World Languages Standard Division Document

**Level 4**

High School 2014-2015

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| Time Frame | Essential Standard & Clarifying Objective | Students will be able to: | Teaching Strategies |
| 1st 6 Weeks | IM.CLL.1.1, IM.CLL.1.2, IM.CLL.1.3  IM.COD.1.1, IM.COD.1.2  IM.CMT.1.1, IM.CMT.1.2 | --Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.  --Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.  --Use questions with some detail to exchange information in uncomplicated situations  --Understand how to participate in discussions on familiar academic topics and in uncomplicated settings  --Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.  --Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.  --Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations. | --TPR (Total Physical Response)  --Vocabulary Lists  --Songs and Poetry  --Rhymes to remember pronunciation  --Verbal conversations  --Translations and readings  --Projects  --Computer  --AVID strategies  --Text book  --Interviews  --Online/digital resources (duolingo.com for example) |
| 2nd 6 Weeks | IM.CLL.2.1, IM.CLL.2.2, IM.CLL.2.3, IM.CLL.3.1,  IM.CLL.3.2, IM.CLL.3.3  IM.COD.2.1, IM.COD.2.2, IM.COD.2.3,  IM.CMT.2.1, IM.CMT.2.2 | --Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.  --Understand the main idea and many details in texts that contain familiar vocabulary.  --Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.  --Use a series of connected sentences in presentations to describe experiences, events, and opinions.  --Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.  --Summarize familiar topics with many details in order to describe and/or explain.  --Understand spoken information about familiar academic topics expressed in a series of connected sentences.  --Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details  --Identify the main idea and some details from texts  containing unfamiliar academic vocabulary.  --Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.  --Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language. | Same as above  --Authentic texts on familiar topics  --Presentations  -- |
| 3rd 6 Weeks | IM.CLL.4.1, IM.CLL.4.2, IM.CLL.4.3  IM.COD.3.1, IM.COD.3.2, IM.COD.3.3, IM.COD.4.1, IM.COD.4.2, IM.COD.4.3  IM.CMT.3.1, IM.CMT.3.2,  IM.CMT.3.3  IM.CMT.4.1, IM.CMT.4.2, IM.CMT.4.3 | --Use cultural practices to analyze familiar topics, situations, and experiences.  --Analyze media and identify idiomatic expressions that add cultural relevancy.  --Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.  --Summarize academic content with many details to give spoken or written presentations about familiar topics.  --Describe events and opinions using a series of  connected sentences to present familiar content from  other disciplines.  --Use readily available technology tools and digital literacy skills to present academic information in the target language.  --Understand how geography and history impact the development of the target culture and its civilization  --Understand how practices and perspectives impact the target culture.  --Use a series of connected sentences to describe arts, sports, games, and media from the target culture.  --Use the language in school or community activities related to the target culture.  --Understand the influence of the target culture on literature, media, and global concerns.  --Explain how events in the target culture’s history have impacted contemporary perspectives, practices, and products.  --Evaluate the traditions of the target culture and the students’ culture. | Same as above  --Spanish language newspapers, magazines, TV  --Powerpoints, prezis, blogs, boards  --research papers |
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