list-style-type: none"> <li>Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy and fluency.</li> <li>Use more complex grammar and syntax with increasing accuracy.</li> <li>Use transitional and cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Practice intonation and pronunciation.</li> <li>Choose complex grammar and syntax.</li> <li>Implement transitional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking activities</li> <li>Presentations with visual aid</li> <li>Short compositions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Verb tenses</li> </ul>	IMPORTANT
<b>STANDARD 4 CULTURES: Develop awareness of other cultures</b>					
<ul style="list-style-type: none"> <li>Social and cultural practices</li> <li>Verbal and non-verbal communication</li> </ul>	<b>3.4.1: Practices</b> <ul style="list-style-type: none"> <li>Describe social and cultural practices in the target language.</li> <li>Use situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>Describe social and cultural practices.</li> <li>Employ appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> <li>Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>Family and friend relationships in Spanish-speaking countries</li> <li>Holiday celebrations</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Products of target language</li> <li>-Imported products</li> <li>-television shows</li> </ul>	<p><b>3.4.2: Products</b></p> <ul style="list-style-type: none"> <li>• Describe, in the target language, products of the target cultures, such as fashion, literature, imported products, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch television in target language.</li> <li>• Describe imported products.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Food and beverages</li> <li>• Soap operas</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Practices and products</li> <li>- Time</li> <li>- Social etiquette</li> <li>• Literary works</li> <li>- health articles</li> </ul>	<p><b>3.4.3: Perspectives</b></p> <ul style="list-style-type: none"> <li>• Describe, in the target language, influences on practices and products, such as concept of time, social etiquette, gender roles, ethnic groups, etc.</li> <li>• Examine culture through literary works from the target language and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain target language influences.</li> <li>• Interpret culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> <li>• Short answer</li> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Home remedies</li> <li>• Healthcare system in Spanish-speaking countries</li> </ul>	IMPORTANT
<p><b>STANDARD 5 CONNECTIONS:</b>  <b>Make connections to other content areas</b></p>					
<ul style="list-style-type: none"> <li>• Objects and concepts</li> <li>• Content areas</li> <li>- Celsius vs Fahrenheit</li> <li>- Science</li> </ul>	<p><b>3.5.1:</b> Investigate and discuss objects and concepts from other content areas.  <b>Example:</b> Famous works of art (Fine Arts), environmental issues (Science), etc.</p>	<ul style="list-style-type: none"> <li>• Investigate other content areas objects and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Content area concept and skills</li> <li>Persuasive advice</li> </ul>	<p><b>3.5.2:</b> Implement content area concepts and skills through relevant activities.</p> <p><b>Examples:</b> Write a persuasive speech or essay (English/Language Arts), etc.</p>	<ul style="list-style-type: none"> <li>Express content skills through writing paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<p><b>STANDARD 6 CONNECTIONS:</b> Access and connect information through various media</p>					
<ul style="list-style-type: none"> <li>Digital media</li> <li>Culturally authentic resources</li> <li>Receptive and productive skills</li> </ul>	<p><b>3.6.1:</b> Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.</p>	<ul style="list-style-type: none"> <li>Analyze digital media and culturally authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Commercials</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Digital media</li> <li>Culturally authentic resources</li> </ul>	<p><b>3.6.2:</b> Use digital media and culturally authentic resources to study target cultures.</p>	<ul style="list-style-type: none"> <li>Analyze digital media and culturally authentic resources.</li> <li>Examine Spanish culture.</li> <li>Interpret authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

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> <li>• Word families</li> </ul>	<b>3.7.1:</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.	<ul style="list-style-type: none"> <li>• Distinguish cognates and word families.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> <li>• Word families</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Language structures</li> </ul>	<b>3.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>• Distinguish appropriate language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Common idiomatic, colloquial, and proverbial expressions</li> </ul>	<b>3.7.3:</b> Compare and use common idiomatic, colloquial, and proverbial expressions in the target language.	<ul style="list-style-type: none"> <li>• Compare and contrast language expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Popular sayings</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Authentic forms of address <ul style="list-style-type: none"> <li>- Familiar situations</li> <li>- Formal and informal</li> </ul> </li> </ul>	<b>3.7.4:</b> Compare and use authentic forms of address in familiar social situations, both formal and informal.	<ul style="list-style-type: none"> <li>• Compare and compose authentic formal and informal forms of address.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Systems and social patterns <ul style="list-style-type: none"> <li>-Target culture</li> <li>-Learners culture</li> </ul> </li> </ul>	<b>3.7.5:</b> Compare the systems and social patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> <li>• Compare and contrast target and learner's culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Celebrations and holidays</li> <li>-Target culture</li> <li>-Learner's culture</li> </ul>	<b>3.7.6:</b> Discuss, in the target language, the different celebrations and holidays of a variety of other cultures and compare them to those of the learner's culture.	<ul style="list-style-type: none"> <li>Compare and contrast target language's celebrations and holidays.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Contributions from target culture</li> </ul>	<b>3.7.7:</b> Describe, in the target language, contributions from the target cultures.	<ul style="list-style-type: none"> <li>Distinguish contributions from culture to culture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<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>Experiences</li> </ul>	<b>3.8.1:</b> Share experiences from the world language classroom within the school and/or community.	<ul style="list-style-type: none"> <li>Transfer experiences from the classroom within the school.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations</li> <li>Journals</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Influences and cultures</li> </ul>	<b>3.8.2:</b> Investigate the influences of the target language and cultures on the learner's own community.	<ul style="list-style-type: none"> <li>Research language and culture influences.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Language and cultural knowledge</li> </ul>	<b>3.8.3:</b> Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.	<ul style="list-style-type: none"> <li>Implement cultural and language knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

<b>LITERACY IN SCIENCE AND TECHNICAL SUBJECTS</b>		
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>
<b>LST.1: LEARNING OUTCOMES</b>		
<ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>	<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.	<ul style="list-style-type: none"> <li>• Write for different purposes and audiences.</li> </ul>
<b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>		
<ul style="list-style-type: none"> <li>• Central ideas</li> <li>• Explanation / Depiction</li> <li>• Process or concept</li> <li>• Summary</li> </ul>	<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.	<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>
<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>	<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.	<ul style="list-style-type: none"> <li>• Convert written data into visual form.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<b>LST.5: WRITING GENRES (WRITING)</b>		
<ul style="list-style-type: none"> <li>• Written arguments</li> </ul>	<b>9-10.LST.5.1:</b> Write arguments focused on discipline-specific content.	<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>	<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.	<ul style="list-style-type: none"> <li>• Write informative texts that include descriptions and conclusions.</li> </ul>
<b>LST.6: THE WRITING PROCESS (WRITING)</b>		
<ul style="list-style-type: none"> <li>• Technology</li> <li>• Writing products</li> </ul>	<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.	<ul style="list-style-type: none"> <li>• Write using various digital platforms to organize and display information.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<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>

GRADE LEVEL: 10-12

SUBJECT: Spanish III

DATE: 2017-2018

GRADING PERIOD: Quarter 3

**MASTER 5-24-18**

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>Brief conversations <ul style="list-style-type: none"> <li>- Formal and informal</li> </ul> </li> <li>Detailed information</li> </ul>	<b>3.1.1: Oral Expression</b> <ul style="list-style-type: none"> <li>Initiate, sustain, and close brief conversations in familiar social situations, both formal and informal.</li> <li>Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate, sustain, and close conversations.</li> <li>Exchange detailed information.</li> </ul>	<ul style="list-style-type: none"> <li>In-class activities and discussions</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Skills and abilities</li> <li>Jobs</li> <li>Volunteer work and community</li> <li>Present perfect tense</li> <li>Pluperfect tense</li> <li>Present perfect of subjunctive tense</li> <li>Careers and professions</li> <li>Technology</li> <li>Future tense</li> <li>Future perfect tense</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Requests</li> <li>• Different types of questions               <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> </ul>	<b>3.1.2: Oral Request for Information</b> <ul style="list-style-type: none"> <li>• Make requests and ask different types of questions in a variety of familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish requests.</li> <li>• Use different types of questions.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Detailed information</li> <li>• Opinions</li> <li>• Familiar topics</li> </ul>	<b>3.1.3: Written Expression</b> <ul style="list-style-type: none"> <li>• Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange information.</li> <li>• Develop opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Short paragraphs</li> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Requests</li> <li>• Different types of questions               <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> <li>• Social situations</li> </ul>	<b>3.1.4: Written Request for Information</b> <ul style="list-style-type: none"> <li>• Make requests and ask different types of questions in a variety of familiar social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Make requests.</li> <li>• Develop questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Communication strategies</li> </ul>	<b>3.1.5: Strategies for Maintaining Oral/ Written Exchanges</b> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.</li> </ul> <p><b>Examples:</b> Using synonyms and antonyms, using circumlocution, paraphrasing</p>	<ul style="list-style-type: none"> <li>• Establish speaking and listening strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Group work</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</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>• Requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Comprehension of authentic and non-authentic passages</li> </ul>	<b>3.2.1: Comprehending Oral Language</b> <ul style="list-style-type: none"> <li>• Understand and respond to requests, commands, and directions of increasing variety and complexity.</li> <li>• Demonstrate comprehension of both authentic and non-authentic passages of increasing length and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and respond to requests, commands, and directions.</li> <li>• Discuss comprehension of passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Listening activities</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Comprehension <ul style="list-style-type: none"> <li>- Main ideas</li> <li>- Supporting details</li> </ul> </li> <li>• Text genres</li> </ul>	<b>3.2.2: Comprehending Written Language</b> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of longer, more complex passages in the target language by interpreting main ideas and supporting details from familiar text genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop in-depth comprehension of passages.</li> <li>• Discuss main ideas and supporting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cognates</li> <li>• Familiar vocabulary</li> <li>• Word families</li> <li>• Cultural context</li> <li>• Strategies               <ul style="list-style-type: none"> <li>- Contextual guessing</li> <li>- Discourse structure</li> <li>- Transitional devices</li> </ul> </li> </ul>	<p><b>3.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, word families, or cultural context to interpret passages.</li> <li>• Use strategies such as contextual guessing, identifying discourse structure, and transitional devices to interpret meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cognates, familiar vocabulary, word families, or cultural context.</li> <li>• Analyze meaning of passages.</li> <li>• Identify strategies.</li> <li>• Analyze meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Book and workbook activities</li> <li>• Listening activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> <li>• Word families</li> </ul>	IMPORTANT
<p><b>STANDARD 3 COMMUNICATION: Present information in a language other than English</b></p>					
<ul style="list-style-type: none"> <li>• Rehearsed and impromptu material</li> <li>• Complex sentences               <ul style="list-style-type: none"> <li>- Emotions, opinions or abstract ideas</li> </ul> </li> </ul>	<p><b>3.3.1: Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present material, both rehearsed and impromptu, on a variety of topics.</li> <li>• Speak in more complex sentences to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate on a variety of topics through complex sentences.</li> <li>• Develop emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Long paragraphs - Emotions, opinions or abstract ideas</li> </ul>	<b>3.3.2: Presenting Written Language</b> <ul style="list-style-type: none"> <li>• Write longer paragraphs to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs.</li> <li>• Develop emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Exams</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Intonation and pronunciation</li> <li>• Accuracy and fluency</li> <li>• Grammar and syntax</li> <li>• Transitional and cohesive devices</li> </ul>	<b>3.3.3: Strategies for Presenting Oral and Written Language</b> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy and fluency.</li> <li>• Use more complex grammar and syntax with increasing accuracy.</li> <li>• Use transitional and cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate intonation and pronunciation.</li> <li>• Choose complex grammar and syntax.</li> <li>• Integrate transitional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking activities</li> <li>• Presentations with visual aid</li> <li>• Short compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	IMPORTANT
<b>STANDARD 4 CULTURES: Develop awareness of other cultures</b>					
<ul style="list-style-type: none"> <li>• Social and cultural practices</li> <li>• Verbal and non-verbal communication</li> </ul>	<b>3.4.1: Practices</b> <ul style="list-style-type: none"> <li>• Describe social and cultural practices in the target language.</li> <li>• Use situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain social and cultural practices.</li> <li>• Choose appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Education in Spain and Latin America</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Practices and products</li> <li>- Time</li> </ul>	<p><b>3.4.3: Perspectives</b></p> <ul style="list-style-type: none"> <li>Describe, in the target language, influences on practices and products, such as concept of time, social etiquette, gender roles, ethnic groups, etc.</li> <li>Examine culture through literary works from the target language and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Explain target language influences.</li> <li>Compare and contrast culture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> <li>Book and workbook activities</li> <li>Short answer</li> </ul>	<ul style="list-style-type: none"> <li>Family influence in early adulthood</li> </ul>	IMPORTANT
<p><b>STANDARD 5 CONNECTIONS:</b> Make connections to other content areas</p>					
<ul style="list-style-type: none"> <li>Objects and concepts</li> <li>Content areas</li> <li>- Science and technology</li> </ul>	<p><b>3.5.1:</b> Investigate and discuss objects and concepts from other content areas. <b>Example:</b> Famous works of art (Fine Arts), environmental issues (Science), etc.</p>	<ul style="list-style-type: none"> <li>Investigate other content areas objects and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Contributions to science, technology, and medicine from target culture</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Content area concept and skills</li> </ul>	<p><b>3.5.2:</b> Implement content area concepts and skills through relevant activities. <b>Examples:</b> Write a persuasive speech or essay (English/Language Arts), etc.</p>	<ul style="list-style-type: none"> <li>Apply content skills through writing paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

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>Receptive and productive skills</li> </ul>	<b>3.6.1:</b> Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.	<ul style="list-style-type: none"> <li>Analyze digital media and culturally authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Digital media</li> <li>Culturally authentic resources</li> </ul>	<b>3.6.2:</b> Use digital media and culturally authentic resources to study target cultures.	<ul style="list-style-type: none"> <li>Analyze digital media and culturally authentic resources.</li> <li>Evaluate Spanish culture.</li> <li>Examine authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<b>STANDARD 7 COMPARISONS: Investigate the nature of language and culture</b>					
<ul style="list-style-type: none"> <li>Cognates</li> <li>Word families</li> </ul>	<b>3.7.1:</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.	<ul style="list-style-type: none"> <li>Distinguish cognates and word families.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Cognates</li> <li>Word families</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Language structures</li> </ul>	<b>3.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>Distinguish appropriate language structures.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Short answer</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Common idiomatic, colloquial, and proverbial expressions</li> </ul>	<b>3.7.3:</b> Compare and use common idiomatic, colloquial, and proverbial expressions in the target language.	<ul style="list-style-type: none"> <li>Compare and contrast language expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Idiomatic expressions</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Authentic forms of address <ul style="list-style-type: none"> <li>- Familiar situations</li> <li>- Formal and informal</li> </ul> </li> </ul>	<b>3.7.4:</b> Compare and use authentic forms of address in familiar social situations, both formal and informal.	<ul style="list-style-type: none"> <li>Compare and compose authentic formal and informal forms of address.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Systems and social patterns <ul style="list-style-type: none"> <li>-Target culture</li> <li>-Learners culture</li> </ul> </li> </ul>	<b>3.7.5:</b> Compare the systems and social patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> <li>Compare and contrast target and learner's culture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<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>Experiences</li> </ul>	<b>3.8.1:</b> Share experiences from the world language classroom within the school and/or community.	<ul style="list-style-type: none"> <li>Transfer experiences from the classroom to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations</li> <li>Journals</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Influences and cultures</li> </ul>	<b>3.8.2:</b> Investigate the influences of the target language and cultures on the learner's own community.	<ul style="list-style-type: none"> <li>Research language and culture influences.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Language and cultural knowledge</li> </ul>	<b>3.8.3:</b> Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.	<ul style="list-style-type: none"> <li>Implement cultural and language knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
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>
<ul style="list-style-type: none"> <li>Tasks</li> <li>Purposes</li> <li>Audiences</li> </ul>	<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.	<ul style="list-style-type: none"> <li>Write for different purposes and audiences.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>		
<ul style="list-style-type: none"> <li>• Central ideas</li> <li>• Explanation / Depiction</li> <li>• Process or Concept</li> <li>• Summary</li> </ul>	<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.	<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>
<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>	<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.	<ul style="list-style-type: none"> <li>• Convert written data into visual form.</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>

GRADE LEVEL: 10-12

SUBJECT: Spanish III

DATE: 2017-2018

GRADING PERIOD: Quarter 4

MASTER 5-24-18

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>Brief conversations - Formal and informal</li> <li>Detailed information</li> </ul>	<b>3.1.1: Oral Expression</b> <ul style="list-style-type: none"> <li>Initiate, sustain, and close brief conversations in familiar social situations, both formal and informal.</li> <li>Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Create, extend, and conclude conversations.</li> <li>Explain detailed information.</li> </ul>	<ul style="list-style-type: none"> <li>In-class activities and discussions</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Myth and legend vocabulary</li> <li>Archeology vocab</li> <li>Conjunctions</li> <li>Subjunctive in adjective clauses</li> <li>History vocabulary</li> <li>Conditional tense</li> <li>Imperfect subjunctive</li> <li>Environment protection vocabulary</li> <li>Recycling vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Requests</li> <li>• Different types of questions               <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> </ul>	<b>3.1.2: Oral Request for Information</b> <ul style="list-style-type: none"> <li>• Make requests and ask different types of questions in a variety of familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate requests.</li> <li>• Devise different types of questions.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Subjunctive in adverbial clauses</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Detailed information</li> <li>• Opinions</li> <li>• Familiar topics</li> </ul>	<b>3.1.3: Written Expression</b> <ul style="list-style-type: none"> <li>• Exchange detailed information and opinions on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss information.</li> <li>• Develop opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Short paragraphs</li> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Requests</li> <li>• Different types of questions               <ul style="list-style-type: none"> <li>- Open-ended</li> <li>- Closed-ended</li> </ul> </li> <li>• Social situations</li> </ul>	<b>3.1.4: Written Request for Information</b> <ul style="list-style-type: none"> <li>• Make requests and ask different types of questions in a variety of familiar social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Propose requests.</li> <li>• Develop questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Communication strategies</li> </ul>	<b>3.1.5: Strategies for Maintaining Oral/ Written Exchanges</b> <ul style="list-style-type: none"> <li>• Use speaking and listening strategies that facilitate communication.</li> </ul> <p><b>Examples:</b> Using synonyms and antonyms, using circumlocution, paraphrasing</p>	<ul style="list-style-type: none"> <li>• Interpret speaking and listening strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Group work</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</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>• Requests</li> <li>• Commands</li> <li>• Directions</li> <li>• Comprehension of authentic and non-authentic passages</li> </ul>	<b>3.2.1: Comprehending Oral Language</b> <ul style="list-style-type: none"> <li>• Understand and respond to requests, commands, and directions of increasing variety and complexity.</li> <li>• Demonstrate comprehension of both authentic and non-authentic passages of increasing length and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and respond to requests, commands, and directions.</li> <li>• Discuss comprehension of passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Listening activities</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Comprehension <ul style="list-style-type: none"> <li>- Main ideas</li> <li>- Supporting details</li> </ul> </li> <li>• Text genres</li> </ul>	<b>3.2.2: Comprehending Written Language</b> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of longer, more complex passages in the target language by interpreting main ideas and supporting details from familiar text genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop in-depth comprehension of passages.</li> <li>• Discuss main ideas and supporting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Book and workbook activities</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cognates</li> <li>• Familiar vocabulary</li> <li>• Word families</li> <li>• Cultural context</li> <li>• Strategies               <ul style="list-style-type: none"> <li>- Contextual guessing</li> <li>- Discourse structure</li> <li>- Transitional devices</li> </ul> </li> </ul>	<p><b>3.2.3: Strategies for Comprehending Oral and Written Languages</b></p> <ul style="list-style-type: none"> <li>• Use cognates, familiar vocabulary, word families, or cultural context to interpret passages.</li> <li>• Use strategies such as contextual guessing, identifying discourse structure, and transitional devices to interpret meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cognates, familiar vocabulary, word families, or cultural context.</li> <li>• Analyze meaning of passages.</li> <li>• Identify strategies.</li> <li>• Analyze meaning and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Book and workbook activities</li> <li>• Listening activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> <li>• Word families</li> </ul>	IMPORTANT
<p><b>STANDARD 3 COMMUNICATION: Present information in a language other than English</b></p>					
<ul style="list-style-type: none"> <li>• Rehearsed and impromptu material</li> <li>• Complex sentences</li> <li>• Emotions, opinions or abstract ideas</li> </ul>	<p><b>3.3.1: Presenting Oral Language</b></p> <ul style="list-style-type: none"> <li>• Present material, both rehearsed and impromptu, on a variety of topics.</li> <li>• Speak in more complex sentences to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate on a variety of topics through complex sentences.</li> <li>• Develop emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Long paragraphs - Emotions, opinions or abstract ideas</li> </ul>	<p><b>3.3.2: Presenting Written Language</b></p> <ul style="list-style-type: none"> <li>• Write longer paragraphs to express a variety of emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs.</li> <li>• Develop emotions, opinions, or abstract ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Exams</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Intonation and pronunciation</li> <li>• Accuracy and fluency</li> <li>• Grammar and syntax</li> <li>• Transitional and cohesive devices</li> </ul>	<p><b>3.3.3: Strategies for Presenting Oral and Written Language</b></p> <ul style="list-style-type: none"> <li>• Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy and fluency.</li> <li>• Use more complex grammar and syntax with increasing accuracy.</li> <li>• Use transitional and cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate intonation and pronunciation.</li> <li>• Choose complex grammar and syntax.</li> <li>• Integrate transitional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking activities</li> <li>• Presentations with visual aid</li> <li>• Short compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Verb tenses</li> </ul>	IMPORTANT

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>• Social and cultural practices</li> <li>• Verbal and non-verbal communication</li> </ul>	<b>3.4.1: Practices</b> <ul style="list-style-type: none"> <li>• Describe social and cultural practices in the target language.</li> <li>• Use situation-appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain social and cultural practices.</li> <li>• Select appropriate verbal and non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Words of Mesoamerican, Spanish, Arab, and African origin</li> <li>• Conservation efforts in Spain and Latin America</li> </ul>	<b>IMPORTANT</b>
<ul style="list-style-type: none"> <li>• Products -imported items between America, Africa and Europe</li> </ul>	<b>3.4.2: Products</b> <ul style="list-style-type: none"> <li>• Describe, in the target language, products of the target cultures, such as fashion, literature, imported products, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain current and past products of target culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Book and workbook activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Products, music, food, clothing, literature, traditions, and practices from Mesoamerican, Spanish, Arab, and African origin</li> </ul>	<b>ADDITIONAL</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Practices and products</li> <li>- literary texts</li> </ul>	<p><b>3.4.3: Perspectives</b></p> <ul style="list-style-type: none"> <li>Describe, in the target language, influences on practices and products, such as concept of time, social etiquette, gender roles, ethnic groups, etc.</li> <li>Examine culture through literary works from the target language and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Explain target language influences.</li> <li>Compare and contrast culture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> <li>Book and workbook activities</li> <li>Short answer</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>History of Mesoamerica, Spain, Mexico, Caribbean, Central and South America</li> <li>Mesoamerican legends and myths</li> </ul>	IMPORTANT
<p><b>STANDARD 5 CONNECTIONS:</b>  <b>Make connections to other content areas</b></p>					
<ul style="list-style-type: none"> <li>Objects and concepts</li> <li>Content areas</li> <li>- Science</li> <li>-History</li> <li>-Math</li> </ul>	<p><b>3.5.1:</b> Investigate and discuss objects and concepts from other content areas.  <b>Example:</b> Famous works of art (Fine Arts), environmental issues (Science), etc.</p>	<ul style="list-style-type: none"> <li>Discover other content areas objects and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Contributions to math, language, history, and science from Mesoamerica, Africa, and Spain</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Content area concept and skills</li> <li>Creative writing</li> </ul>	<p><b>3.5.2:</b> Implement content area concepts and skills through relevant activities.  <b>Examples:</b> Write a persuasive speech or essay (English/Language Arts), etc.</p>	<ul style="list-style-type: none"> <li>Integrate content skills through writing paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 6 CONNECTIONS:</b> <b>Access and connect information through various media</b>					
<ul style="list-style-type: none"> <li>• Digital media</li> <li>• Culturally authentic resources               <ul style="list-style-type: none"> <li>-Documentaries</li> <li>-Articles</li> <li>-Maps and photos</li> </ul> </li> <li>• Receptive and productive skills</li> </ul>	<b>3.6.1:</b> Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.	<ul style="list-style-type: none"> <li>• Analyze digital media and culturally authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Digital media</li> <li>• Culturally authentic resources               <ul style="list-style-type: none"> <li>-Documentaries</li> <li>-Articles</li> <li>-Maps and photos</li> </ul> </li> </ul>	<b>3.6.2:</b> Use digital media and culturally authentic resources to study target cultures.	<ul style="list-style-type: none"> <li>• Analyze digital media and culturally authentic resources.</li> <li>• Evaluate Spanish culture.</li> <li>• Interpret authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL

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> <li>• Word families</li> </ul>	<b>3.7.1:</b> Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.	<ul style="list-style-type: none"> <li>• Determine cognates and word families.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Cognates</li> <li>• Word families</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Language structures</li> </ul>	<b>3.7.2:</b> Recognize and use level appropriate language structures.	<ul style="list-style-type: none"> <li>• Determine appropriate language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Short answer</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Common idiomatic, colloquial, and proverbial expressions</li> </ul>	<b>3.7.3:</b> Compare and use common idiomatic, colloquial, and proverbial expressions in the target language.	<ul style="list-style-type: none"> <li>• Compare and contrast language expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Idiomatic expressions</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Authentic forms of address <ul style="list-style-type: none"> <li>- Familiar situations</li> <li>- Formal and informal</li> </ul> </li> </ul>	<b>3.7.4:</b> Compare and use authentic forms of address in familiar social situations, both formal and informal.	<ul style="list-style-type: none"> <li>• Compare and compose authentic formal and informal forms of address.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Systems and social patterns <ul style="list-style-type: none"> <li>-Target culture</li> <li>-Learners culture</li> </ul> </li> </ul>	<b>3.7.5:</b> Compare the systems and social patterns of other cultures and the learner's own culture.	<ul style="list-style-type: none"> <li>• Compare and contrast target and learner's culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Contributions to target language               <ul style="list-style-type: none"> <li>-speech</li> <li>-words</li> </ul> </li> </ul>	<b>3.7.7:</b> Describe, in the target language, contributions from the target cultures.	<ul style="list-style-type: none"> <li>Explain contributions from target language.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> <li>Contributions from Mesoamerican civilizations, Europe and Africa</li> </ul>	ADDITIONAL
<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>Experiences</li> </ul>	<b>3.8.1:</b> Share experiences from the world language classroom within the school and/or community.	<ul style="list-style-type: none"> <li>Extend experiences from the classroom to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations</li> <li>Journals</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Influences and cultures</li> </ul>	<b>3.8.2:</b> Investigate the influences of the target language and cultures on the learner's own community.	<ul style="list-style-type: none"> <li>Discover language and culture influences.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions and activities</li> <li>Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Language and cultural knowledge</li> </ul>	<b>3.8.3:</b> Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.	<ul style="list-style-type: none"> <li>Explain cultural and language knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	ADDITIONAL

<b>LITERACY IN SCIENCE AND TECHNICAL SUBJECTS</b>		
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>
<b>LST.1: LEARNING OUTCOMES</b>		
<ul style="list-style-type: none"> <li>• Tasks</li> <li>• Purposes</li> <li>• Audiences</li> </ul>	<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.	<ul style="list-style-type: none"> <li>• Write for different purposes and audiences.</li> </ul>
<b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b>		
<ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Explanation / Depiction</li> <li>• Process or Concept</li> <li>• Summary</li> </ul>	<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.	<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>

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.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>

CONTENT	STANDARD INDICATORS	SKILLS
<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>