2017.18 Spanish II, Quarter 3

Big Ideas/Key Concepts:
Getting goods
Describing what happened
Responsibilities

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

1.2 Interpretive Mode of Communication:
   - **S2.WCE.1** I can read authentic texts (infographics, websites, blogs, articles, newspapers, etc.) based on familiar themes and highly predictable contexts with visual or graphic support using cognates to aid comprehension.
   - **S2.WCE.2** I can scan various media such as illustrated texts, posters or advertisements in familiar contexts and with text features that support meaning visually or graphically.
   - **S2.WCE.3** I can listen to an audio segment or video in the target language, listening for cognates and memorized words or phrases.
   - **S2.WCE.4** I can combine reading strategies to identify the main ideas and basic details in authentic materials.
   - **S2.WCE.5** I can determine the main themes and some details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.

1.1 Interpersonal Mode of Communication:
   - **S2.WCE.6** I can communicate with classmates by using memorize words and phrases during highly predictable interactions on very familiar topics.
   - **S2.WCE.7** I can initiate and respond to social media (Twitter/Edmodo/email) with my teacher or classmates in the target language.
   - **S2.WCE.8** I can utilize credible sources in the target language, skimming and scanning websites, to create surveys or complete graphic organizers regarding familiar topics.
   - **S2.WCE.9** I can not only give a relevant answer, but I can also ask questions for clarification.
   - **S2.WCE.10** I can exchange information about personally meaningful events and experiences.

1.3 Presentational Mode of Communication:
   - **S2.WCE.11** I can present material on familiar 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 memorized words, phrases, and expressions.
   - **S2.WCE.12** I can make corrections and edit work when receiving feedback from my teacher or classmate.
   - **S2.WCE.13** I can produce brief written and spoken messages such as simple reports, short articles and summaries on topics related to my personal interests.
4.2 COMPARISONS: Cultural
   - **S2.WCE.14** 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
   - **S2.WCE.15** I can identify where and how the target language is used in my community.

BYOT
   - **S2.WCE.16** 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>
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<tbody>
<tr>
<td><strong>I. COMMUNICATION</strong> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</td>
<td>I can describe the past using the imperfect tense. 1.2.1</td>
</tr>
<tr>
<td><strong>1.1 Interpersonal Communication:</strong> Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>I can discuss details in the past using the irregular imperfect forms of <em>ir</em>, <em>ser</em> and <em>ver</em>. 4.1.8</td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td>I can express past intentions. 1.1.1</td>
</tr>
<tr>
<td><strong>1.1.2 Exchange information about general events (e.g. classes, meals) and plan future activities (e.g. place, date, time).</strong></td>
<td>Chapter 5</td>
</tr>
<tr>
<td><strong>1.1.3 Plan events and activities with others using authentic schedules.</strong></td>
<td>I can name foods in the supermarket. 1.2.2</td>
</tr>
<tr>
<td><strong>1.1.4 Use verbal and written exchanges to express opinions (e.g. concerning current events, about topics of personal interest).</strong></td>
<td>I can identify and classify about grocery items. 1.2.2</td>
</tr>
<tr>
<td><strong>1.1.5 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a supermarket).</strong></td>
<td>I can compare the metric system to the U.S. standard of measurement. 3.1.3</td>
</tr>
<tr>
<td><strong>1.2 Communication to inform and persuade.</strong> Communicate clearly to inform, persuade, and/or present information. 1.2.3</td>
<td>I can locate the Caribbean on a map. 2.1.2/2.1.3</td>
</tr>
<tr>
<td><strong>1.3 Communication to express feelings and emotions.</strong> Communicate effectively to express feelings and emotions.</td>
<td>I can locate Cuba on a map. 2.1.2/2.1.3</td>
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</table>

Note: The table continues with additional standards and corresponding student-friendly statements, including those related to the metric system, shopping, and locating places on a map.
<table>
<thead>
<tr>
<th>1.2 Interpretive Communication:</th>
<th>I can discuss life in the Cuba. 5.1.2</th>
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<tr>
<td>Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>I can determine when to use the preterite and imperfect tense and I am able to explain the difference between the tenses. 4.1.8</td>
</tr>
<tr>
<td>1.2.1 Use vocabulary for a wide range of topics (e.g. animals, weather, geographical concepts; categories such as numbers, shapes, colors, size).</td>
<td>I can tell and write a simple story in the past tense using preterite and imperfect tenses. 4.1.8</td>
</tr>
<tr>
<td>1.2.2 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a market).</td>
<td>I can decide when to use preterite or imperfect based on the context of the sentence using trigger words. 4.1</td>
</tr>
<tr>
<td>1.2.3 Give and follow oral and written directions (e.g. for travel, for cooking).</td>
<td>I can identify and classify types of pescados, mariscos, y carnes. 1.1.5</td>
</tr>
<tr>
<td>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.</td>
<td>I can conjugate the verbs reír(se) and freír in the present tense. 3.2.2</td>
</tr>
<tr>
<td>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.</td>
<td>I can talk about the past using the preterite tense, including the irregular verbs andar, caber, conducir, freír, leer, poder, poner, querer, reír, saber, traducir, traer, and venir. 3.2.2</td>
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<tr>
<th>1.3 Presentational Communication:</th>
<th>I can describe and write about clothing. 1.3.1</th>
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<tr>
<td>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.</td>
<td>I can locate the Dominican Republic on a map. 2.1.2/2.1.3</td>
</tr>
<tr>
<td>1.3.1 Describe assorted objects and people (e.g. dress, types of dwellings, foods).</td>
<td>I can discuss life in the Dominican Republic. 5.1.2</td>
</tr>
<tr>
<td>1.3.2 Describe objects and people in greater detail (e.g. shopping in a supermarket).</td>
<td>I can transform an adjective into an adverb by adding –mente to the end of the feminine form of the adjective. 4.1.1</td>
</tr>
<tr>
<td>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).</td>
<td>I can talk about food and other items in a restaurant. 1.2.2/1.1.2</td>
</tr>
<tr>
<td>1.3.4 Give and follow oral and written directions (e.g. for travel, for cooking).</td>
<td>I can locate Puerto Rico on a map. 2.1.2/2.1.3</td>
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<tr>
<td>I can describe typical Caribbean food. 1.3.1</td>
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## 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:
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.

### Chapter 6
I can describe and write about a household and household items.
1.3.1

I can locate Bolivia on a map. 2.1.2/2.1.3

I can discuss life in Bolivia. 5.1.2

I can describe my family’s household chores. 2.1.2

I can name household appliances. 1.2.1

I can identify and describe my family members. 1.3.2

I can express emotion and opinion with verbs like esperar and dudar. 1.1
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.
3.2.3 Use new information and perspectives of other cultures to broaden personal experiences.

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.
4.1.2 Examine the natural flow and rhythm inherent to both languages.
4.1.3 Implement appropriate sentence structure and paragraph construction;
4.1.4 Develop usage of accurate grammatical practices.
4.1.5 Apply similarities and differences between English and target language;
4.1.6 Identify idiomatic expressions in both languages.
4.1.7 Express meaning using appropriate idioms.
4.1.8 Expand knowledge of verbs to include all the indicative and imperative moods.

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.
4.2.2 Discern behavioral expectations in changing circumstances.
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.

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).

<table>
<thead>
<tr>
<th>Honors Addendum</th>
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<tbody>
<tr>
<td>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 2 may take</td>
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<tr>
<th>PERFORMANCE ASSESSMENT TASKS</th>
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<tr>
<td>Level 2 <a href="#">Proficiency Pre-unit</a></td>
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<tr>
<td>Performance Assessment 1 Interpersonal Speaking <a href="#">JCPS L1 Unit 7 Let’s Go Out to Eat!</a></td>
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<tr>
<th>PERFORMANCE ASSESSMENT RESOURCES</th>
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the AAPPL at the school’s discretion and expense.

### Performance Assessment 2
**Presentational Writing**

**JCPS L1 Let me Introduce My Family!**

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<tr>
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<td><strong>French</strong></td>
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<td><strong>Spanish</strong></td>
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<tr>
<td><strong>Interpretive Listening</strong></td>
<td>Novice High</td>
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<td><strong>Presentational Speaking</strong></td>
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**Resources for Student Feedback/Grading:**
- AAPPL Rubrics
  - Interpersonal
  - Interpretive
  - Presentational
- JCPS Rubrics
  - Interpersonal
  - Interpretive
  - Presentational
- One example of Grading for Proficiency
- 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
- The Keys to Assessing Language Performance: A teacher’s manual for measuring student progress
  - By Paul Sandrock