

COMMUNITY UNIT SCHOOL DISTRICT 200

Spanish 5 (Formerly 9, 10) High School Advanced Level

- 1. Subject Expectation (State Goal 28) The student will use the target language to communicate within and beyond the classroom setting.**

Essential Learning 1 (Learning Standard A)	Understand oral communications in the target language
---	--

- | | | |
|------------------|--------|---|
| Critical Content | 28.A.5 | Comprehend a variety of oral and audio presentations in academic, technical, social or work environments |
| | | <ul style="list-style-type: none">• understand questions, narratives, and conversation spoken by media• comprehend main ideas and supporting details<ul style="list-style-type: none">- teacher presentations- native speakers- supplemental materials• understand different dialects• comprehend information of increasing length without requiring translation• demonstrate comprehension of academic or cultural presentations (such as class lectures, plays) |
| | * | <ul style="list-style-type: none">• demonstrate comprehension of professional or technical vocabulary commonly used at the entry level of the student's proposed career choice |
| | * | <ul style="list-style-type: none">• demonstrate understanding of details in a chosen presentation (such as power point) |

Essential Learning 2 (Learning Standard B)	Interact in the target language in various settings
---	--

- | | | |
|------------------|---------|---|
| Critical Content | 28.B.5a | Discuss and defend a position on an issue in a discussion |
| | | <ul style="list-style-type: none">• create original responses to open-ended questions• sustain conversation using familiar language patterns• employ a variety of discourse strategies (such as turn taking, circumlocution, linguistic fillers) to sustain conversation• recognize errors and attempt to self-correct |
| | * | <ul style="list-style-type: none">• discuss and defend a position on an issue using discourse strategies (such as circumlocution, paraphrase, and restatement) |
| | * | <ul style="list-style-type: none">• communicate confidently in sustained discourse |
| | * | <ul style="list-style-type: none">• apply techniques and skills used in other classes for various discussion forms (such as panels, critiques and interviews) |

- *
 - use idioms, humor and culturally authentic expressions (such as proverbs, jokes and interjections)
- 28.B.5b Approximate native-like pronunciation, intonation and inflection
 - show moderate command of language in planned and extemporaneous conversation such as:
 - mimicking, nonverbal cues and gestures
 - directed partner activities based on vocabulary and grammar
 - role playing
 - dialogues based on variety of vocabulary and grammar themes and readings
 - expressing opinions about current events, movies and readings
 - relating personal experiences
 - Q & A's on everyday topics, spontaneous speech
 - games and appropriate vocabulary and terminology
 - produce the target language using comprehensible pronunciation, intonation, and inflection
- *
 - use pronunciation, intonation and inflection effectively to express nuances of meaning
- 28.B.5c Recognize and use appropriate nonverbal cues in various formal and informal settings

Essential Learning 3 (Learning Standard C)	Understand written passages in the target language
---	---

- | | | |
|------------------|---------|---|
| Critical Content | 28.C.5a | <p>Comprehend, with little or no support, a variety of materials in academic and social situations</p> <ul style="list-style-type: none"> • understand/comprehend information of increasing length without requiring translation <ul style="list-style-type: none"> - read materials without translation - read for meaning to summarize and analyze selected readings • summarize the main message and significant details of a variety of written materials with the help of available resources |
| | * | <ul style="list-style-type: none"> • demonstrate comprehension of key vocabulary as well as the main message of complex written materials without the help of visuals, but with the use of other print sources (such as dictionary, thesaurus) |
| | * | <ul style="list-style-type: none"> • demonstrate understanding of main ideas and significant details on a variety of topics presented in authentic material (such as newspapers, magazines, and books) from the culture |
| | * | <ul style="list-style-type: none"> • demonstrate comprehension of a wide range of vocabulary including that which addresses abstract concepts |
| | * | <ul style="list-style-type: none"> • demonstrate understanding of main ideas and significant details on a variety of topics presented in authentic literature of the culture |
| | 28.C.5b | <p>Distinguish nuances of meaning in a variety of contexts (e.g., layers of meanings in poetry and prose)</p> <ul style="list-style-type: none"> • synthesize and evaluate variety of materials |

- demonstrate understanding of how word use, phrasing and sentence structure of the target language convey meaning
 - demonstrate ability to use graphic organizer
 - organize information and concepts in a brief essay about an issue important to a country where the target language is spoken
 - demonstrate understanding of cultural connotations of words and phrases
 - * • discuss various layers of meaning in a written work (such as poem and short story, novel or drama)
- 28.C.5c Explain how various languages are interrelated in terms of word origin and text structures
- correct use of tense, mood, and grammar concepts
 - future
 - conditional
 - preterit
 - imperfect
 - present/past subjunctive
 - uses of subjunctive
 - sequence of tenses
 - perfect tense
 - noun/adjective agreement
 - por vs para
 - commands
 - pronouns
 - explain the similarities and differences (such as word origin and structure) between the target language and another language
 - compare the target language to English in terms of word origin and text structures
 - recognize and use idiomatic expressions appropriately

Essential Learning 4 (Learning Standard D) Use the target language to present information, concepts and ideas for a variety of purposes to different audiences

- Critical Content 28.D.5a Write documents in a variety of forms with supporting evidence from electronic and print sources to meet academic and social needs
- reactive essay and presentation
 - familiar and formal letter writing
 - write composition, paragraphs and reports applying cultural and grammatical concepts
 - take notes in Spanish
- * • write a report including supporting details, logical organization, and conclusion on a topic of personal interest or on a topic studied in another class
- distinguish between formal and informal language through use of forms of address, vocabulary and syntax appropriate to a range of social and academic contexts
- * • apply increasingly complex vocabulary and structures to write a variety of exposition pieces
- 28.D.5b Make impromptu presentations in a variety of academic and social situations

- *
 - research and prepare a presentation on an unfamiliar topic of current or historical interest in the target culture
 - compose, edit and revise using reference materials (such as dictionaries and grammar references)
 - compare points of view and perspective on an issue
- 28.D.5c Present an original piece (such as essay, story, and poem) on a theme of their choice with minimal guidance
 - create and present an original story or poem
 - prepare and present a short original piece on a given theme

**2. Subject Expectation
(State Goal 29)**

The student will use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Essential Learning 1 (Learning Standard A)	Understand manners and customs of various target language societies
---	--

- | | | |
|------------------|--------|--|
| Critical Content | 29.A.5 | <p>Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies</p> <ul style="list-style-type: none"> • develop an awareness of accepted roles and activities of families and family members in societies associated with the target language • identify traditions and customs associated with times of the year and national events • explain accepted roles and activities of social units in societies associated with the target language (such as the role of the immediate and extended family, the concept of friendship, the treatment of elders and gender roles) • exhibit knowledge of selected social practices that differ from those in the U.S. (such as discussion of dating and coming of age rituals) • compare and contrast routine practices of daily life in target language societies (such as school, telephone conventions, food preferences and preparation, meal taking and manners, shopping dwelling and dress) • demonstrate awareness (such as role-play, illustrate and discuss) of interpersonal conventions and behaviors in social context (such as dress, punctuality and personal space) • use appropriate vocabulary and level of formality in addressing those of different ages, roles, and status in social and business situations • develop increase awareness among cultures • appreciate and respect others • appreciate the arts • interview native speaker • analyze newspaper • examine cuisine, art and current events • visit Spanish speaking community |
|------------------|--------|--|

Essential Learning 2 (Learning Standard B)	Understand music, dance, folk art, visual art, drama and architecture related to the target language societies
---	---

Critical Content	29.B.5a	Explain the cultural and historical significance of characteristic art forms of a target language society <ul style="list-style-type: none"> • explain themes of selected art forms (such as music, painting, sculptures, dance and pre-Columbian art)
	*	<ul style="list-style-type: none"> • explain the cultural and historical significance of a characteristic art form
	*	<ul style="list-style-type: none"> • compare themes in selected works of arts

Essential Learning 3 (Learning Standard C)	Understand literature and various media of target language societies
---	---

Critical Content	29.C.5a	Compare and analyze literary themes, styles and perspectives across authors and genres <ul style="list-style-type: none"> • demonstrate comprehension of a wider variety of materials in the target language with assistance (such as glossaries guided questions and outlines)
	*	<ul style="list-style-type: none"> • analyze characteristics of an author’s work with a presentation
	*	<ul style="list-style-type: none"> • compare and contrast characters, settings and plot
	*	<ul style="list-style-type: none"> • compare and analyze an author’s work regarding theme, style, and perspective
	29.C.5b	Explain the influence of historical context of form, style and point of view for a variety of literary works <ul style="list-style-type: none"> • study history, geography, customs, time frame of artwork, literature
	*	<ul style="list-style-type: none"> • study background of literature in historical context, politics
	*	<ul style="list-style-type: none"> • demonstrate comprehension of more complex selected literary works with a written or oral presentation (e.g., essay, critique, panel, group discussion)
	*	<ul style="list-style-type: none"> • describe characteristics and author’s style of various literary forms
	29.C.5c	Compare topics, types and styles of media communication in areas where the target language is spoken <ul style="list-style-type: none"> • exposure to media – TV, music, radio, activities, aural activities

Essential Learning 4 (Learning Standard D)	Understand history of areas where the target language is spoken
---	--

Critical Content	29.D.5	Analyze different perspectives of historical events using a variety of media and technology tools <ul style="list-style-type: none"> • key historical figures • events • authors, artists, musicians • describe the influence a key historical figure has had on an area where the target language is spoken
------------------	--------	--

Essential Learning 5 (Learning Standard E)	Understand geography of various target language societies
---	--

Critical Content	29.E.5	Describe how migration, settlement and colonization have affected the economy and environment of countries where the target language is spoken
	*	<ul style="list-style-type: none"> Spain → New World
	*	<ul style="list-style-type: none"> immigration to U.S. from Spanish-speaking countries use maps, digital images, graphs, or other geographical representations to describe and discuss the geographical environment of Hispanic countries

3. Subject Expectation (State Goal 30) **The student will use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.**

Essential Learning 1 (Learning Standard A)	Use the target language to reinforce and further knowledge of other disciplines
---	--

Critical Content	30.A.5a	Describe and explain factors affecting economic conditions in target language countries compared to the United States <ul style="list-style-type: none"> present information about products that originate in countries where the target language is spoken and that are used in the United States identify a system of trade and exchange (such as bargaining and bartering) in an area where the target language is spoken classify differing economic systems in a country where the target language is spoken
	30.A.5b	Use the target language for math skills <ul style="list-style-type: none"> use the target language to estimate measurements (such as train schedules, metric distances and purchases)
	30.A.5c	Use the target language to analyze current science issues (e.g., ecology and the environment, health) from the perspective of speakers of the language
	30.A.5d	Use the target language to discuss diet and nutrition in areas where the target language is spoken with those of the United States

Essential Learning 2 (Learning Standard B)	Use the target language to demonstrate knowledge and understanding of a variety of career options
---	--

Critical Content	30.B.4a	Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States <ul style="list-style-type: none"> study of careers and options using Spanish class to work experiences classified ads for work place
	30.B.5a	Use the target language to analyze data relating to job opportunities, preparation, wages/salaries, etc., of occupations in areas where the target language is spoken

- 30.B.4b Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States
- 30.B.5b Use the target language to evaluate a career option that requires proficiency in the target language through a career exploration or education-to-careers activity
- present information about the specific careers in which the target language can be used
 - explore connections between specific businesses and industries in the U.S. and in a country where the target language is spoken
 - explore and identify career options that require proficiency in the target language