Big Ideas/Key Concepts:
Students expand their knowledge of interpersonal communication in order to describe medical conditions and treatments, city life, and current events. There is an emphasis on developing a foundation for using the subjunctive mood in the present and past tenses. Students learn to make demands of others with the imperative mood. Students will continue to develop tools for experiencing and responding to literature through reading and interacting with authentic texts. Written expression is developed through peer editing, summarizing, and expressive writing.

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

1.2 Interpretive Mode of Communication:
- S4.WCE.1 I can listen to an audio segment or video in the target language, listening for comprehension and details.
- S4.WCE.2 I can combine reading strategies to summarize plots and characters from selected pieces of age-appropriate literature.
- S4.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).
- S4.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:
- S4.WCE.5 I can communicate with classmates by creating language during interactions on an expanding number of topics.
- S4.WCE.6 I can initiate and respond to social media (Twitter/Edmodo/email) with my teacher or classmates in the target language.
- S4.WCE.7 I can not only ask and answer clarifying questions, but also initiate communication.
- S4.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.
- S4.WCE.9 I can give and follow directions as needed to participate in interactions within and across cultures.
- S4.WCE.10 I can express my own thoughts, using sentences and strings of sentences with increasingly culturally appropriate behavior during interactions.
- S4.WCE.11 I can work collaboratively to communicate messages successfully or research contemporary issues.
- S4.WCE.12 I can exchange information about personally meaningful events and experiences and cross-disciplinary themes.

1.3 Presentational Mode of Communication:
- S4.WCE.13 I can prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.
I can demonstrate an increasing awareness of errors and the ability to self-edit.

I can produce written and spoken messages such as reports, short articles and summaries to explore local and global issues.

I can write demonstrating a command of an expanding variety of topics and idiomatic expressions with culturally appropriate vocabulary.

I can create stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.

I can write a descriptive essay on a familiar topic.

I can develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.

2.2 CULTURES: Relating Cultural Products to Perspectives

I can explain and compare products and/or practices of my own culture to peers in the target culture.

I can investigate cultural perspectives through individual or collaborative research on products and practices.

3.2 CONNECTIONS: Acquiring Information and Diverse Perspectives

I can identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum.

I can compare, contrast, and express preferences, opinions, and perspectives on events, experiences in order to discuss a variety of topics with classmates.

4.1 COMPARISONS: Language

I can understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.

4.2 COMPARISONS: Cultural

I can 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

I can identify where and how the target language is used in my community.

5.2 COMMUNITIES: Lifelong Learning

I can collaborate to propose solutions to common real life problems.

BYOT
**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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</table>
| I. COMMUNICATION
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. | Chapter 6
I can discuss health. (1.1.1)  
I can identify body parts. (1.1.1)  
I can describe a visit to the doctor’s office or a visit to the emergency room. (1.1.2, 1.3.2)  
I can discuss symptoms and treatments for some medical conditions. (1.1.1)  
I can make requests, suggestions, and demands. (1.1.1, 1.3.2, 4.2.2)  
I can conjugate regular verbs in the present subjunctive. (3.2.2)  
I can conjugate verbs with irregular yo forms in the present subjunctive (like *hacer*, *conocer*, *incluir*). (3.2.2)  
I can stem-change verbs in the present subjunctive (like *pensar*, *volver*, *dormir*, *sentir*, and *pedir*). (3.2.2)  
I can form the present subjunctive of verbs that end in –*car*, –*gar*, and –*zar*. (3.2.2)  
I can conjugate the verbs *haber*, *ir*, *saber*, *ser*, *dar*, and *estar* in the present subjunctive tense. (3.2.2) |

1.1 Interpersonal Communication:  
Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.  
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).  
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). | I can write about a given topic using independent and dependent clauses. (3.2.2, 4.1.4) |
| 1.2.3 Give and follow oral and written directions (e.g. for travel, for cooking). | I can express actions that have or will happen using the indicative in the dependent clause of a statement. (3.2.2, 4.1.4) |
| 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. | I can express what someone perceives in verbal communication and in mental processes with the indicative in the dependent clause of a statement. (3.2.2, 4.1.4) |
| 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. | I can express the subjunctive in the dependent clause when the verb in the main clause expresses a command, a wish, advice, influence, or emotion. (3.2.2, 4.1.4) |
| 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. | I can give and follow directions with formal commands. (3.2.2) |
| 1.3.1 Describe assorted objects and people (e.g. dress, types of dwellings, foods). | I can give and follow directions using informal commands (tú and vosotros). (3.2.2) |
| 1.3.2 Describe objects and people in greater detail (e.g. shopping in a supermarket). | I can make demands of myself and others using nosotros commands. (3.2.2) |
| 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). | I can identify false cognates. (3.2.1) |
| 1.3.4 Give and follow oral and written directions (e.g. for travel, for cooking). | I can identify the main idea(s) of “Walking Around”. (2.1.1, 5.2.1) |
| II. CULTURES Interact with cultural competence and understanding. | I can read and summarize poetry. (“Walking Around”) (1.3.1, 2.1.1) |
| 2.1 Relating Cultural Practices to Perspectives: | I can revise my own written work and that of a peer. (3.1.2) |
| | I can interpret and summarize passages or dialogues spoken in Spanish. (2.1.1, 5.2.1) |
| | Chapter 7 I can use terms and words associated with getting around in the city. (1.1.1) |
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.

3.1 Making Connections:
I can describe and write about issues associated with living the city. (1.1.1)
I can discuss foods and grocery shopping. (1.1.1)
I can identify and describe articles of clothing. (1.1.1)
I can explain and compare products. (2.1)
I can discuss people and things that may not exist with the subjunctive mood. (3.2.2)
I can discuss people and things that do exist using the indicative mood. (3.2.2)
I can express actions that are interdependent using the conjuctions cuando, después (de) que, en cuanto, hasta que, mientras (que), and tan pronto (como) in adverbial clauses. (3.2.2, 4.1.4)
I can express actions that are dependent on time using the conjuctions a fin de que, para que, a menos que, a no ser que, con tal (de) que, en caso (de) que, mientras que, salvo que, sin que, and antes de que in adverbial clauses. (3.2.2, 4.1.4)
I can express subjunctive or indicative in cases of certainty or uncertainty with the clauses aunque a pesar (de) que, and aunque. (3.2.2, 4.1.4)
I can express the idea of “perhaps” and “maybe”. (3.2.1)
I can form the past subjunctive. (3.2.2)
I can express ideas in the past subjunctive with noun, adjective, and adverbial clauses. (3.2.2, 4.1.4)
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.

I can make an adverb from an adjective. (4.1.1)

I can differentiate between the forms of “to leave” (salir, irse, marcharse, dejar). (3.2.2)

I can differentiate between the forms of “to put” (poner, ponerse, meter, colocar). (3.2.2)

I can identify the main idea(s) of “La muerte y la brújula”. (2.1.1, 5.2.1)

I can read and summarize prose. (“La muerte y la brújula”) (1.3.1, 2.1.1)

I can write an essay about young people and their views regarding fashion. (1.1.1, 1.2.2, 4.1.3)

Chapter 8
I can discuss geography, politics and current events. (1.1.1, 2.2.1)

I can discuss and write about issues regarding the American economy in comparison to another country’s economy. (1.1.1, 2.2.1)

I can compare, contrast and express my opinion and perspectives about historical events. (3.1)

I can exercise circumlocution when there is a word or phrase that I do not know how to say. (1.2.3)

I can describe what would happen using the conditional tense. (3.2.2)

I can conjugate the verbs caber, haber, saber, poder, poner, salir, valer, venir, decir, hacer, and querer in the conditional tense. (3.2.2)

I can express probability in the past. (3.2.2)
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).

Honors Addendum
Note to Teachers of Honors Courses:

<table>
<thead>
<tr>
<th>PERFORMANCE ASSESSMENT TASKS</th>
<th>PERFORMANCE ASSESSMENT RESOURCES</th>
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<tbody>
<tr>
<td>Resources for Understanding Proficiency:</td>
<td></td>
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</table>
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 4 required to take the AAPPL.


Free choice of one from additional site above.

<table>
<thead>
<tr>
<th>Language</th>
<th>Level 4</th>
<th>AAPPL Form</th>
<th>Proficiency Target</th>
<th>Interpretive Listening</th>
<th>Interpretive Reading</th>
<th>Interpersonal Speaking</th>
<th>Presentational Speaking</th>
<th>Presentational Writing</th>
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<tbody>
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<td>French</td>
<td>Intermediate Mid</td>
<td>I3-I4</td>
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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 [ICPS](#)

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