

Modern Foreign Language Level V/ AP Language

Course Description

In Level V foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the foreign language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own.

	<i>National Standards for Foreign Language</i>
COMMUNICATION <i>Communicate in Languages Other Than English</i>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
CULTURES <i>Gain Knowledge and Understanding of Other Cultures</i>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
CONNECTIONS <i>Connect with Other Disciplines and Acquire Information</i>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
COMPARISONS <i>Develop Insight into the Nature of Language and Culture</i>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES <i>Participate in Multilingual Communities at Home & Around the World</i>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Family and Personal relationships			
4 Weeks			
COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Collect and report information, opinion and reflection on a variety of topics. Talk about family and personal relationships, feelings, attitudes, habits, norms and traditions. Talk about what happened, used to happen, has happened, had happened, is happening. Talk about the state of things and people. Talk about who/ what is in possession of what. <p>Interpretive - Standard 1.2: Read <i>Rosa</i> by Ángel Balzarino; <i>El décimo</i> by Emilia Pardo Bazán; <i>Rima LIII</i> by Gustavo Adolfo Bécquer. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Synthesize information from three prompts (2 written and 1 audio) Synthesize information from three prompts (2 written and 1 audio) View a newscast from a Spanish language broadcast. View fragments from a Spanish language telenovela.</p>	<p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create a email messages, journal entries, letters or postcards Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about the preterit; imperfect; present perfect; pluperfect adjectives: demonstrative and descriptive, possessive; pronouns: personal, object and demonstrative; comparative and superlative forms; present indicative; <i>ser</i> and <i>estar</i>, <i>tener</i> and <i>haber</i>; reflexive verbs; verb conjugations; accentuation; syllabication. 	<p>Practices and Perspectives - Standard 2.1:</p> <ul style="list-style-type: none"> Discuss family traditions, structures and culturally appropriate behaviors. Discuss personal relationships, traditions and culturally appropriate behaviors. <p>Products and Perspectives - Standard 2.2:</p> <ul style="list-style-type: none"> Interpret and discuss <i>Rosa</i> by Ángel Balzarino; <i>El décimo</i> by Emilia Pardo Bazán; <i>Rima LIII</i> by Gustavo Adolfo Bécquer. Interpret and discuss a song by an hispanic musician or musical group. Interpret and discuss an hispanic newscast. Discuss family values, behaviors and organization. 	<p>Cross- Curricular - Standard 3.1:</p> <ul style="list-style-type: none"> Use computer to produce blogs, presentations and other classwork. <p>Target Culture - Standard 3.2:</p> <ul style="list-style-type: none"> Use the web to further investigate authors, artists and famous hispanic figures and ideas.
		COMPARISONS	COMMUNITIES
		<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare the simple past tense in English and Spanish. Compare personal, object and demonstrative pronouns in English and Spanish. Compare the present tense of English and Spanish. Compare the present perfect, pluperfect and present progressive tenses. Compare placement, use and meaning of adjectives. Compare reflexive structures in English and Spanish. Compare verb conjugation in English and Spanish. Compare accentuation and syllabication in English and Spanish. Compare the comparative and superlative forms of Spanish and English. 	<p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare family structure, organization, relationships, values and normative behaviors to US. Compare personal relationship structure, organization, values and normative behaviors to US. Compare attitudes toward technology, lottery and poetry. <p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes.

Family and Personal relationships 4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • preterit and imperfect • present perfect • pluperfect • adjectives: demonstrative, descriptive, and possessive • pronouns: personal, object and demonstrative • comparative and superlative forms • present indicative • <i>ser</i> and <i>estar</i>, <i>tener</i> and <i>haber</i> • reflexive verbs • verb conjugations • accentuation • syllabication. 	<ul style="list-style-type: none"> • Family and personal relationships • Emotional states, personality • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking

Education System and Student Life			
4 Weeks			
COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Collect and report information, opinion and reflection on a variety of topics. Talk about school, classes, university studies and professional training. Talk about what happened, used to happen, has happened, had happened, is happening. Talk about the state of things and people. Talk about who/ what is in possession of what. <p>Interpretive - Standard 1.2:</p> <ul style="list-style-type: none"> Read <i>Un oso y un amor</i> by Sabine R. Ulibarri; <i>Me gustas cuando callas</i> by Pablo Neruda; <i>La Fiesta de San Fermín</i> by Carmen Roman. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Synthesize information from three prompts (2 written and 1 audio) Synthesize information from three prompts (2 written and 1 audio) View a newscast from a Spanish language broadcast. View fragments from a Spanish language telenovela. 	<p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create email messages, journal entries, letters or postcards. Create recorded conversations, voice messages or podcasts. Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about the preterit; imperfect; present perfect; pluperfect adjectives: demonstrative and descriptive, possessive; pronouns: personal, object and demonstrative; comparative and superlative forms; present indicative; <i>ser</i> and <i>estar</i>, <i>tener</i> and <i>haber</i>; reflexive verbs; verb conjugations; accentuation; syllabication. 	<p>Practices and Perspectives - Standard 2.1:</p> <ul style="list-style-type: none"> Describe educational systems, degree requirements, courses of study and career training opportunities offered by a college education. Describe hispanic attitudes toward work and education. Discuss topics from a Spanish language newscast. <p>Products and Perspectives - Standard 2.2:</p> <ul style="list-style-type: none"> Discuss a story by Ulibarri. Discuss poems by Neruda and Roman. 	<p>Cross- Curricular - Standard 3.1:</p> <ul style="list-style-type: none"> Use computer to produce blogs, presentations and other classwork. <p>Target Culture - Standard 3.2:</p> <ul style="list-style-type: none"> Use the web to further investigate authors, artists and famous hispanic figures and ideas and contributions to world culture.
			<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare the simple past tense in English and Spanish. Compare personal, object and demonstrative pronouns in English and Spanish. Compare the present tense of English and Spanish. Compare the present perfect, pluperfect and present progressive tenses. Compare placement, use and meaning of adjectives. Compare reflexive structures in English and Spanish. Compare verb conjugation in English and Spanish. Compare accentuation and syllabication in English and Spanish. Compare the comparative and superlative forms of Spanish and English. <p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare attitudes toward students, work, student life and college education. Compare requirements for courses of study and career preparation. Compare news coverage of current events.
			COMMUNITIES
			<p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes.

Education System and Student Life			
4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • preterit and imperfect • present perfect • pluperfect • adjectives: demonstrative, descriptive, and possessive • pronouns: personal, object and demonstrative • comparative and superlative forms • present indicative • <i>ser</i> and <i>estar</i>, <i>tener</i> and <i>haber</i> • reflexive verbs • verb conjugations • accentuation • syllabication. 	<ul style="list-style-type: none"> • School, classes, education system • University studies, professional training • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking

Sports and Outdoors Activities			
4 Weeks			
COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Collect and report information, opinion and reflection on a variety of topics. Give commands formal, informal and collective. Talk about obligations, wishes, desires, emotional reactions. Talk about what may happen; may have happened recently. Talk about what will happen, will have happened. Talk about what would happen; would have happened. Talk about what maybe happened; maybe had happened. Talk about Chile, Perú and Ecuador Talk about sport, outdoors and leisure activities. <p>Interpretive - Standard 1.2:</p> <ul style="list-style-type: none"> Read <i>Continuidad de los parques</i> by Julio Cortázar; <i>Cajas de cartón</i> by Francisco Jiménez; <i>Adolescencia</i> by Vicente Aleixandre. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read about hiking in the Andes mountains. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Synthesize information from three prompts (2 written and 1 audio) Synthesize information from three prompts (2 written and 1 audio) 	<p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create email messages, journal entries, letters or postcards. Create recorded conversations, voice messages or podcasts. Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about the forms and uses of the present, present perfect, imperfect and pluperfect subjunctive; the future and future perfect; the conditional and conditional perfect; the sequence of tenses; special adverbial, relative and adjectival that cause speakers to choose between subjunctive and indicative. 		<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare command forms in English and Spanish. Compare forms and uses of the present and present perfect subjunctive in English and Spanish. Compare forms and uses of the future and future perfect tenses in English and Spanish. Compare forms and uses of the imperfect and pluperfect subjunctive in English and Spanish. Compare forms and uses of the conditional and conditional perfect modes in English and Spanish. Compare the uses of relative clauses, hypothetical statements, sequence of tenses and adjective and adverbial clauses in English and Spanish. <p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare life in Perú, Chile and Ecuador with US. Compare sports and leisure time activities in hispanic countries and US. Compare hispanic newscasts with US. Compare new coverage of current events between hispanic sources and US. <p style="text-align: center;">COMMUNITIES</p> <p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes.

Sports and Outdoors Activities			
4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • Present subjunctive • Imperfect Subjunctive • Present perfect subjunctive • Pluperfect subjunctive • Future and conditional • Future and conditional perfect • Relative clauses • Adverbial and adjective expressions w/ subjunctive • Formal, informal and collective commands • Sequence of tenses. 	<ul style="list-style-type: none"> • Sports, leisure time and outdoor activities. • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking

Customs and Traditions			
4 Weeks			
COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Interact with a partner or recording in a simulated dialogue by providing detailed responses and reactions to stimulus. Collect and report information, opinion and reflection on a variety of topics. Give commands formal, informal and collective. Talk about obligations, wishes, desires, emotional reactions. Talk about what may happen; may have happened recently. Talk about what will happen, will have happened. Talk about what would happen; would have happened. Talk about what maybe happened; maybe had happened. Talk about customs, festivals and celebrations. Talk about Paraguay and Bolivia. <p>Interpretive - Standard 1.2:</p> <ul style="list-style-type: none"> Read <i>Jacinto Contreras recibe su paga extraordinaria</i> by Camilo José Cela; <i>Proverbios y cantares, XXIX</i> by Antonio Machado; <i>Fernando Botrero, el espejo convexo</i> by Patricia Venti. Read about Paraguay and Bolivia. Read about the Corpus de Cuzco. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. 	<ul style="list-style-type: none"> Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. <p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about the forms and uses of the present, present perfect, imperfect and pluperfect subjunctive; the future and future perfect; the conditional and conditional perfect; the sequence of tenses; special adverbial, relative and adjectival that cause speakers to choose between subjunctive and indicative. 		<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare command forms in English and Spanish. Compare forms and uses of the present and present perfect subjunctive in English and Spanish. Compare forms and uses of the future and future perfect tenses in English and Spanish. Compare forms and uses of the imperfect and pluperfect subjunctive in English and Spanish. Compare forms and uses of the conditional and conditional perfect modes in English and Spanish. Compare the uses of relative clauses, hypothetical statements, sequence of tenses and adjective and adverbial clauses in English and Spanish. <p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare US and Spanish language news coverage of current events. Compare Paraguay and Bolivia with the US Compare US and Hispanic festivals, traditions and customs. <p style="text-align: center;">COMMUNITIES</p> <p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes.

Customs and Traditions			
4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • Present subjunctive • Imperfect Subjunctive • Present perfect subjunctive • Pluperfect subjunctive • Future and conditional • Future and conditional perfect • Relative clauses • Adverbial and adjective expressions w/ subjunctive • Formal, informal and collective commands • Sequence of tenses. 	<ul style="list-style-type: none"> • Customs, traditions, festivals • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking

Healthy Mind, Healthy Body			
4 Weeks			
COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Interact with a partner or recording in a simulated dialogue by providing detailed responses and reactions to stimulus. Collect and report information, opinion and reflection on a variety of topics. Talk about people, places and things. Talk about mental, physical and emotional well-being. Talk about exercise, nutrition and maintaining health. <p>Interpretive - Standard 1.2:</p> <ul style="list-style-type: none"> Read <i>Nosotros, No</i> by José Bernardo Adolph; <i>¿No oyes ladrar los perros?</i> by Juan Rulfo; <i>Despedida</i> and <i>Canción de jinete</i> by Federico García Lorca. Read about diet and weight loss. Read about Venezuela and Colombia. Read about strategies for weight loss. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. 	<p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about the forms and uses nouns; pronouns (relative, subject, prepositional and object); definite and indefinite articles; interrogative and exclamative statements. 		<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare English and Spanish nouns. Compare English and Spanish pronouns. Compare English and Spanish interrogatives. Compare English and Spanish exclamations. Compare English and Spanish definite articles. Compare English and Spanish indefinite articles. <p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare US and Spanish language coverage of current events. Compare US with Venezuela and Colombia. Compare cultural attitudes toward fitness.
COMMUNITIES			
<p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes. 			

Healthy Mind, Healthy Body			
4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • Nouns- gender, plurals • Uses and omissions of the definite article • Uses and omissions of the indefinite article • Subject, prepositional, relative and object pronouns • Interrogatives • Exclamatives 	<ul style="list-style-type: none"> • Health, nutrition, exercise • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking

Environmental and Social Stresses			
4 Weeks			
COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Interact with a partner or recording in a simulated dialogue by providing detailed responses and reactions to stimulus. Collect and report information, opinion and reflection on a variety of topics. Talk about people, places and things. Talk about urban and environmental problems and solutions. Talk about hispanic communities in the US. <p>Interpretive - Standard 1.2:</p> <ul style="list-style-type: none"> Read <i>El árbol de oro</i> by Ana María Matute; <i>Selecciones de Versos sencillos</i> by José Martí; <i>La tomatina</i> by Alberto Ibáñez. Read about the hispanic experience in the US Read news reports and headlines from papers. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. View newscasts from a Spanish language telecast. 	<p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about the forms and uses nouns; pronouns (relative, subject, prepositional and object); definite and indefinite articles; interrogative and exclamative statements. 		<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare English and Spanish nouns. Compare English and Spanish pronouns. Compare English and Spanish interrogatives. Compare English and Spanish exclamations. Compare English and Spanish definite articles. Compare English and Spanish indefinite articles. <p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare urban problems in US and Spanish- speaking world. Compare Hispanic heritage experiences in US with other ethnic groupings. Compare environmentalism in US supermarkets and hispanic markets.
COMMUNITIES			
<p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes. 			

Environmental and Social Stresses			
4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • Nouns- gender, plurals • Uses and omissions of the definite article • Uses and omissions of the indefinite article • Subject, prepositional, relative and object pronouns • Interrogatives • Exclamatives 	<ul style="list-style-type: none"> • City, social and environmental problems and solutions. • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking

The Work World and Technology			
4 Weeks			
COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Interact with a partner or recording in a simulated dialogue by providing detailed responses and reactions to stimulus. Collect and report information, opinion and reflection on a variety of topics. Talk about work, employment and technology. Talk about things that please, displease, fascinate, etc. Talk about the Hispanic Antilles. Talk about internet access. Talk about current events. <p>Interpretive - Standard 1.2:</p> <ul style="list-style-type: none"> Read <i>La viuda de Montiel</i> by Gabriel García Márquez; <i>Cartas de amor traicionado</i> by Isabel Allende; <i>Canción de otoño en primavera</i> by Rubén Darío. Read about internet access; the hispanic Antilles; technologies; current events. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. View spanish language newscasts. 	<p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about cardinal and ordinal numbers; indefinite and negative statements; verbs like <i>gustar</i>; adverbs and <i>por</i> vs. <i>para</i>. 		<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare indirect verbs like <i>gustar</i> with English. Compare the uses/ differences between <i>por</i> and <i>para</i> and the English equivalents. Compare negative expressions with English. Compare indefinite expressions with English. Compare ordinal and cardinal numbers. <p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare technological access in hispanic nations and US. Compare careers that require knowledge of technology. Compare uses of the internet.
COMMUNITIES			
<p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes. 			

The Work World and Technology 4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • Ordinal numbers • Cardinal numbers • Negative expressions • Indefinite expressions • Indirect verbs like <i>gustar</i> • Adverbs • <i>Por</i> vs. <i>Para</i> 	<ul style="list-style-type: none"> • Technology, work and the work world • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking

¡Lights, Cameras, Action!				
4 Weeks				
COMMUNICATION		CULTURES	CONNECTIONS	COMPARISONS
<p>Interpersonal - Standard 1.1:</p> <ul style="list-style-type: none"> Respond to aural and written prompts using appropriate register, syntax and grammar. Interact with a partner or recording in a simulated dialogue by providing detailed responses and reactions to stimulus. Collect and report information, opinion and reflection on a variety of topics. Talk about things that please, displease, fascinate, etc. Talk about current events. Talk about the world of entertainment. Talk about Argentina and Uruguay. <p>Interpretive - Standard 1.2:</p> <ul style="list-style-type: none"> Read <i>Emma Zunz</i> by Jorge Luis Borges; <i>Oda al tomate</i> by Pablo Neruda; <i>Los indios Kuna</i> by César A. Yunsán M. Read about Argentina and Uruguay. Read about hispanic figures of film, television and music. Read about Jon Secada. Read journalistic and literary selections for detailed comprehension and linguistic analysis. Read with diminishing use of a dictionary. Listen to dialogues and narratives of varied length for detailed information and linguistic analysis. Create an email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. View a newscast from a spanish language broadcast. 	<p>Presentational - Standard 1.3:</p> <ul style="list-style-type: none"> Write notes while listening to a lecture of up to ten minutes in length. Correctly and consistently conjugate verbs in all tenses and modes. Write correct forms of root words in order to fill the blanks of a given paragraph. Write correct forms of words or expressions that best complete a given paragraph without any root words. Synthesize information from three prompts (2 written and 1 audio) in order to create a well organized essay that states and defends a thesis. Create a email message, journal entry, letter or postcard in 10 minutes that responds to a written prompt. Synthesize information from three prompts (2 written and 1 audio) in order to create a two- minute presentation that states and defends a thesis. Present detailed information about cardinal and ordinal numbers; indefinite and negative statements; verbs like <i>gustar</i>; adverbs and <i>por</i> vs. <i>para</i>. 			<p>Language - Standard 4.1:</p> <ul style="list-style-type: none"> Compare indirect verbs like <i>gustar</i> with English. Compare the uses/ differences between <i>por</i> and <i>para</i> and the English equivalents. Compare negative expressions with English. Compare indefinite expressions with English. Compare ordinal and cardinal numbers. <p>Culture - Standard 4.2:</p> <ul style="list-style-type: none"> Compare dance forms in hispanic nations with US Compare hispanic and US entertainers.
		COMMUNITIES		
		<p>Beyond the School - Standard 5.1:</p> <ul style="list-style-type: none"> Document use of Spanish outside of classroom setting. <p>Lifelong Enrichment - Standard 5.2:</p> <ul style="list-style-type: none"> Document use of Spanish outside of the school community for personal enrichment purposes. 		

¡Lights, Cameras, Action! 4 Weeks			
ESSENTIAL STRUCTURES	VOCABULARY STRANDS	DISCRETE SKILLS ASSESSMENTS	INTEGRATED SKILLS ASSESSMENTS
<ul style="list-style-type: none"> • Ordinal numbers • Cardinal numbers • Negative expressions • Indefinite expressions • Indirect verbs like <i>gustar</i> • Adverbs • <i>Por</i> vs. <i>Para</i> 	<ul style="list-style-type: none"> • Entertainment, entertainers and the world of television, film and music. • Problematic words and phrases • Aphorisms, idioms and sayings. 	<ul style="list-style-type: none"> • Grammar, vocabulary tests/ quizzes • Listening and reading comprehension tests/ quizzes • Discreet writing assessments (verbs and root words) • Homework assignments 	<ul style="list-style-type: none"> • Chapter/ 9 week project/ presentations • Formal and informal writing • Formal and informal speaking