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Colegio Maya 1st-12th Spanish Curriculum

Philosophy and Overview of the Spanish Program

The primary language of instruction at Colegio Maya is English with the Spanish Language Program as part of the school’s program of studies. The understanding is that Colegio Maya does not propose to be a bilingual school. Nevertheless, the comprehensive Spanish Program attends to student learning through two specified paths based on each student’s experience with the Spanish language. The first path is referred to Spanish as a World Language and is offered to students in grades 1st through 12th in the sequence of levels I-III. The second path, Advanced Spanish, level IV, is oriented towards the fluent speaker for students in 1st through 12th grade.

The primary objective of levels I-III is to teach the structure of the Spanish language to the student so that she/he may effectively use it in oral comprehension and expression, reading and writing. At these levels, the Spanish is aligned against AERO World Language Standards. In this program, the students learn to express their needs, opinions, and wishes according to their age and academic grade level. The spiral design of the curriculum permits the students to advance through each level, according to individual achievement of the prescribed learning goals. Once a student has achieved the level-specific learning
goals, then she/he is promoted to the next level. The time needed to advance from level to level may vary according to individual progress.

The primary focus of Advanced Spanish, level IV, is the refinement and enrichment of oral and written Spanish. The spiraled focus at this level is done through an emphasis on literature. At the Advanced Spanish Level, the curriculum is aligned against the AERO Language Arts Standards.

This path is designed for students who:

- Communicate effectively in social and academic situations;
- Independently employ a wide range of linguistic functions;
- Are able to utilize complex and/or abstract language skills to express ideas and opinions related to the academic literary content.

Students at this level have demonstrated a mastery of grammar and oral expression skills. This level of ability allows them to continue to develop their cognitive language skills in a progressive sequence.

**Structure of the Program by Grade Levels**

According to the description of the Spanish Program, the following classes are offered in order to meet the educational objectives:

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**GRADE 10:**
Level IV: Literatura Española
Level IV: Literatura y Composición
AERO World Language Standards

INTRODUCTION

Learning languages other than one’s own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school’s overall, interdisciplinary curriculum. Learning and critical thinking skills attained in other language learning directly and positively impact learning in other content areas and lifelong learning. Language awareness gained in learning additional languages improves understanding of language in general, including one’s own mother/heritage language. Topics and units in foreign language classes co-teach, re-teach and can help pre-teach skills, topics, and units in other content areas. Language teachers can best attain the standards and benchmarks in the foreign language curriculum and co-teach units and themes in other content areas when they are fully engaged as members of interdisciplinary planning and curricular teams.

Impact of Daily Foreign or Additional Language Learning**

a. Languages, both mother tongue and foreign, are best learned with daily instruction. Critical thinking and learning habits attained as a result of foreign language learning support learning in other content areas, and are skills needed for lifelong learning.

b. Foreign (non-heritage) language learning correlates positively with success in other content areas, and promotes an interdisciplinary view of the curriculum.

c. Brain scans and MRI test show that foreign language learning increases brain activity levels dramatically.

d. Research supports the positive impact of second language learning on learning additional languages, learning one’s heritage language, and understanding language in general.

e. Consistent, daily PK-12 language learning provides the time and experience needed to fully attain complex learning, language, communication and culture skills listed in the PK-12 standards and benchmarks document.
f. Interdisciplinary units and themes, supported by both classroom teachers and foreign language and other specialists, lead to greater learning and understanding than units taught solely in either (one) classroom setting. Many of the broader themes (e.g. environment, history, peace studies) addressed in core subjects take on greater understanding when viewed from the perspective of other cultures presented in foreign language learning.

**Impact of Less than Daily and Less than PK-12 Additional Language Learning**

a. Anything less than daily instruction will lead to diminished language attainment, and diminished learning skill attainment, which in turn diminishes the positive impact on interdisciplinary and lifelong learning.

b. Students beginning foreign language learning later in the PK-12 sequence of study, without benefit of knowledge gained in earlier instruction, may not be able to achieve the highest level of benchmarks if they do not have immersion-type experiences. They will not be able to develop all four strands adequately; that is, they will have to develop the communication strand at the expense of the other strands and thus will lose some of the benefit of interdisciplinary teaching and cultural awareness.

c. Compacting or condensing the scope and sequence adversely impacts students’ acquisition of the PK-12 language outcomes, as well as the development of students’ critical thinking and lifelong learning skills. It diminishes students’ opportunity to have the range of experiences and learning of a full PK-12 program.

The AERO/NESA Foreign Language Standards and Benchmarks

a. The AERO/NESA document assumes daily foreign language instruction and provides a PK-12 road map leading to the grade 12 outcomes. It assumes daily contact with the language for at least 20-30 minutes daily from PK through 3 and at least 35-45 minutes from grades 4-12.

b. The document is designed to be used as the basis for the development or refinement of an individual school’s standards and benchmarks for students in a foreign language (non-native, non-heritage) program.

c. The AERO/NESA document can be further used to help align a later-entering language learner (e.g., transfer student or student wishing to learn additional foreign languages) with appropriate standards and benchmarks, as well as targeting realistic outcomes following a shorter than PK-12 program.

d. The document’s preface and philosophy can be used to refine an individual school’s mission, philosophy and goal statements to include additional language learning.

**Note:** Colegio Maya follows these standards and benchmarks through a daily instruction of 40 minutes in Elementary, 60 minutes in Middle School four times per week, and 90 minutes in High School every other day. If we take the total instruction time given in Middle School and High School then we meet
and/or exceed this standard established by AERO.

The Content Standards

COMMUNICATION

“Communication can be characterized in many different ways. The approach suggested within this document is to recognize three communicative modes that place primary emphasis on communication (Brecht and Walton 1994). The three modes are: (1) Interpersonal, (2) Interpretive, and (3) Presentational. Each mode involves a particular link between language and the underlying culture that is developed gradually over time.”*

Standards and Benchmarks

The Interpersonal Mode

“The interpersonal mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as exchange of personal letters or of electronic mail messages.”*

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

By the end of Level 1

a. Understand and use basic age-appropriate courtesy expressions and gestures, and make age-appropriate introductions, presenting classmates, family members, and friends.
b. Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...).
c. Express needs, interests, likes and dislikes in brief conversations.
d. Express feelings and emotions in simple phrases.
e. Express basic agreement and disagreement.
f. Ask and answer questions about familiar topics such as school events, celebrations, personal opinions, and family, orally and in guided writing.
g. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.
h. Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions, interviews, etc.
i. Engage in everyday situations (such as buying, ordering, shopping, transportation, etc.) through role play.
j. Extend, accept, and refuse invitations.

By the end of Level II

a. Perform greetings, leave-takings, and common classroom interactions using culturally appropriate gestures and oral expressions.
b. Give and follow simple instructions as part of age-appropriate classroom or cultural activities or both.
c. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.
d. Follow and give multi-step directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture.
e. Ask and respond to questions for clarification, orally or in writing.
f. Exchange basic information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.
g. Use the target language to acquire goods, services, or information orally and in writing.
h. Discuss orally school and community issues and problems.
i. Extend, accept, and refuse formal and informal invitations, using expressions and behaviors appropriate to varied situations.

By the end of Level III

a. Initiate, develop, discuss, and present orally or in writing solutions to important issues and problems of the target cultures.
b. Exchange, support, and discuss opinions with fluid use of language on a variety of topics dealing with contemporary and historical issues.
c. Describe and justify states of being and feelings.
d. Engage in authentic communication during visits, field trips, community service activities, etc.

The Interpretive Mode
“The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of the culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.”*

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

By the end of Level I

a. Understand and respond to simple routine oral directions and instructions related to daily classroom activities.
b. Understand and respond to simple requests in various familiar settings (playground, school, home, public places, etc.).
c. Recognize people, objects, monuments, and places based on oral descriptions.
d. Comprehend main events and identify main characters in illustrated stories presented in oral or written manner.
e. Comprehend brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.
f. Comprehend the main ideas in media such as illustrated texts, posters, advertisements, Internet websites, etc.
g. Interpret gestures, intonation, and other visual or auditory clues appropriately (videos, films, television programs, etc.).

By the end of Level II

a. Comprehend main ideas and identify main characters and events in age-appropriate narratives based on familiar themes or stories, such as personal anecdotes, tales and texts from literature.
b. Recognize people and objects found in their own or different environments through structured oral and written descriptions.
c. Understand written and oral announcements and messages connected to daily activities in the target cultures.
d. Understand the main themes and significant details from audio/visual products of the cultures as presented on television, radio, and video or live presentations, Internet websites, etc.
e. Understand the main themes and significant details from written products of the target cultures as found in literature, newspapers, magazines, Internet sites and applications, or other authentic sources used by speakers of the target language.

By the end of Level III

a. Comprehend main ideas of unfamiliar written and oral resources from various media.
b. Understand the main ideas and significant details of authentic live and recorded
discussions, lectures, and presentations on current or past events from the target cultures.
c. Understand the main ideas of nonfiction articles and primary source documents.
d. Analyze target language literary works orally and/or in writing.
e. Understand the cultural nuances of meaning in written and spoken language, as expressed by speakers of the language in formal and informal settings.
f. Understand the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.

The Presentational Mode

“The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles and the presentation of speeches. These examples of “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.”*

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

By the end of Level I

a. Sing simple songs from the target cultures.
b. Perform poems, songs, dances, short skits, simple plays etc.
c. Give show-and-tell presentations.
d. Produce and present illustrated stories, posters, and age-appropriate reports.
e. Write short messages, post cards, and letters using culturally appropriate format and style.
f. Deliver short oral messages or written reports and exchange information with another language class, either locally or at a distance.
g. Dramatize songs, share anecdotes, or recite poetry commonly known by peers in the cultures studied.
h. Produce and present audio- or video-recorded announcements, posters, advertisements, skits and short plays.
i. Read aloud with appropriate intonation and pronunciation.

By the end of Level II

a. Tell or retell stories, orally or in writing.
b. Read aloud with appropriate intonation and pronunciation.
c. Write short, well-organized compositions on age-appropriate topics of interest.
d. Write personal letters using culturally appropriate format and style.
e. Read aloud with appropriate intonation and pronunciation.
f. Perform short plays, songs and skits, recite selected poems and anecdotes in the target language.
g. Create and present posters, videos, PowerPoint presentations, or reports about age-appropriate personal or cultural themes.

h. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.

i. Prepare an oral or written summary of the plot and characters from age-appropriate literature.

**By the end of Level III**

a. Write organized and original compositions, journal entries and reports, and produce various media presentations on a variety of age-appropriate topics.

c. Prepare and deliver oral presentations, such as speeches and debates, on various topics.

d. Perform scenes from plays; recite poems or excerpts from literature commonly read by speakers of the target language.

e. Create stories, poems, short plays, or skits based on themes, ideas, and perspectives from the target cultures.

**Comparisons to One’s Native Language**

“This standard focuses on the impact that learning the linguistic elements in the new language has on students’ ability to examine their own language, and to develop hypotheses about the structure and use of languages.

There is a generally held notion that students are better able to reflect on their first language and culture after having experienced a second. Evidence of this notion arises in various studies done on the effects of learning multiple languages. By struggling with how to express particular meanings in a second language, how to encode them linguistically, and how to be sensitive to norms of politeness in another culture, students gain awareness of the nature of language itself.”*

**1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.**

**By the end of Level I**

a. Recognize differences between the writing systems of the target language and their own.

b. Recognize differences between the sound systems of the target language and their own language or dialect.

c. Recognize simple similarities and differences in the language systems.

d. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.

e. Understand how cognates can enhance comprehension of spoken and written language.

f. Compare and contrast the sound and writing systems of their own language or dialect and the target language.

g. Understand that languages have different grammatical syntactical functions.
h. Demonstrate awareness that some phrases and idioms do not translate directly from one language to another.
i. Discuss the relationships among languages, based on students’ awareness of cognates.
j. Recognize differences in language register.
k. Compare and contrast the writing system of the target language and their own and describe the nature of those writing systems (e.g., logographic, syllabic, alphabetic).

By the end of Level II

a. Identify idiomatic expressions that are commonly used in their native language and in the target language and use them appropriately.
b. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.
c. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.
d. Recognize differences in pronunciation systems among languages, and understand that languages have critical sound distinctions that must be mastered in order to communicate meaning.

By the end of Level III

a. Compare nuances of meaning of words, idioms, and vocal inflections in the target language and their own.
b. Apply knowledge of sound-symbol correspondence, stress, and intonation patterns in spontaneous communicative situations.
c. Understand how the elements of a language may reflect the ways in which people organize information and view the world.

**CULTURES**

“The term ‘culture’ is generally understood to include the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society. Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of language provides opportunities for students to develop insights into a culture that are available in no other way. In reality then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through the language. It is important that students become skilled observers and analysts of other cultures.”*

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

“This standard focuses on the practices that are derived from the traditional ideas, attitudes and values (perspectives) of a culture. “Cultural practices” refers to patterns of behavior accepted by society and
deals with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. It is important to understand the relationship between these practices and the underlying perspectives that represent the culture’s view of the world.”*

By the end of Level I

a. Identify and use patterns of behaviors and interaction in basic familiar settings.
b. Make and respond to culturally appropriate introductions and understand polite requests.
c. Use culturally appropriate courtesy expressions.
d. Participate in age-appropriate cultural activities, games and songs.

By the end of Level II

a. Identify customs that are of interest to children (celebrations, traditional foods, aspects of family life, social interaction, and religious practices).
b. Identify simple patterns of behavior, interactions, and customs in various familiar settings.
c. Understand and use appropriate gestures and oral expressions in language and in the target cultures.
d. Perform age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, and dramatizations in the target language.
e. Identify commonly held stereotypes about the target culture.
f. Analyze and explain formal and informal patterns of behavior and cultural practices of the target cultures.
g. Use and understand the meaning of appropriate verbal and nonverbal behavior for daily activities among peers and adults in the target language and cultures.
h. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.
i. Discuss stereotypical images associated with the target cultures.

By the end of Level III

a. Explain social and geographic factors that inform cultural practices.
b. Adjust speech and behavior appropriately to the situation and audience.
c. Identify differences in cultural practices among same-language cultures.
d. Discuss social issues in the various target culture communities, and examine their impact on the behavioral patterns of individuals, families, and communities.
e. Analyze generalizations and stereotypes of the target culture.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

“This standard focuses on the products of the culture studied and how they reflect the perspectives of that culture. Products may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involve the use of that product.”*
By the end of Level I

a. Identify some major products of the target culture (e.g. gestures, toys, clothing, foods, dwellings, artifacts, flags, music, dance, modes of transportation, places, monuments, calendar, numeracy, etc.).
b. Identify and explain the function of everyday products in homes and communities of the target culture (e.g., sports equipment, household items, tools, foods, and clothing).

By the end of Level II

a. Identify and describe cultural products, e.g., toys, clothing, types of dwellings, foods, places, monuments, architecture, etc.
b. Identify the different environments of the target cultures, and examine the impact of these environments on the lifestyles of the target communities.
c. Identify and discuss commonly held stereotypes about products of the target culture.
d. Be familiar with a few well-known children’s stories of the target culture.
e. Identify and describe how products reflect the lifestyle of people in various communities.
f. Produce and respond to forms of various products of the target cultures such as music, dance, crafts, art, fashion, and cuisine.
g. Become familiar with target language and culture of Internet sites, as well as multimedia educational and recreational games.

By the end of Level III

a. Analyze the role of various social institutions of the culture studied, such as religious institutions, clubs, and organizations and analyze how they reflect the values of the target language communities.
b. Analyze expressive products of the culture, including selections from various literary genres, art, architecture, music, cinema, and theater.
c. Identify, analyze, and evaluate the relationship between ideas and perspectives of the cultures studied and their literary and artistic products.

Comparisons to One’s Native Culture(s)

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

“As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students
may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.”* 

**By the end of Level I**

a. Recognize common interests and practices of the target cultures and students’ own.
b. Compare daily living patterns and behaviors.
c. Compare cultural tangible products (toys, clothing, food, dwelling...).
d. Compare intangible products of culture (children’s songs, games, literature, celebrations, etc.).
e. Compare and contrast gestures and their meaning in the target cultures and their own.
f. Compare and contrast material products (e.g., toys, sports equipment, or food) of the cultures studied and their own.

**By the end of Level II**

a. Compare and contrast simple patterns of behavior or interaction in various settings in the cultures studied and their own.
b. Compare intangible products (e.g., rhymes, songs, or folktales) of the cultures studied and their own.
c. Identify and compare cultural stereotyping in the target culture and one’s own.
d. Compare and contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
e. Identify, compare and contrast the cultural features of daily life, customs, and the arts.
f. Explain the relative importance of various products originating in the target culture and compare to one’s own culture.
g. Identify contributions of the target cultures to one’s own and vice versa.

**By the end of Level III**

a. Apply appropriate verbal and non-verbal behavior in a variety of social contexts in the target cultures.
b. Analyze and infer cross-cultural similarities and differences as observed in practices, perspectives, expressive products, and literary genres of the target cultures and students’ own cultures.
c. Analyze and contrast the historical as well as present-day contributions of the target culture to the world-at-large with those of the students’ own cultures.

**CONNECTIONS**
“Knowledge of a second language and culture combines with the study of other disciplines and shifts the focus from language acquisition to broader learning experiences for the student. Language used in this way helps students integrate the contributions from any discipline into a holistic and ever-expanding open system.”*

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.
Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. When integrated into the broader curriculum, foreign language contributes to the entire educational experience of students.*

By the end of Level I

a. Study a variety of content topics in the target language.
b. Use skills such as calculation, problem solving, map reading etc. in the target language.
c. Integrate products of the target culture to other school subjects (technology skills, music, songs, arts, games, etc.).
d. Use composition strategies, mathematics and technology skills, and other concepts learned in other classes in the target language classes and activities.

By the end of Level II

a. Use information and skills from other school subjects in target language activities.
b. Recognize topics related to the target language and culture in other school subjects studied and in related field trips for science, art, social studies, etc.
c. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.

By the end of Level III

a. Use the target language to present written and oral reports on topics studied in other disciplines, and vice versa.
b. Analyze topics from other school subjects in the target language for example, current events, political and historical concepts, worldwide health issues, and environmental concerns.
c. Integrate and apply skills from other disciplines, including technology, to the target language classroom and activities.
d. Investigate target language resources, including the Internet, in order to analyze and synthesize information for use in other disciplines.

3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s).

“As a consequence of learning another language and gaining access to its unique means of
communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the source of information available to them. They have a “new window on the world.”

**By the end of Level I**

a. Understand simple words and ideas that can only be grasped through original language sources and cultural activities.
b. Begin to research and access authentic sources from the target cultures through interviews, and field trips.

**By the end of Level II**

a. Listen to, watch, and ask/answer questions about age-appropriate folktales, picture stories, poems, songs, advertisements, cartoons, films, artifacts, and other authentic materials.
b. Understand ideas and viewpoints that can only be explained in terms of the original language and culture.

**By the end of Level III**

a. Participate in discussions, forums, interviews and other authentic exchanges within target language communities.
b. Compare cultural products, practices or perspectives portrayed in texts, to his or her own life.
c. Uses information available in the culture to support the interpretation of texts and compare distinctive viewpoints.

**COMMUNITIES**

“Recognizing the need for a productive and competitive work force, many schools are emphasizing a curriculum that better prepares students for the school-to-work or the school-to-college transition. These educational efforts extend to the language classroom, preparing competent and self-confident students for work in the multilingual communities around the globe.”*

**4.1 Students use the language both within and beyond the school setting.**

This standard focuses on language as a tool for communication with speakers of the language throughout one’s life.

**By the end of Level I**

a. Interact in the target language with families, friends or peers, and native speakers.
b. Identify authentic community resources and contact people useful for research in the target language or about the target cultures.
c. Participate in after-school activities related to the target language and cultures.

**By the end of Level II**

a. Use the target language within the local community and in authentic sources (newspapers, Internet,
etc.).
b. Practice oral or written use of the target language with family, friends, peers, pen pals; and during after school activities, field trips, school exchanges, etc.
c. Participate in school or community events related to the target language or cultures (parent nights, in house festivals, field trips and school exchanges).

By the end of Level III

a. Communicate orally or in writing with members of the target cultures on a variety of personal interest, community, or world concerns.
b. Perform authentic tasks using the target language and knowledge of the target cultures in the community or abroad (interviews, problem solving challenges, community service actions, etc.).
c. Research and organize events or celebrations representing the target cultures for the school or the larger community.
d. Use target language inside and outside the class to communicate information on topics of interest.
e. Use the target language orally or in writing with family, friends, peers, or pen pals.

4.2 Students show evidence of becoming life-long language learners.

Language is an avenue to information, interpersonal relations, international understanding, and careers in an increasingly global environment. Students who study and use a language over a long period of time: improve their cognitive abilities; can more fully use their capacity in the target language; increase their abilities to learn additional languages; increase their understanding of their own mother tongue and culture; enhance their ability to interact with others; expand their ability to understand other cultures; and enrich their choice of professions.

By the end of Level I

a. Articulate their likes and dislikes for a selection of target culture activities and products.
b. Select authentic audio visual materials and computer software for enjoyment.
c. Meet basic needs in a target language environment
d. Develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.

By the end of Level II

a. Develop language skills and cultural insights by using the target language outside the school setting with friends or neighbors, in sports or arts clubs, during travels, etc.
b. Identify some important historical and contemporary individuals associated with significant events from Spanish-speaking cultures.
c. Relate texts to different perspectives found in a variety of media.
d. Compare key events through a variety of cultural perspectives.
e. Relates texts to contemporary global issues.

By the end of Level III
a. Explain their interests in various aspects of the target cultures in the community and around the world.
b. Research aspects of the target cultures in a variety of media sources.
c. Explain the positive aspects of learning a language.
d. Use the target language for enjoyment (e.g., television programs, films, video and computer games, age-appropriate magazines and books).
e. Maintain ongoing personal interaction and contacts with native speakers of the target language through correspondence and travel, and participation in clubs and associations.
f. Express interest for learning a language and justify why it is important.
g. Use the target language to explain how the study of language over a long period of time is transformative.
h. Read for enjoyment target language literature, fiction and non-fiction sources.

Path II Advanced Spanish

Elementary

Reading

Essential Questions

1. How do readers construct meaning from text?
2. How do you figure out a word you do not know?
3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer’s choice of words?
4. How does reading influence us?
5. Why do we need to evaluate what we read?

READING LITERATURE- RL

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical and aesthetics) of human experience.

NOTE: These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the Spanish writing system. These skills are basic components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need continued practice and greater exposure to more complex texts. Struggling readers will require more practice with support from the teacher at appropriate text levels. The point is to teach students what they need to learn and not what they already know- to discern when particularly children or activities warrant more or less attention.
Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Lower Elementary

a. Ask and answer questions about key details in a text

Upper Elementary

a. Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text

RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Lower Elementary

a. Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.

Upper Elementary

a. Recount stories, including fables and folktales from diverse cultures.
   b. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
   c. Determine a theme of a story, drama, or poem from details in the text summarize using key details the text, including how characters in the story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
   d. Summarize using key details from the text.

RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Lower Elementary

a. Describe how characters in a story respond to major events and challenges

Upper Elementary
a. Describe/compare and contract two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

**Craft and Structure**

**RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**Lower Elementary**

a. identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
b. Describe how words and phrases supply rhythm and meaning in story, poem, or song.

**Upper Elementary**

a. Determine the meaning of words or phrases as they used in a text, including those that allude to significant characters found in stories, myths, and traditional literature from different cultures  
b. Determine the meaning of words and phrases as they used in a text, including figurative language such as metaphors and similes.

**RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.**

**Lower Elementary**

a. Explain major differences between books that tells stories and books that give information drawing on a wide reading of a range of texts types  
b. Describe the overall structure of the story, including describing how the beginning introduces the story and the ending concludes the action.

**Upper Elementary**

a. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
b. Explain major differences between poems, drama and pros, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. cast of characters, settings, descriptions, dialogues, stage directions) when writing or speaking about a text.
c. Explain how a series of chapters, scenes, or stanza fits together to provide the overall structure of a particular story, drama or poem.

**RL.6 Assess how point of view or purpose shapes the content and style of a text.**
Lower Elementary

a. identify who is telling the story at a various points in a text.
b. acknowledge difference in a points of view of characters including by speaking in a different voice for each character for reading dialogue allowed

Upper Elementary

a. Distinguish the own point of that of the narrator or those of the character
b. Compare and contrast the point of view from which different stories are narrated, including the difference - and - third person narrations
c. Describe how a narrators or speakers’ points of view influences how events are described

Integration of Knowledge and Ideas

RL.7 Integrate and Evaluate content presented in diverse formats and media, including print and digital resources.

Lower Elementary

a. Use illustrations and details in a story to describe its characters, settings or events
b. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Upper Elementary

a. Explain how specific aspects of a texts’ illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character of a setting)
b. Make connections between the texts of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions and the text period.
c. Analyze how visual and multi-media elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation, fiction, folktale, myth, poem).

RL. 8 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Lower Elementary

a. Compare and contrast the adventures and experiences of characters in stories.
b. Compare and contrast two or more versions of the same story by different authors and/or cultures.
Upper Elementary

a. Compare and contrast themes, settings and plots of stories written by the same author about the same or similar characters.
b. Compare and contrast the treatment of similar themes and topics or patterns of events in stories, myths, and traditional literature from different cultures.
c. Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL. 9 Read and comprehend complex literary and informational texts independently and proficiently.

Lower Elementary

a. With prompting and support, read prose and poetry of appropriate complexity for grade.
b. Read and comprehend literature including stories and poetry with scaffolding as needed.

Upper Elementary

a. Read independently and proficiently and comprehend literature, including stories, dramas, and poetry at the high end of grades 3, 4 and 5 complexity.

Reading Informational Texts-RI

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the world; to acquire new information; to respond to needs and demands of society and workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Key Ideas and Details

RI. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Lower Elementary

a. Ask and answer questions about key details in text.
b. Ask and answer questions as who, where, what, when, why, and how to demonstrate understanding of key details in text.

Upper Elementary
a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
b. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
c. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from it.

RI. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Lower Elementary

a. Identify the main topic and retell key details of a text.
b. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.

Upper Elementary

a. Determine the main idea of a text; recount key details and explain how they support the main idea.
b. Explain how the main idea is supported by key details; summarize the text.
c. Determine two or more main ideas and explain how they are supported by details.

RI. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Lower Elementary

a. Describe the connection between two individuals, events, ideas or pieces of information of a text.
b. Describe connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Upper Elementary

a. Describe the relationships between series of events using language that pertains to time, sequence, and cause and effect.
b. Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why based on specific information.
c. Explain the interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information from the text.

Craft and Structure
RI.4 Interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone.

Lower Elementary
a. Ask and answer questions to help determine or clarify the meaning of words in a sentence.
b. Determine meaning of words and phrases in a text relevant to topic or subject area.

Upper Elementary
a. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a subject area or topic.

RI.5 Analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Lower Elementary
a. Know and use various text features to locate key facts or information in a text efficiently.

Upper Elementary
a. Describe the overall structure of events, ideas, concepts or information in a text.

RI.6 Assessing how point of view or purpose shapes the content and style of a text.

Lower Elementary
a. Distinguish between information provided by pictures and information provided by words in the text.
b. Identify the main purpose of a text, including what to answer, explain or describe.

Upper Elementary
a. Distinguish their own point of view from that of an authors'.
b. Compare and contrast a firsthand, secondhand account of the same event or topic; describe the differences in focus and the information provided.
c. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.7 Integrating and evaluating content presented in diverse formats and media, including print and digital resources.
Lower Elementary

a. Use illustrations and details in a text to describe its key ideas.
b. Explain how specific images contribute to and clarify a text.

Upper Elementary

a. Use information gained from illustrations and the words in a text to demonstrate understanding.
b. Interpret information presented visually, orally or quantitatively and explain how it contributes to an understanding of the text in which it appears.
c. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI. 8 Delineate and evaluate the argument and specific claim in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Lower Elementary

a. Identify the reasons an author gives to support points in a text.
b. Describe how reasons support specific points the author makes in a text.

Upper Elementary

a. Describe the logical connection between particular sentences and paragraphs in a text.
b. Explain how an author uses reasons and evidence to support particular points in a text. identifying which reasons and evidence support which points.

RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Lower Elementary

a. Identify basic similarities in and differences between two texts on the same topic.
b. Compare and contrast the most important points presented by two texts of the same topic.

Upper Elementary

a. Compare and contrast the most important points and key details presented in two texts of the same topic.
b. Integrate information from texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity

RI.10 Read and comprehend complex literary and informational texts independently and proficiently.

Lower Elementary
a. With prompting and support, read informational texts appropriately complex for grade level.

Upper Elementary
a. By the end of the year, read and comprehend informational texts.

READING FOUNDATIONAL SKILLS - RF

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Print Concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

Lower Elementary
a. Recognize distinguishing features of a sentence. (first word, capitalization and punctuation.)

Upper Elementary
a. NA

Phonological Awareness

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Lower Elementary
a. Identify stressed syllable in words. (Sílaba tónica).
b. Produce words by blending phonemes including consonant blends.
c. Apply syllabication (stress syllable according to “agudas, graves, esdrújulas, diptongos”)

**Upper Elementary**

a. Identify stressed syllable in words. (Sílaba tónica).
b. Produce words by blending phonemes including consonant blends.
c. Apply syllabication (stress syllable according to “agudas, graves, esdrújulas, diptongos, raíz, familia de palabras”)

**Phonics and Word Recognition**

**RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**Lower Elementary**

a. Know the spelling-sound correspondences for common consonant diagraphs.
b. Decode words according to syllabication. (que, qui, gue, gui, h, rr, ll, ch)

**Upper Elementary**

a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Read grade appropriate spelled words with q, g, j, c, z, s, h, v, b .
c. Use combined knowledge of all letter sound correspondences syllabication patterns, and morphology to read accurately unfamiliar multi-syllabic words in context out of irregularly spelled words in context.
d. Decode words with common prefixes and suffixes in context.

**Fluency**

**RF. 4** Read with sufficient accuracy and fluency to support comprehension.

**Lower Elementary**

a. Read on -level text with purpose and understanding.
b. Read on -level text orally with accuracy, appropriate rate and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Upper Elementary**

a. Read on -level text with purpose and understanding.
b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world around and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

Writing objectives include:

- Students will write for a variety of purposes (narrative, informative, and persuasive.)
- Students will write on a variety of tasks and for many different audiences.
- Students will write from a variety of stimulus materials (e.g. prompts, visuals), with opportunities for choice, and within various time constraints.
- Students will generate, draft, revise, and edit ideas and forms of expression in their writing.
- Students will display effective choices in the organization of their writing. They should include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.
- Students will value writing as a communicative activity.

Enduring Understandings

Writers have a purpose for writing.
Writers gather their ideas from personal experience, observations, reading and imagination.
Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Writing is a multi-stage process.
Writing is a reflective process.

Essential Questions

1. Who do writers write?
2. How do good writers express themselves?
3. How do writers develop a well-written product?
4. How does process shape the writer’s product?
5. How does each step in the writing process impact your writing?
6. How can writing be evaluated?
7. How can evaluation and reflection be used to improve writing?

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13. How can writing be evaluated?
14. How can evaluation and reflection be used to improve writing?

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicative with different audiences for a variety of purposes.

Text Type and Purposes

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Lower Elementary

a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.

Upper Elementary

a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
   • Provide reasons that are supported by facts and details.
   • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   • Provide a concluding statement of section related to the opinion presented.

W.2 Write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Lower Elementary

a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Upper Elementary

a. Introduce a topic clearly and group related information in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Lower Elementary

a. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Upper Elementary

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lower Elementary

a. With guidance and support from, adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above)

Upper Elementary

a. Produce clear and coherent writing in which the development and organization are appropriate to
task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)

Production and Distribution of Writing

W.5 Develop and Strengthen writing as needed by planning, revising, editing, rewriting, or retyping a new approach.

Lower Elementary

a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Foundation standards 1-3 up to and including grade 3.)

Upper Elementary

a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Foundation standards 1-3 up to and including grade 4.)

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Lower Elementary

a. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Upper Elementary

a. With some guidance and support from adults, use technology, including the Internet, to provide and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in single setting.

W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Lower Elementary

a. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.
Upper Elementary

a. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Lower Elementary

a. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

Upper Elementary

a. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lower Elementary

a. Describe a character, setting, or event in a story or drama, drawing on specific details in the text. [e.g., a character’s thoughts, words, or actions].
b. Explain how an author uses reasons and evidence to support particular points in a text.

Upper Elementary

a. Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].
b. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

Range of Writing

W.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Lower Elementary

a. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Upper Elementary

a. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Listening and Speaking

Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing. Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate and present increasingly-complex information, ideas and evidence through listening and speaking.

Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings---including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding and solve problems are critical as well.

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e. look and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “better safe than sorry” and “Look before you leap”

Enduring Understandings
Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. Listening skills are critical for learning and communicating. Effective listeners are able to interpret and evaluate increasingly complex messages. A speaker selects a form and an organizational pattern based on the audience and purpose. A speaker’s choice of words and style set the tone and define the message.

**Essential Questions**

1. How does a speaker communicate so others will listen and understand the message?
2. How does a listener understand a message?
3. How do you listen?
4. What impact does listening have?
5. How do you speak effectively?
6. How does the choice of words affect the speaker’s message and the listener’s response?

**Listening and Speaking - LS**

Students use speaking, listening, and information literacy to accomplish their own purpose (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**Comprehension and Collaboration**

**LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

**Lower Elementary**

a. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
   - Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   - Build on others’ talk in conversations by linking their comments to the remarks of others.
   - Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Upper Elementary**

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly.
   - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   - Follow agree-upon rules for discussions and carry out assigned roles.
● Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and elaborate on the remarks of others.
● Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

**Lower Elementary**

a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

b. Recount or describe key ideas or details from text read aloud or information presented orally or through other media.

**Upper Elementary**

a. Determine the main ideas and supporting details of a text read aloud or information presented in a diverse media and formats, including visually, quantitatively, and orally.

b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

c. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LS.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

**Lower Elementary**

a. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

b. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Upper Elementary**

a. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

b. Identify the reasons and evidence a speaker provides to support particular points.

c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Lower Elementary

a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
b. Tell a story or recount and experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Upper Elementary

a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LS.5 make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Lower Elementary

a. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Upper Elementary

a. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LS.6 Adapt speech to a variety of contexts and communicative task, demonstrating command of formal Spanish when indicated or appropriate.

Lower Elementary

a. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Upper Elementary
a. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

b. Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal Spanish when appropriate to task and situation.

**Language Foundation**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard Spanish grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

The Language strand includes the essential “rules” of standard written and spoken Spanish. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students’ knowledge and skills as they construct meaning.

Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

**ENDURING UNDERSTANDINGS:**

Written communication and mechanics promote fluency of communication.
Rules, conventions of language, help readers understand what is being communicated.
Words powerfully affect meaning.
People communicate through words.
Conventional spelling promotes common understanding.
Using proper form in sentence and paragraph composition expresses and clarifies thoughts.

**ESSENTIAL QUESTIONS:**

1. What is the purpose of applying grammar and mechanical skills?
2. How do rules of language affect communication?
3. How does word choice affect meaning?
4. Why is it important to spell correctly?
5. How can you write paragraphs to make a clear picture for your reader?

**Language Foundations - L**

Students apply knowledge of language structure, language conventions (e.g., spelling and
punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Conventions of Standard Spanish

L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Lower Elementary
a. Print all upper and lowercase letters.
b. Use common, proper, and nouns.
c. Use singular and plural nouns and adjectives with matching verbs in basic sentences.
d. Use personal, possessive, and indefinite pronouns.
e. Use verbs to convey a sense of past, present, and future.
f. Use collective nouns (e.g., familia).
g. Use reflexive pronouns.
h. Form and use the past tense of frequently occurring irregular verbs.
i. Use adjectives and adverbs, and choose between them depending on what is to be modified.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
k. Produce, expand, and rearrange complete simple and compound sentences.
l. Use frequently occurring conjunctions.
m. Use determiners (e.g., articles, demonstratives).
n. Use frequently occurring prepositions.

Upper Elementary
a. Explain the function of nouns, pronouns, verbs, adjectives, conjunctions, prepositions, transitional words, and adverbs in general and their functions in particular sentences.
b. Form and use nouns.
c. Use abstract nouns.
d. Form and use the regular and irregular verb tenses.
e. Use verb tense to convey various times, sequences, states, and conditions.
f. Ensure subject-verb and pronoun-antecedent agreement.
g. Recognize and correct inappropriate shifts in verb tense.
h. Use correlative conjunctions.
i. Use coordinating and subordinating conjunctions.
j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
k. Produce simple, compound, and complex sentences.
l. Form and use prepositional phrases.
m. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
n. Correctly use frequently confused words.
L.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Lower Elementary

a. Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Upper Elementary

a. Capitalize appropriate words in titles.
b. Use colons in addresses.
c. Use dashes in dialogue.
d. Use correct capitalization and punctuation marks.
e. Use punctuation to separate items in a series.
f. Use a comma to separate an introductory element from the rest of the sentence.
g. Use a comma to set off the words verdad and no to set off a tag question from the rest of the sentence, and to indicate direct address.
h. Use underlining, quotation marks, or italics to indicate titles of works.
i. Spell words correctly, consulting references ans needed.

Knowledge of Language

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Lower Elementary

a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
b. Compare formal and informal uses of Spanish.

Upper Elementary

a. Choose words and phrases to convey ideas precisely.
b. Choose punctuation for effect.
c. Differentiate between contexts that call for formal Spanish (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
e. Compare and contrast the varieties of Spanish (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Lower Elementary

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
   ● Use sentence-level context as a clue to the meaning of a word or phrase.
   ● Use frequently occurring affixes as a clue to the meaning of a word.
   ● Determine the meaning of the new word formed when a known prefix is added to a known word.
   ● Use a known root word as a clue to the meaning of an unknown word with the same root.
   ● Use knowledge of the meaning of individual words to predict the meaning of compound words.

Upper Elementary

a. Use context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word.
c. Use a known root word as a clue to the meaning of an unknown word with the same root.
d. Consult reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.5 Demonstrate understanding of word relationships and nuances in word meanings.

Lower Elementary

a. Demonstrate understanding of word relationships and nuances in word meanings.
   ● Identify real-life connections between words and their use.
   ● Distinguish shades of meaning among closely related verbs and adjectives.

Upper Elementary

a. Interpret figurative language, including similes and metaphors, in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
d. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lower Elementary
a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Upper Elementary
a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Middle/High School

Reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading objectives include:

1. Students will locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
2. Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.
3. Students will describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
4. Students will explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

Enduring Understandings:
Readers use strategies to construct meaning. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Words powerfully affect meaning. Readers develop a deeper understanding through reflection of text.

Essential Questions:

How do readers construct meaning from text? How do you figure out a word you do not know? What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer’s choice of words? How does reading influence us? Why do we need to evaluate what we read?

Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

READING LITERATURE- RL

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the Spanish speaking world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NOTE: These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the Spanish writing system. These skills are basic components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need continued practice and greater exposure to more complex texts. Struggling readers will require more practice with support from the teacher at appropriate text levels. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Middle School
a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

High School
a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Middle School
a. Provide a summary of the text distinct from personal opinions or judgements
b. Determine a theme or central idea of a text and analyze its development of the course of the text

High School
a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
b. Provide an objective summary of the text

RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Middle School
a. Analyze how particular elements of a story interact

High School
a. Analyze the impact of the author’s choices regarding how to develop and relate element of a story or drama

Craft and Structure

RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Middle School
a. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
b. Analyze the impact of rhymes and other repetitions and sounds on a specific verse or stanza or a poem or a section of a story or drama.
High School

a. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings.
b. Analyze the impact of rhymes and other repetitions and sounds on a specific verse or stanza or a poem or a section of a story or drama.

RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

Middle School

a. Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot
b. Analyze how a drama’s or poem’s form or structure contributes to its meaning.

High School

a. Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension or surprise.

RL.6 Assess how point of view or purpose shapes the content and style of a text.

Middle School

a. Analyze how differences in the points of view of the characters and the audience or reader created such effects as suspense or horror.

High School

a. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.7 Integrate and Evaluate content presented in diverse formats and media, including print and digital resources.

Middle School

a. Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of a text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

b. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to its medium.
High School

a. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. Example- Alejandro Casona’s Los Arboles Mueren de Pie- Obra y Video. The Epical Poem “El Mio Cid” and the movie “El Cid”

RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Not applicable to literature

RL.9 Analyze how two or more texts addressed similar things or topics in order to build knowledge or to compare the approaches the authors take.

Middle School

a. Compare and contrast a fictional portrayal of a time, place or character and historical account of the same period as a means of understanding of how authors of fiction use or alter history.

High School

a. Demonstrate knowledge of 18th, 19th and early 20th century foundational works of Hispanic American literature, including how two or more text treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.10 Read and comprehend complex literary and informational texts independently and proficiently.

Middle School

a. Read proficiently and comprehend literature, including stories, dramas and poems.

High School

a. Read proficiently and comprehend literature, including stories, dramas and poems.

Reading Information Text -RI

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, ethics) of human experience.

Key Ideas and Details

RI. 1 Read closely to determine what the text says explicitly to make logical inferences from it; cite
specific textual evidence when writing or speaking to support conclusion drawn from the text.

**Middle School**

a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**High School**

a. Cite strong and throughout textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

**RI. 2 Determine central ideas or themes of a text and analyze the development; summarize the key supporting details and ideas.**

**Middle School**

a. Determine the central idea of a text and analyze its development over the course of the text

b. Provide an objective summary of the text

**High School**

a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on another to produce a complex account

b. Provide an objective summary of the text

**RI. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**Middle School**

a. Analyze the interactions between individuals, events and ideas in a text.

**High School**

a. Analyze how the author unfolds an analysis of a series of events, including the order in which the points are made and how they are introduced and developed and the connections in which they are drawn between them.

**Craft and Structure**

**RI.4 Interpret words and phrases as they are used in a text including the determining technical, connotative, and figurative meanings and analyze how specific word choices shape
meaning or tone.

Middle School

a. Determine the meaning of words or phrases as they are used in a text, including figurative, connotative and technical meanings and analyze of specific word choices on meaning and tone, including analogies or allusions to other texts.

High School

a. Determine the meaning of words or phrases as they are used in a text, including figurative, connotative and technical meanings and analyze the cumulative impact of specific word choices on meaning and tone.

RI.5 Analyze the structure of texts including how specific sentences paragraphs and large portions of texts (e.g. a section, a chapter, scene or stanza) relate to each other and the whole.

Middle School

a. Analyze how a particular sentence paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.

High School

a. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portion of a text.

RI.6 Access how point of view or purpose shapes the content and style of a text.

Middle School

a. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or view points.

High School

a. Determine an author’s point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.7 Integrate and evaluate content represented in diverse formats and media, including print and digital resources.
Middle School

a. compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words.)

High School

a. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

**RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity the reasoning as well as the relevance and sufficiency of the evidence.**

Middle School

a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.

b. Recognize when irrelevant evidence is introduced

High School

a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient

b. Identify false statements and fallacious reasoning

**RI.9 Analyze how two or more texts address similar things or topics in order to build knowledge to compare the approaches the authors take.**

Middle School

a. Analyze how two or more authors writing about the same topic shake their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

High School

a. Analyze document of historical and literary significance

**Range of Reading and Level of Text Complexity**

**RI.10 Read and comprehend complex literary and informational texts independently and proficiently.**
Middle School

a. Read proficiently and comprehend literary non-fiction

High School

a. Read Independently, proficiently and comprehend literary non fiction.

Writing

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

Writing objectives include:

Students will write for a variety of purposes (e.g., narrative, informative, and persuasive).
Students will write on a variety of tasks and for many different audiences (e.g., story based on a poem, reporting to a school committee, and a letter to the editor).
Students will write from a variety of stimulus materials and within various time constraints. (e.g., respond to photographs, cartoons, charts, letters, and dialogue).
Students will generate, draft, revise, and edit ideas and forms of expression in their writing.
Students will display effective choices in the organization of their writing. They should include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.

ENDURING UNDERSTANDINGS:

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Writers have a purpose for writing.
Writing is a multi-stage process.
Writing is a reflective process.

**ESSENTIAL QUESTIONS:**

1. Why do writers write?
2. How do good writers express themselves?
3. How do writers develop a well-written product?
4. How does process shape the writer’s product?
5. How does each step in the writing process impact your writing?
6. How can writing be evaluated?
7. How can evaluation and reflection be used to improve writing?

Student employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Text Type and Purpose**

**W.1. Write argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**Middle School**

a. Introduce claims and organize the reasons and evidence clearly.

b. Support claims with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claims and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

**High School**

a. Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counter claims, reasons and evidence.

b. Develop claims and counter claims fairly supplying evidence for each while pointing out the strength and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counter claims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection organization and analysis of content.**

**Middle School**

a. Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison, contrast, and cause/effect; including formatting (e.g. headings), graphics, and multi media when useful to aiding comprehension.

b. Develop the topic with relevant facts definitions, concrete details and quotations, or other information and other examples.

c. Use appropriate transitions to clarify to relationship among ideas and concepts.

d. Use precise language and domain- specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style

f. Provide a concluding statement or section that follows from the information or explanation presented.

**High School**

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction; including formatting (e.g. heading), graphics, and multi media when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences’ knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify their relationships among complex ideas and concepts.

d. Use precisely language and domain- specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.3 Write narratives to develop real or imagined experiences using effective technique, well-
chosen details and well-structured event sequences.

Middle School
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organized an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequences and signal shifts from one time frame or setting to another.
d. Use precise words and phrases relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events

High School
a. Engage and orient the reader by setting a problem, situation or observation, establishing one or multiple(s) points of view, and introducing a narrator and/or characters; create a smooth progression of experiences and events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on another to create a coherent whole.
d. Use precise words and phrases phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

Production and Distribution of Writing

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Middle School
a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

High School
a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.5. Develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.
Middle School

a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

High School

a. Develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.

W.6. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.

Middle School

a. Use technology, including the Internet, to produce and publish writing and to present the relationships between information and ideas efficiently as well as to interact and collaborate with others

High School

a. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.

Research to Build and Present Knowledge

W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Middle School

a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

High School

a. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broadened the inquiry when appropriate; synthesize multiple sources on this subject, demonstrating understanding of the subject under investigation.

W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Middle School

a. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or phrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

High School

a. Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source and in answering the research question; integrate information in the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9. Draw evidence from literately text to support analysis, reflection, and research.

Middle School

a. Apply reading standards to literature
b. Apply reading standards to literary non-fiction

High School

a. Apply reading standards to literature
b. Apply reading standards to literary non-fiction

Range of Writing

W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Middle School

a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

High School

a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Listening and Speaking
Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing. Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and present increasingly-complex information, ideas, and evidence through listening and speaking.

Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings—including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap”

Enduring Understandings

Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. Listening skills are critical for learning and communicating. Effective listeners are able to interpret and evaluate increasingly complex messages. A speaker selects a form and an organizational pattern based on the audience and purpose. A speaker's choice of words and style set the tone and define the message.

Essential Questions

1. How does a speaker communicate so others will listen and understand the message?
2. How does a listener understand a message?
3. How do you listen?
4. What impact does listening have?
5. How do you speak effectively?
6. How does the choice of words affect the speaker's message and the listener's response?
Listening and Speaking - LS

Student adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Comprehension and Collaboration

LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

Middle School

a. Engage effectively in a range of collaborative discussion (one to one, in groups, and teacher led) with diverse partners on grade topics, texts and issues, building on others ideas and expressing their own clearly.
1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussion, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Post questions that illicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, warranted modify their own views.

High School

a. Initiate and participate effectively in a range of collaborative discussions (one to one, in groups, teacher led) with diverse partners on topics, texts, and issues, building on others ideas and expressing their own clearly and purposely.
1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.
2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views) clear goals and deadlines, and individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader things or larger ideas; actively incorporate others into the discussion and clarify, verify, or change ideas and conclusions.
4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and, when warranted, qualify and justify their views and understanding and make new connections in light of the evidence and reasoning presented.

LS.2 Integrate and evaluate information presented in diverse media and formats, including
visually, quantitatively, and orally.

**Middle School**

a. Analyze the purpose of information presented in diverse media and formats. Evaluate the motives behind its presentation.

**High School**

Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**LS.3 Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.**

**Middle School**

a. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**High School**

a. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas**

**LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

**Middle School**

a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**High School**

a. Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose audience, and task.

**LS. 5 Make strategic use of digital media and visual displays of data to express information**
and enhance understanding.

Middle School

a. Include multimedia components and visual displays in presentations to clarify claims and findings that emphasize salient points.

High School

a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**LS.6 Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal Spanish when indicated or appropriate.**

Middle School

a. Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal Spanish when indicated or appropriate.

High School

a. Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal Spanish when indicated or appropriate.

**Language Foundation Skills**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. The Language Foundation Skills include the essential “rules” of standard written and spoken English. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students’ knowledge and skills as they construct meaning. Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

**ENDURING UNDERSTANDINGS:**

Written communication and mechanics promote fluency of communication.
Rules, conventions of language, help readers understand what is being communicated.
Words powerfully affect meaning.
People communicate through words.
Conventional spelling promotes common understanding.
Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.

Enduring Understandings:

Readers use strategies to construct meaning.
Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Words powerfully affect meaning.
Readers develop a deeper understanding through reflection of text.

ESSENTIAL QUESTIONS:

1. What is the purpose of applying grammar and mechanic skills?
2. How do rules of language affect communication?
3. How does word choice affect meaning?
4. Why is it important to spell correctly?
5. How can you write paragraphs to make a clear picture for your reader?

LANGUAGE FOUNDATION -LF

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Conventions of Standard Spanish - Advanced

LF.1. Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Middle School

a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
d. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
e. Form and use verbs in the active and passive voice
f. Recognize and correct inappropriate shifts in pronoun number and person.
g. Recognize and correct inappropriate shifts in verb voice and mood.* in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
h. Ensure that pronouns are in the proper case (subjective, objective, possessive).

High School

a. Use parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
c. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
e. Resolve issues of complex or contested usage, consulting references as needed
f. Recognize variations from standard Spanish

LF. 2. Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.

Middle School

a. Use punctuation (comma, period, semicolon, colon, dash).
c. Spell correctly.
b. Use an ellipsis to indicate an omission.

High School

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.
c. Observe hyphenation conventions (dialogues)
d. Spell correctly

Knowledge of Language

LF. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Middle School

a. Vary sentence patterns for meaning, reader/listener interest and style.
b. Maintain consistency in style and tone.
c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness
and redundancy
d. Use verbs in the active and passive voice and
in the conditional and subjunctive mood to

High School

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook)
appropriate for the discipline and writing type.
b. Vary syntax for effect, consulting references.
c. apply an understanding of syntax to the study of complex texts when reading.
d. achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or
describing a state contrary to fact).

Vocabulary Acquisition and Use

LF. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases
by using context clues, analyzing meaningful word parts, and consulting general and
specialized reference materials, as appropriate.

Middle School

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position
or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of
speech.
c. Use common, grade-appropriate Latin affixes and roots as clues to the
meaning of a word.
d. Consult general and specialized reference materials both print and digital, to determine to or clarify
its precise meaning or its parts of speech.
e. Verify the preliminary determination of the meaning of a word or phrase

High School

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or
function in a sentence) as a clue to the meaning
of a word or phrase.
b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function
in a sentence) as a clue to the meaning of a word or phrase.
c. Identify and correctly use patterns of words changes that indicate different meanings or parts of
speech.
d. Consult general and specialized reference materials both print and digital, to determine to or clarify
its precise meaning or its parts of speech.
d. Verify the preliminary determination of the meaning of a word or phrase
LF. 5. Demonstrate understanding of word relationships and nuances in word meanings.

**Middle School**

a. Interpret figures of speech in context
b. Use the relationship between particular to better understand each of the words
c. Distinguish among the connotations of words with similar denotations

**High School**

a. Interpret figures of speech in context and analyze the role in the text.
b. Analyze nuisances in the meaning of words with similar denotations

**LF. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**Middle School**

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**High School**

- Acquire and use accurately general and academic domain-specific words, phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrating independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Bibliography:**

Revised Spanish Curriculum, 2010
AP Spanish Literature curriculum framework, 2012-2013
Standards for Foreign Language Learning in the 21st Century
AERO World Language Standards, 2013-2014
AERO Language Arts Standards, 2013-2014
Updated and Finalized, 2013-2014

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the
Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina Massachusetts, Wisconsin, and Georgia).
Appendix F

HIGH SCHOOL SPANISH COURSE SEQUENCE

9th Grade
- Spanish I
- Spanish II
- Spanish III
- Spanish IV Language Arts
- Latin American Literature

10th Grade
- Spanish I
- Spanish II
- Spanish III
- Spanish IV Language Arts
- Spanish Literature

11th Grade
- Spanish I
- Spanish II
- AP Spanish Language
- Hispanic American Literature
  *At the end of the year students are able to take the AP Spanish Language Exam

12th Grade
- Spanish I
- Spanish II
- Guatemalan Studies
- AP Spanish Literature

NOTE:
In order to graduate at Colegio Maya, students are required to take four credits of Spanish.