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.1.3IM.COD.1.1, IM.COD.1.2IM.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.3.3IM.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 textscontaining 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.4.3IM.COD.3.1, IM.COD.3.2, IM.COD.3.3, IM.COD.4.1, IM.COD.4.2, IM.COD.4.3IM.CMT.3.1, IM.CMT.3.2, IM.CMT.3.3IM.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 ofconnected sentences to present familiar content fromother 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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