Big Ideas/Key Concepts:
Students expand their knowledge of the indicative mood learning how to express what happened, what was happening, what is happening, and what will happen. Students can identify main ideas and topics from a variety of print and media sources. Students can describe friendships, family members, and personal relationships. Writing is developed through self-expression in narrative form.

Ongoing Standards
The following standards will be used throughout the quarter.

1.2 Interpretive Mode of Communication:
- S3.WCE.1 I can listen to an audio segment or video in the target language, listening for comprehension and details.
- S3.WCE.2 I can combine reading strategies to summarize plots and characters from selected pieces of age-appropriate literature.
- S3.WCE.3 I can interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).
- S3.WCE.4 I can determine the main themes and supporting details on a variety of topics from authentic multimedia and print sources, both informational text and narratives.

1.1 Interpersonal Mode of Communication:
- S3.WCE.5 I can communicate with classmates by creating language during interactions on a variety of topics.
- S3.WCE.6 I can initiate and respond to social media (Twitter/Edmodo/email) with my teacher or classmates in the target language.
- S3.WCE.7 I can not only ask and answer clarifying questions, but also initiate communication.
- S3.WCE.8 I can integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve with a partner or small group.
- S3.WCE.9 I can give and follow directions as needed to participate in interactions within and across cultures.

1.3 Presentational Mode of Communication:
- S3.WCE.10 I can present material on a variety of topics with a variety of media, including digital or visual displays, short oral messages or reports about people, places, things or events in the community using increasingly complex language.
- S3.WCE.11 I can demonstrate an increasing awareness of errors and the ability to self-edit.
- S3.WCE.12 I can produce written and spoken messages such as reports, short articles and summaries to explore local and global issues.
- S3.WCE.13 I can write demonstrating a command of an expanding number of topics and idiomatic expressions with culturally appropriate vocabulary.

2.2 CULTURES: Relating Cultural Products to Perspectives
3.2 CONNECTIONS: Acquiring Information and Diverse Perspectives
- **S3.WCE.14** I can explain and compare products and/or practices of my own culture to peers in the target culture.
- **S3.WCE.15** I can investigate cultural perspectives through individual or collaborative research on products and practices.

4.1 COMPARISONS: Language
- **S3.WCE.17** I can understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.

4.2 COMPARISONS: Cultural
- **S3.WCE.18** I can begin to identify and appreciate the values and perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to American conventions.

5.1 COMMUNITIES: School and Global Communities
- **S3.WCE.19** I can identify where and how the target language is used in my community.

BYOT
- **S3.WCE.20** I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

Note to Teachers
- Use authentic resources when planning for instruction.
- Encourage students to set their own proficiency goals.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. COMMUNICATION</strong></td>
<td>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</td>
</tr>
</tbody>
</table>
| **1.1 Interpersonal Communication:** Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. | Chapter 3A
I can read and interpret information from a Spanish language newspaper.(1.2, 2.1.1) |
| | I describe what happened in the past using the preterite tense.(1.1.1, 3.2.2, 4.1.4, 4.1.7) |
| | I can stem-change verbs in the preterite (like *sentirse, dormir*). (3.2.2, 4.1.4, 4.1.7) |
1.1.1 Use verbal and written exchanges to share personal data, information, and preferences (e.g. events in one’s life, past experiences, preferred leisure activities, likes, dislikes, needs).
1.1.2 Exchange information about general events (e.g. classes, meals) and plan future activities (e.g. place, date, time).
1.1.3 Plan events and activities with others using authentic schedules.
1.1.4 Use verbal and written exchanges to express opinions (e.g. concerning current events, about topics of personal interest).
1.1.5 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a supermarket).

| I can form the preterite of verbs that end in –aer, -eer, -uir, and oír. (3.2.2, 4.1.4, 4.1.7) |
| I can form the preterite of the irregular verbs estar, poder, poner, saber, querer, caber, tener, conducir, decir, traer, andar, and haber. (3.2.2, 4.1.4, 4.1.7) |
| I can form irregular verbs in the preterite (ir, ser, dar, ver). (3.2.2, 4.1.4, 4.1.7) |
| I can make the preterite forms of verbs that end in –car, -gar, and –zar. (3.2.2, 4.1.4, 4.1.7) |
| I can express “there was” or “there were” using the verb haber in the preterite. (3.2.1, 4.1.5) |
| I can discuss what used to happen or what was happening with the imperfect tense. (1.1.1, 3.2.2, 4.1.4, 4.1.7) |
| I can describe how long something has been happening with the structure “hace + time + que”. (1.1.1, 3.2.1, 4.1.4) |
| I can describe how long ago an event happened with the structure “hace + time + que”. (1.1.1, 3.2.1, 4.1.4) |
| I can interpret and summarize passages or dialogues. (1.2.3, 1.2.4, 2.2.1, 5.2.1) |

1.2 Interpretive Communication:
Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
1.2.1 Use vocabulary for a wide range of topics (e.g. animals, weather, geographical concepts; categories such as numbers, shapes, colors, size).
1.2.2 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a market).
1.2.3 Give and follow oral and written directions (e.g. for travel, for cooking).
1.2.4 Use appropriate verbal strategies and cues (e.g. rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension.
1.2.5 Use and respond to culturally appropriate nonverbal cues (e.g. gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

1.3 Presentational Communication:
Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Chapter 3B
I can describe a disaster or catastrophe as it would be announced during the news on TV. (1.1.1, 1.1.3, 1.3.1)
I can discuss why Almería is important to film-making. (1.2, 4.2.5)
1.3.1 Describe assorted objects and people (e.g. dress, types of dwellings, foods).
1.3.2 Describe objects and people in greater detail (e.g. shopping in a supermarket).
1.3.3 Use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (exchanging names, address, phone number, place of origin, general state of being, using the telephone, making and responding to requests).
1.3.4 Give and follow oral and written directions (e.g. for travel, for cooking).

II. CULTURES
Interact with cultural competence and understanding.

2.1 Relating Cultural Practices to Perspectives:
Students use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2.1.1 Develop familiarity with historical moments and figures.
2.1.2 Use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.
2.1.3 Form bases for understanding relationships between geographical features and cultural practices and products.
2.1.4 Form bases for understanding relationships between historical concepts and contemporary issues.
2.1.5 Observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults.

2.2 Relating Cultural Products to Perspectives:

<table>
<thead>
<tr>
<th>Task</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe and narrate past events using both the preterite and imperfect tenses. (3.2.2, 4.1.4, 4.1.7)</td>
<td>I can distinguish between a verb’s unique meaning when translated in either the preterite or imperfect form in order to discuss past actions (conocer, poder, saber, querer and no querer). (4.1.5, 4.1.6)</td>
</tr>
<tr>
<td>I can describe an accident that happened in the past. (1.3.1, 3.2.2)</td>
<td>I can locate the city of Seville on a map. (2.1.2)</td>
</tr>
<tr>
<td>I can discuss the history of Seville. (1.3.1, 2.1.2, 3.1)</td>
<td>I can describe events that had happened using the past perfect tense. (3.2.2, 4.1.7)</td>
</tr>
<tr>
<td>I can form the past participle of a verb from its infinitive. (4.1.3, 4.1.4)</td>
<td>I can identify irregular past participle forms (abrir, cubrir, decir, describir, escribir, hacer, morir, poner, resolver, romper, ver, volver). (4.1.3, 4.1.4)</td>
</tr>
<tr>
<td>I can distinguish between the relative pronouns que and quien. (4.1.3, 4.1.5)</td>
<td>I can link two parts of a sentence with the relative pronouns que or quien. (4.1.3)</td>
</tr>
<tr>
<td>I can interpret and summarize passages or dialogues. (1.2.3, 2.2.1)</td>
<td>I can write a report or an article about an event that happened in the past. (1.1.3, 1.3.1, 3.2.2, 4.1.3, 4.1.4, 4.1.5, 4.1.7)</td>
</tr>
</tbody>
</table>

Chapter 4A
Students use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

2.2.1 Experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g. literature, music, film, art).

2.2.2 Participate in sports, music, entertainment and other age-appropriate activities for the culture being studied.

III. CONNECTIONS
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

3.1 Making Connections:
Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.1.1 Identify words and roots from the target language class in other school subjects and extracurricular activities.

3.1.2 Use and pronounce accurately target language words in other subjects.

3.1.3 Acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom.

3.1.4 Use acquired information as it relates to the target language classes in order to compare and contrast.

3.2 Acquiring Information and Diverse Perspectives:
Students access and evaluate information and diverse perspectives that are available through the language and its cultures.

3.2.1 Express meaning using appropriate idioms.

3.2.2 Expand knowledge of verbs to include all the indicative and imperative moods.

I can discuss friendships and personal relationships. (1.3.1, 3.2.3, 5.1.4)

I can interact with people I know to discuss the events of the day. (1.1.1, 1.1.3, 1.2.4, 2.1.3)

I can express likes and dislikes with indirect object pronouns and the verb *gustar*. (1.1.1, 4.1.3)

I can express emotion verbs with the same pattern as *gustar* (*encantar, fascinar, importar, interesar, molestar, and parecer*). (1.1.1, 3.2.1, 4.1.3, 4.1.4)

I can ask questions using interrogative words (*qué, quién, adónde, cómo, cuánto/a, cuántos/as, de dónde, dónde, para qué, por qué, quién, quiénes*). (1.1.1, 1.2.3)

I can make negative statements by using a negative word. (1.1.1, 4.1.3)

I can make negative statements by placing no before the verb. (1.1.1, 4.1.3)

I can create the shortened forms of *algún* and *ninguno* before a masculine singular noun. (4.1.3)

I can make affirmative statements (*algo, alguien, algún, siempre, también, todavía, yo*). (1.1.1, 4.1.4)

I can explain the importance of the *taíno* people. (1.2, 2.2.1, 3.1.2, 4.2.9)

I can identify a direct object pronoun in a sentence. (4.1.3, 4.1.4)
3.2.3 Use new information and perspectives of other cultures to broaden personal experiences.

I can identify an indirect object pronoun in a sentence. (4.1.3, 4.1.4)
I can replace a direct object with a direct object pronoun in a sentence. (4.1.3, 4.1.4)
I can replace an indirect object with an indirect object pronoun in a sentence. (4.1.3, 4.1.4)
I can replace both the direct and indirect objects with separate pronouns in the same sentence. (4.1.3, 4.1.4)

IV. COMPARISONS
Develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 Language Comparisons:
Students use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
4.1.1 Apply prefixes and suffixes to root words.
I can form a past participle from the infinitive of a verb. (3.2.2., 4.1.7)
I can identify irregular forms of the past participle (abierto, dicho, escrito, hecho, puesto, roto, visto). (3.2.2., 4.1.7)

4.1.2 Examine the natural flow and rhythm inherent to both languages.
I can describe events that have happened using the present perfect tense. (3.2.2., 4.1.7)

4.1.3 Implement appropriate sentence structure and paragraph construction;
I can describe *salsa* and its importance to Hispanic culture. (1.2, 2.2.1, 3.1.2, 4.2.9)

4.1.4 Develop usage of accurate grammatical practices.
I can describe *salsa* and its importance to Hispanic culture. (1.2, 2.2.1, 3.1.2, 4.2.9)
I can place adjectives in a sentence, realizing how the meanings can change according to the position of the adjective (*pobre, viejo, antiguo, nuevo, grande, único, diferente*). (1.1.1, 4.1.4)

4.1.5 Apply similarities and differences between English and target language;
I can listen to and interpret passages or dialogues spoken in Spanish. (1.2.3, 1.2.4, 2.2.1, 5.2.1)

4.1.6 Identify idiomatic expressions in both languages.
I can describe *salsa* and its importance to Hispanic culture. (1.2, 2.2.1, 3.1.2, 4.2.9)

4.1.7 Express meaning using appropriate idioms.
I can describe *salsa* and its importance to Hispanic culture. (1.2, 2.2.1, 3.1.2, 4.2.9)

4.1.8 Expand knowledge of verbs to include all the indicative and imperative moods.

I can describe *salsa* and its importance to Hispanic culture. (1.2, 2.2.1, 3.1.2, 4.2.9)

4.2 Cultural Comparisons:
Students use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture studied and their own.

4.2.1 Compare and contrast culturally appropriate verbal and nonverbal cues in both cultures.
I can describe and write about family relationships. (1.3.1, 3.2.3, 5.1.4)

4.2.2 Discern behavioral expectations in changing circumstances.
I can tell someone what to do using negative informal commands. (3.2.2., 4.1.7)

4.2.3 Identify different cultures’ belief value systems.

4.2.4 Focus on similarities and differences of core beliefs.

4.2.5 Understand origin and existence of cultures’ social patterns.
4.2.6 Compare music, art, literature and other tangible products from diverse cultures.
4.2.7 Compare simple patterns of behavior.
4.2.8 Observe customs of different regions and countries.
4.2.9 Compare rituals, folklore and other intangible products from diverse cultures.
4.2.10 Focus on the commonalities of other cultural systems and Tennessee traditions.
4.2.11 Distinguish circumstantially correct behavioral expectations.

V. COMMUNITIES
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

5.1 School and Global Communities:
Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
5.1.1 Identify how local community members use the target language in their work.
5.1.2 Acquire information about the target language and the target culture.
5.1.3 Present information about the target language and culture in the target language.
5.1.4 Locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.
5.1.5 Demonstrate awareness of the importance of people, holidays and traditions in the target language countries.

5.2 Lifelong Learning:
Students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

<table>
<thead>
<tr>
<th>I can form the negative informal command form of stem-changing verbs and irregular “yo” verbs. (3.2.2., 4.1.7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can form the negative informal command form of verbs that end in –car, -gar, and -zar. (3.2.2., 4.1.7)</td>
</tr>
<tr>
<td>I can indicate movement, destination, or location with the preposition a. (4.1.3)</td>
</tr>
<tr>
<td>I can introduce people as the direct object of a statement with the preposition a. (4.1.3)</td>
</tr>
<tr>
<td>I can express rates and proportions with the preposition a. (4.1.3)</td>
</tr>
<tr>
<td>I can identify which verbs need the preposition a like ir, venir, aprender, and comenzar. (4.1.3)</td>
</tr>
<tr>
<td>I can talk on the phone using culturally appropriate vocabulary. (1.1.1, 1.2.3, 4.2.1)</td>
</tr>
<tr>
<td>I can discuss the differences between the lives of Dominican young people and my own life. (2.2.1, 3.2.3, 5.1.4)</td>
</tr>
<tr>
<td>I can describe events that were happening using the imperfect progressive tense. (3.2.2)</td>
</tr>
<tr>
<td>I can listen to and interpret passages or dialogues spoken in Spanish. (1.2.3, 1.2.4, 2.2.1, 5.2.1)</td>
</tr>
</tbody>
</table>

Teachers should present the NSE content as it correlates to an ‘I can’ statements listed above for this quarter.
5.2.1 Identify the main ideas and basic details in diverse, authentic media forms (e.g. radio, television, film, live presentations).
5.2.2 Write simple letters or emails in the target language to the teacher and/or class.
5.2.3 Exchange letters or emails with the target language speakers (in the target language).

**Honors Addendum**

Note to Teachers of Honors Courses: The Performance Assessments are required and should be given during the quarter when material is most relevant.

Adapt the performance assessment to your language and the performance level indicated below. Students in level 3 required to take the AAPPL.

<table>
<thead>
<tr>
<th>Language</th>
<th>Level 3 Proficiency Pre-unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>Intermediate Low I1</td>
</tr>
<tr>
<td>German</td>
<td>Intermediate Low I1</td>
</tr>
<tr>
<td>Spanish</td>
<td>Intermediate Low I1</td>
</tr>
</tbody>
</table>

**PERFORMANCE ASSESSMENT TASKS**

**Level 3 Proficiency Pre-unit**

Choose 2 for this quarter:
- Performance Assessment 1
  - Presentational/Interpersonal/Interpretive: Intermediate - *People Important to Me/Relationships: Somebody Important*
- Performance Assessment 2
  - Presentational/Interpersonal/Interpretive: Intermediate - *How do I Spend My Free Time/A Family Visit*

**PERFORMANCE ASSESSMENT RESOURCES**

**Resources for Understanding Proficiency:**
- World-Readiness Standards for Language Learning
- Standards Summary
- ACTFL Performance Descriptors for Language Learning
  - Interpersonal
  - Interpretive
  - Presentational
- ACTFL Proficiency Guidelines 2012
- Speaking/Writing/Listening/Reading
- NCSSFL-ACTFL Can Do Statements Grid View

**Resources for Student Feedback/Grading:**
- AAPPL Rubrics
  - Interpersonal
  - Interpretive
  - Presentational
- JCPS Rubrics
  - Interpersonal
  - Interpretive
  - Presentational
- One example of Grading for Proficiency
- JCP
- OHIO DOE Rubrics
- How to Give Effective Feedback to your Students
  - By Susan M. Brookhart

**Resources for Assessing Student Performance:**
- AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages
Intermediate Low

Presentational Writing
Proficiency Target
Presentational Writing
AAPPL Target

The Keys to Assessing Language Performance: A teacher’s manual for measuring student progress
By Paul Sandrock