

# **Spanish I**

## **Curriculum Essentials**

**Department of World Languages and Cultures**

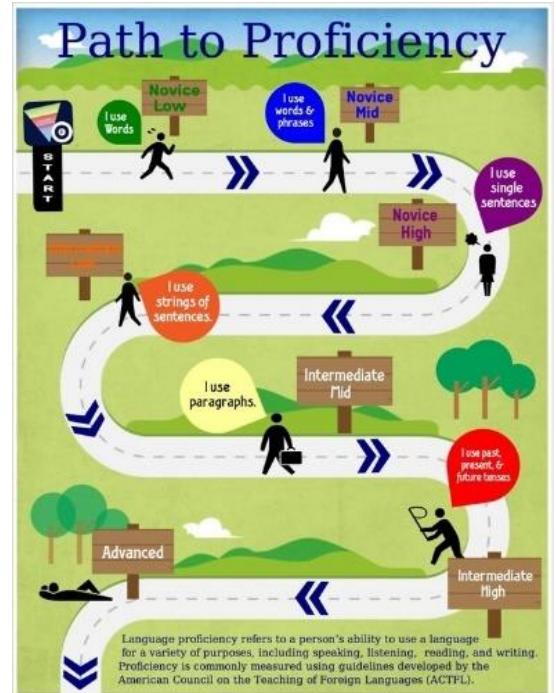
# Syllabus and Course Overview for Spanish I

The Valwood World Languages and Cultures Program strives to engage students in language and cultural knowledge. Through the study of language, literature, and culture students will be immersed and instructed in a way that develops skills to interpret and communicate with clarity and fluency.

**Course Overview:** Linguistic instruction will be comprehension-based that emphasizes proficiency over explicit grammar instruction. Most assignments will be explicitly in Spanish. Culturally, we will study and analyze various countries within the Spanish speaking world through our assignments and activities. The core curriculum used is **SOMOS** (*We are the language*) published by the Comprehensible Classroom.

## Course Targets:

- By the end of this course students should be in the proficiency range of **Novice-Mid**. This is a target, not a requirement. Here are some notes on proficiency: As you acquire language, you become more *PROFICIENT*. You are able to accomplish more and more tasks, communicate about more topics, and make yourself better understood. We become more proficient in any language through *COMMUNICATION*: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.
- **Reading and Listening:** Students will be able to identify details from text. They can give insightful evidence to support conclusions and to make inferences. They can interpret unfamiliar words based on context.
- **Speaking and Writing:** Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.



## Acquisition VS. Learning

This Spanish course is a Comprehension-based Spanish course. In this course, our goal will be to acquire Spanish language. "Acquiring" a language is very different than "learning" a language. Acquiring is something that happens to you instead of something that you make happen. When you "learned" how to speak your first language, you did not actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Spanish to talk about interesting and important things in our lives and in the world. We will spend very little time learning about the Spanish language (studying grammar rules, memorizing vocabulary, etc.), instead, we will focus on finding content to listen to and read in class (interpretive communication). We will do some speaking and writing, but those skills will come naturally as you take in more and more Spanish through listening and reading, so they will not be a major focus of the course.

## INTERPRETIVE RUBRIC

<b>ADVANCED</b>	I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.	A+ 100%
<b>PROFICIENT</b>	I can identify the main idea and details about the text. I can give evidence from the text to support conclusions. My ability to make inferences is limited as I can understand familiar words, but I have trouble interpreting new words.	A 90%
<b>DEVELOPING</b>	I can identify the main idea and a few details about the text. I struggle to provide evidence and make inferences. I can understand familiar words when they are used in familiar contexts.	B 80%
<b>EMERGING</b>	My ability to interpret individual words significantly limits my understanding of the text. I can identify the main idea of the text, but I cannot give details or textual evidence to support conclusions about the text.	C 70%
<b>BEGINNING</b>	I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.	F 65% or Lower

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Rubric is the same for all levels because the level of reading changes. Interpretive assessments that are level appropriate show what students can do, give more input, and build confidence.

### Reading/Listening assessments:

- Questions in English
- Level appropriate texts (95% comprehensible)
- The texts increase in complexity with student skills.

### ASSESSMENTS ARE:







- Short
- Simple
- Quick to grade
- Focused on a single skill

Writing interpretive assessment questions:

- **MAIN IDEA:** What is the main idea of the text?
- **DETAIL:** What are three details that relate to the main idea?
- **TRANSLATION:** What does “[insert sentence with familiar language]” mean in English?
- **DRAWING CONCLUSIONS:** Why does [person] do [thing]? Support your answer with evidence from the text.
- **INFERENCE:** What do you think [unfamiliar word] means in English?

# YEAR 1 WRITING RUBRIC



<b>TARGET PERFORMANCE DESCRIPTOR</b> <small>(in reference to ACTFL Proficiency Guidelines)</small>	<b>IN OTHER WORDS</b>	<b>GRADE</b>	
<b>NOVICE HIGH</b> <ul style="list-style-type: none"> <li>* You can use familiar words and phrases on familiar tasks, topics, and activities. You can elaborate a little.</li> <li>* You use phrases and simple sentences to provide basic information and are beginning to combine words and phrases to create original sentences.</li> <li>* You can mostly be understood by someone used to a language learner.</li> <li>* You can understand simple questions and statements, and sometimes you need to hear things again.</li> </ul>	 <p>You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.</p>	Advanced <b>ADV</b>	<b>A+</b> (100%)
<b>NOVICE MID</b> <ul style="list-style-type: none"> <li>* You can use a limited number of words and phrases for common objects and actions, but they are repetitive.</li> <li>* You can use words, phrases, and occasional sentences to provide basic information.</li> <li>* You can be understood with difficulty by someone used to a language learner.</li> <li>* You can understand some simple questions and statements, and you frequently need to hear things again.</li> </ul>	 <p>You consistently meet the target proficiency level, and you are ready to move on.</p>	Proficient <b>PROF</b>	<b>A</b> (90%)
<b>NOVICE LOW</b> <ul style="list-style-type: none"> <li>* You can use a small number of repetitive words and phrases for common objects and actions.</li> <li>* You can use some simple words to provide basic information.</li> <li>* You can be understood only with great effort.</li> <li>* You can understand some isolated words.</li> <li>* You need more to read and listen to more language that you understand in order to be able to produce meaningful messages.</li> </ul>	 <p>You can meet the target proficiency level in familiar tasks and situations.</p>	Developing <b>DEV</b>	<b>B</b> (80%)
<b>EMERGING</b> <ul style="list-style-type: none"> <li>* You can use some words that are related to your message.</li> <li>* You cannot yet be understood. You cannot understand words when used in contextualized communication.</li> <li>* You need more to read and listen to more language that you understand in order to be able to produce meaningful messages.</li> </ul>	 <p>You know what to do to meet the target proficiency level, but you need extra help.</p>	Emerging <b>EM</b>	<b>C</b> (70%)
<b>BEGINNING</b> <ul style="list-style-type: none"> <li>* You cannot yet use any words that help to communicate the intended message.</li> <li>* You cannot understand words when used in contextualized communication.</li> <li>* You need more to read and listen to more language that you understand in order to be able to produce meaningful messages.</li> </ul>	 <p>You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started!</p>	Beginning <b>BEG</b>	<b>D</b> (65%)
<p>You have not provided sufficient evidence to describe your performance.</p>	 <p>You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.</p>	Not Sufficient/No attempt <b>N/S</b>	<b>F</b> (0%)

## SPANISH I CURRICULUM MAP

*Somos is a Comprehension-based™, Proficiency-oriented, Acquisition-driven curriculum for Novice learners*

UNIT NUMBER AND TITLE	CORE VOCABULARY	CULTURAL CONNECTION	SUMMATIVE PERFORMANCE ASSESSMENTS
Editable syllabus	N/A	N/A	N/A
<b>Somos 1 Unit 1</b> <u>Dice</u>	<ul style="list-style-type: none"> <li>· dice</li> <li>· este/esta es</li> <li>· una persona</li> <li>· un chico</li> <li>· una chica</li> <li>· se llama</li> </ul>	Los pollitos dicen children's song	None recommended
<u>Introductions worksheet</u>	<ul style="list-style-type: none"> <li>· se llama</li> <li>· este es</li> </ul>	N/A	N/A
<u>Me llamo Ronaldo</u>	<ul style="list-style-type: none"> <li>· este es, me llamo</li> </ul>	N/A	N/A
<u>¿Qué te gusta?</u>	<ul style="list-style-type: none"> <li>· le gusta</li> <li>· me gusta</li> <li>· te gusta</li> </ul>	N/A	N/A
<b>Somos 1 Unit 2</b> <u>Corre</u>	<ul style="list-style-type: none"> <li>· camina hacia</li> <li>· corre</li> <li>· ve</li> </ul>	La carrera de San Silvestre  El encierro de toros	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
<b>Somos 1 Unit 2.5</b> <u>La cumbia</u>	<ul style="list-style-type: none"> <li>· no puede</li> <li>· hay</li> <li>· va a</li> </ul>	Cumbia & the cultural diversity of Latin America	N/A
<u>Los colores</u>	<ul style="list-style-type: none"> <li>· lleva</li> </ul>	N/A	N/A

<b>Somos 1 Unit 3</b> <u>El canal de Panamá</u>	<ul style="list-style-type: none"> <li>· nunca cierra</li> <li>· abre la puerta</li> <li>· son las (#)</li> </ul>	El canal de Panamá	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> <li>· Presentation speaking OPTIONAL</li> </ul>
<b>Somos 1 Unit 4</b> <u>La universidad</u>	<ul style="list-style-type: none"> <li>· toma</li> <li>· habla</li> <li>· quiere ser</li> </ul>	Universities in Spanish speaking countries	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
<b>Somos 1 Unit 5</b> <u>La corrida de toros</u>	<ul style="list-style-type: none"> <li>· tiene</li> <li>· novio</li> <li>· hermano</li> <li>· está enojado</li> <li>· va a</li> </ul>	Bullfighting	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
La corrida de toros: ¿cultura o tortura?	<ul style="list-style-type: none"> <li>· tiene</li> <li>· está enojado</li> <li>· va a</li> </ul>	Bullfighting	N/A
<u>Felipe VI</u>	<ul style="list-style-type: none"> <li>· 'de' for possession</li> </ul>	Felipe VI, King of Spain	N/A
<b>Somos 1 Unit 6</b> <u>Siéntate</u>	<ul style="list-style-type: none"> <li>· se sienta</li> <li>· se levanta</li> <li>· le grita</li> </ul>	N/A	N/A
La criatura Horizontal Conjugation	<ul style="list-style-type: none"> <li>· 1st person plural verb conjugations, present tense</li> </ul>	N/A	N/A
<b>Somos 1 Unit 7</b> <u>Los castells de Tarragona</u>	<ul style="list-style-type: none"> <li>· siempre</li> <li>· lo ayuda</li> <li>· simpático</li> <li>· tienes que</li> <li>· no puede</li> </ul>	Los castells de Tarragona / España	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> </ul>

<u>Mi Bolivia</u>	<ul style="list-style-type: none"> <li>· possessive adjectives</li> </ul>	Bolivia	
<b>Somos 1 Unit 8</b> <u>La comida latina</u>	<ul style="list-style-type: none"> <li>· busca</li> <li>· encuentra</li> <li>· sabes</li> </ul>	Various	<ul style="list-style-type: none"> <li>· Interpretive reading</li> </ul>
<u>Te amo by Nota</u>	<ul style="list-style-type: none"> <li>· sabes</li> </ul>	Puerto Rico	
<b>Somos 1 Unit 9</b> <u>El Cucuy</u>	<ul style="list-style-type: none"> <li>· tiene miedo de</li> <li>· mira</li> <li>· hacia</li> </ul>	El Cucuy / Puerto Rico	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> </ul>
<u>El Silbón</u>	<ul style="list-style-type: none"> <li>· voy, vas, va, vamos, van</li> </ul>	El Silbón / Venezuela	N/A
<u>La programación de televisión</u>	<ul style="list-style-type: none"> <li>· mira</li> <li>· days of the week</li> </ul>	TV programming / España	N/A
<u>¿Qué hora es?</u>	<ul style="list-style-type: none"> <li>· sale</li> <li>· avión</li> <li>· a las (time)</li> <li>· son las (time)</li> </ul>	N/A	N/A
<b>Somos 1 Unit 10</b> <u>Como agua para chocolate</u>	<ul style="list-style-type: none"> <li>· tiene hambre</li> <li>· está triste</li> <li>· llora</li> <li>· come</li> </ul>	Como agua para chocolate / México	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
<u>Lágrimas de cocodrilo</u>	<ul style="list-style-type: none"> <li>· tiene hambre</li> <li>· está triste</li> <li>· llora</li> </ul>	Idiomatic expression	N/A
<u>La perrita bailarina</u>	<ul style="list-style-type: none"> <li>· baila</li> </ul>	Merengue / La República Dominicana	N/A
<b>Somos 1 Unit 11</b> <u>Deportes en los países</u>	<ul style="list-style-type: none"> <li>· eres</li> <li>· juega</li> </ul>	<ul style="list-style-type: none"> <li>· El fútbol / various</li> <li>· El béisbol / La República</li> </ul>	<ul style="list-style-type: none"> <li>· Presentational writing</li> </ul>

<u>hispanohablantes</u>	<ul style="list-style-type: none"> <li>· un deporte</li> <li>· quiere jugar</li> </ul>	Dominicana <ul style="list-style-type: none"> <li>· El básquetbol / México</li> </ul>	<ul style="list-style-type: none"> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
<b>Somos 1 Unit 12</b> <u>El cortejo</u>	<ul style="list-style-type: none"> <li>· agarra</li> <li>· no conoce</li> <li>· nadie</li> <li>· sale de</li> </ul>	Traditional dating customs in Spanish speaking countries	<ul style="list-style-type: none"> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
Los 6 grados de separación	saber vs. conocer	N/A	N/A
<b>Somos 1 Unit 13</b> <i>Piropos / El acoso callejero</i>	<ul style="list-style-type: none"> <li>· la mujer</li> <li>· el hombre</li> <li>· comienza a</li> <li>· piensa que</li> <li>· verdadero</li> </ul>	<ul style="list-style-type: none"> <li>· Piropos</li> <li>· El chico del apartamento 512</li> <li>· Selena</li> </ul>	<ul style="list-style-type: none"> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
<b>Somos 1 Unit 14</b> <i>Los derechos de los niños</i>	<ul style="list-style-type: none"> <li>· el niño</li> <li>· escucha</li> <li>· lo que hace</li> <li>· debe hacer</li> </ul>	<ul style="list-style-type: none"> <li>· Los niños prisioneros / Bolivia</li> </ul>	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> </ul>
<u>Me gustas tú</u>	me gustas	N/A	N/A
<b>Somos 1 Unit 15</b> <i>El gaucho</i>	<ul style="list-style-type: none"> <li>· vive</li> <li>· solo</li> <li>· trabaja en</li> <li>· necesita</li> </ul>	<ul style="list-style-type: none"> <li>· Los gauchos</li> <li>· El mate</li> <li>· Argentina</li> </ul>	<ul style="list-style-type: none"> <li>· Presentational writing</li> <li>· Interpretive reading</li> <li>· Interpretive listening</li> </ul>
<b>Somos 1 Unit 16</b> <i>Las abuelas de Plaza de Mayo</i>	<ul style="list-style-type: none"> <li>· miente</li> <li>· dice la verdad</li> <li>· fui / fuiste / fue</li> <li>· le cree</li> <li>· se lleva</li> <li>· siguiente</li> </ul>	<ul style="list-style-type: none"> <li>· Las abuelas de Plaza de Mayo / Argentina</li> <li>· La Guerra Sucia</li> </ul>	<ul style="list-style-type: none"> <li>· Interpretive reading</li> </ul>



## **Use of the Target Language in the Classroom** **(American Council of Teachers of Foreign Languages – ACTFL)**

Research indicates that effective language instruction must provide significant levels of meaningful communication\* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

## **Novice-Low/Intermediate-Mid Proficiency Range Levels**

The study of a second language is affected by complex factors and variables that influence both the amount of time it takes to learn the language and a student's progress through the graduated levels of proficiency. The amount of time required to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures in question. The specific language and culture that learners study and their performance profile at entry will affect the amount of time required to achieve a particular level of proficiency.

Students who begin second language study early in elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. Performance expectations at particular ranges may be attained over different periods of time, dependent upon such factors as age of the learner, the first and target languages, scheduling patterns of the language program, and the scope and sequence of the language program.

Secondary learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. It is important to re-emphasize that a student's level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to a student's cognitive and interest levels.

The progression of world language learners through the World Languages Standards is based on an uninterrupted sequence of language and culture study. With varying entry and exit points, teachers will need to modify the content and related language activities in their specific program depending upon the student's age and when he/she begins the study of a particular language. For example, the novice range applies to all students beginning to learn a second language, which may occur at any age. The novice range may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program, depending upon the factors listed above. Likewise, the intermediate range occurs over a period and a variety of experiences. For example, for world language learners to reach the prepared graduate competency at the intermediate-mid range in a Group I Romance language, they mostly likely will need a minimum of a sixth- through twelfth-grade program of uninterrupted sequential language learning with enough meaningful interaction with the language and its cultures. Curriculum design and development addresses these variables.

## Spanish 1 Standards

### Range Level Expectations at a Glance: Novice-Mid

Range Level Expectations: Novice-Mid	
<b>1. Communication in Languages Other Than English</b>	<ol style="list-style-type: none"> <li>1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)</li> <li>2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode)</li> <li>3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)</li> </ol>
<b>2. Knowledge and Understanding of Other Cultures</b>	<ol style="list-style-type: none"> <li>1. Identify common practices within the target cultures studied</li> <li>2. Identify common products of the target cultures studied</li> </ol>
<b>3. Connections with Other Disciplines and Information Acquisition</b>	<ol style="list-style-type: none"> <li>1. Identify information that can be gathered from target language resources connected to other content areas</li> <li>2. Locate and use basic information from target language resources.</li> </ol>
<b>4. Comparisons to Develop Insight into the Nature of Language and Culture</b>	<ol style="list-style-type: none"> <li>1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied</li> <li>2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 1: Communication in Languages Other Than English**

<b>Prepared Graduates:</b>	
➤ Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Use basic greetings and expressions of courtesy</li> <li>b. Express feelings, basic needs, emotions, or opinions</li> <li>c. Ask and answer questions using high-frequency and learned phrases</li> <li>d. State and follow simple oral or written requests or directions</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?</li> <li>2. How do people use body language and gestures to communicate more effectively?</li> <li>3. What is the importance of the use of expressions of courtesy in communication with speakers of another language?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Simple surveys and instructions in videos and on websites appear in multiple languages.</li> <li>2. Exchanging basic information with people from different cultures creates positive personal connections around the world.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners practice and repeat what they hear in the target language.</li> <li>2. Language learners practice social courtesies.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 1: Communication in Languages Other Than English**

<b>Prepared Graduates:</b>	
➤ Understand and interpret written and spoken language on a variety of topics (interpretive mode)	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
2. Comprehend short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics (interpretive mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify main ideas from oral, visual, or written sources</li> <li>b. Respond appropriately to simple directions</li> <li>c. Recognize meaning from cognates and context, intonation and visual cues</li> <li>d. Demonstrate comprehension of a listening activity or reading selection</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?</li> <li>2. What can people do to better understand language?</li> <li>3. What is the value of a guess?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Labels, lists, and simple instructions on web pages and in videos are available in multiple languages.</li> <li>2. Determining meaning in short stories and informational documents from different cultures helps create positive personal connections around the world.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners use background knowledge.</li> <li>2. Language learners follow directions.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 1: Communication in Languages Other Than English**

<b>Prepared Graduates:</b>	
➤ Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Write and speak using a variety of visual cues</li> <li>b. Share information about personal interests</li> <li>c. Produce and share basic communication</li> <li>d. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?</li> <li>2. How do visual cues enhance a presentation?</li> <li>3. What is the importance of pronunciation and intonation?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Record and play back verbal role-playing, and brainstorm ideas using a tape recorder.</li> <li>2. Bilingual or multilingual workers at schools and in stores can provide information to people who speak a variety of languages.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners practice and present.</li> <li>2. Language learners tell stories.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 2: Knowledge and Understanding of Other Cultures**

<b>Prepared Graduates:</b>	
➤ Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
1. Reproduce common practices of the cultures studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Initiate greetings and use appropriate gestures with support</li> <li>b. Imitate some common social practices</li> <li>c. Describe some major traditions and celebrations</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?</li> <li>2. How does body language impact spoken language, and how does spoken language impact body language?</li> <li>3. Why does every culture have its own traditions and celebrations?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures.</li> <li>2. Understanding cultural diversity helps people to connect across cultures.</li> <li>3. Studying other cultures enhances a student’s understanding of interpersonal and societal relationships.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners are curious about practices and perspectives.</li> <li>2. Language learners acknowledge that cultural similarities and differences exist.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 2: Knowledge and Understanding of Other Cultures**

<b>Prepared Graduates:</b>	
➤ Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
2. Describe familiar products of the cultures studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Examine the use and relevance of common daily products (such as food, clothes, and transportation)</li> <li>b. Compare similarities and differences of common expressive products between the native and target cultures (songs, artwork, crafts, etc.)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?</li> <li>2. What insights can be made about a culture by looking at its products?</li> <li>3. What can be inferred about a culture through its expressive products?</li> <li>4. What purposes do expressive products serve since they are not critical to daily functioning?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Musicians' performances and costumes reflect elements of their culture.</li> <li>2. Tangible and expressive products are tools for understanding other cultures.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners enjoy learning about cultural products.</li> <li>2. Language learners are curious about cultural products.</li> </ol>



**Content Area: World Languages and Cultures**  
**Standard 3: Connections with Other Disciplines and Information Acquisition**

<b>Prepared Graduates:</b>	
➤ Reinforce and further their knowledge of other disciplines through the foreign language	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
1. Summarize information gathered from target language resources connected to other content areas	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Locate and identify resources connected to other content areas in the target language (daily practices in other countries like schedules, transportation, and cuisine)</li> <li>b. Recognize some commonalities of structures, information, and vocabulary between the target language resources connected to other content areas</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does an understanding of another language and culture increase people’s ability to function in a variety of content areas in an interdisciplinary manner?</li> <li>2. What does studying a language have in common with the study of other subjects?</li> <li>3. What study skills from world languages transfer and are applicable to other content areas?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Websites provide information on transportation methods, routes, and schedules for cities and countries around the world.</li> <li>2. Studying another language will increase the understanding of language commonalities and differences.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners are able to compare and contrast basic information about topics for which they have some previous knowledge.</li> </ol>

**Content Area: World Languages and Cultures**  
**Standard 3: Connections with Other Disciplines and Information Acquisition**

<b>Prepared Graduates:</b>	
➤ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
2. Organize information acquired from authentic resources	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Extract main ideas and supporting details from authentic resources</li> <li>b. Use obtained knowledge to expand awareness about relevant topics</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?</li> <li>2. How can a student rely on previous understandings and experiences to evaluate and interpret new information?</li> <li>3. What are ways to organize information?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Language learning enhances brain development.</li> <li>2. Language learners build greater awareness of world cultures through use of the Internet.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners develop the ability to extract basic information from authentic resources.</li> </ol>

**Content Area: World Languages and Cultures**

**Standard 4: Comparisons to Develop Insight into the Nature of Language and Culture**

<b>Prepared Graduates:</b>	
➤ Demonstrate understanding of the nature of language through comparisons of the language studied and their own	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student’s own language and the language studied	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify structural patterns in both the native language and their own language to make comparisons</li> <li>b. Describe the relationship between languages based on grammatical structures</li> <li>c. Recognize differing pronunciation and intonation patterns</li> <li>d. Identify features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does knowledge of another language enhance people’s understanding of the essentials of language in general?</li> <li>2. How does a student improve language accuracy by identifying grammatical accuracy?</li> <li>3. How does the study of another language develop an individual’s ability to organize critical thinking skills?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Linguists use voice recording instruments and computer programs to analyze sounds and sound systems in a variety of languages.</li> <li>2. Sociolinguists study how words from one language are introduced and used in another language.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners become aware of how long it takes to learn a language.</li> <li>2. Language learners explore opportunities to communicate with speakers of the target language.</li> </ol>

**Content Area: World Languages and Cultures**

**Standard 4: Comparisons to Develop Insight into the Nature of Language and Culture**

<b>Prepared Graduates:</b>	
➤ Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
<b>Range Level Expectation: Novice-Mid</b>	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.	
<b>Concepts and skills students master:</b>	
2. Investigate the nature of culture through comparisons of the target culture(s) and the student’s own culture and how the two cultures interact	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Research the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own</li> <li>b. Begin to apply an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own</li> <li>c. Describe and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own</li> <li>d. Identify the contributions of the target cultures to the student’s culture and vice versa</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does knowledge of another language enhance people’s understanding and appreciation of culture and society in general?</li> <li>2. How can the identification of diverse cultures cultivate an understanding and appreciation of the multilingual world?</li> <li>3. How does language study develop a student's understanding and appreciation of his/her own culture?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Understanding different ideas about food and eating practices can help people working or traveling in other cultures to behave politely and helpfully.</li> <li>2. People who send products to other countries for charity or business need to understand differences and similarities in products and perspectives between cultures.</li> </ol>
	<b>Nature of World Languages:</b> <ol style="list-style-type: none"> <li>1. Language learners describe a variety of cultural differences.</li> <li>2. Language learners research and report on cultural differences.</li> </ol>



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