

Independent School District of Boise City

Spanish 3

District Course #0423

Course Description

Open to: 9, 10, 11, 12 - One Year Course

Prerequisites: Spanish 1 and 2

Content: Students will continue the study of the Spanish language and culture. All skills of listening, speaking, reading and writing will be emphasized

Philosophy

Spanish 3 is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary, structures and expressions. The students are offered opportunities to reinforce and expand vocabulary and structure from Spanish 1 and 2 through exposure to authentic literature and legends of the Spanish-speaking world. More emphasis will be placed on reading as a way to acquire a richer array of vocabulary and structure. Spanish 3 continues to lay the groundwork for a life-long exploration of and participation in Spanish language and culture in the global community.

Adopted Materials

Title: *¡Buen Viaje!* Spanish Level 3

Authors: Schmitt and Woodford

Edition: 2005

Publisher: McGraw-Hill Glencoe

The program provides input through the use of workbooks, audio and video tapes and other teacher resource materials which accompany the adopted texts.

Previously Adopted Textbook - Resource

Title: *Dime Dos*

Authors: Samaniego, Brown and Carlin

Edition: 1997

Publisher: Houghton Mifflin

Grades

The course grade is calculated from scores obtained on unit tests, projects and activities (reading, writing, listening and oral language production), homework, and performance on the semester End of Course (EOC) exam. Progress reports provide the students and parents with a measure of their performance (average grades or percentages) and reflect progress in four main areas: unit tests, projects and activities, homework completion, as well as participation in class. The final exam (EOC) counts as 10% of the student's final grade and determines whether or not the student has met the State Standards in Humanities for this particular course.

Special Notes

The District World Language Department requires the use of ancillary materials of adapted literature selections, legends and accompanying practice activities. To supplement these materials, an appendix of required vocabulary and grammar structures is provided. The District World Language Department recommends the use of the target language as much as possible for classroom instruction and activities.

Course Scope for Semester 1

Unit 1 Bailó con un bulto	6 weeks
Unit 2 ¡Viajemos!	4 weeks
Unit 3 El misterio de la Calle de Olmedo	4 weeks
Unit 4 El rescate	4 weeks

Course Scope for Semester 2

Unit 5 La leyenda del nopal	4 weeks
Unit 6 La corrida de toros y Ferdinando	2 weeks
Unit 7 La vida campesina	4 weeks
Unit 8 Pérez y Martina	(For Enrichment)
Unit 9 El león y las pulgas	4 weeks
Unit 10 Las aventuras de Juan Bobo	4 weeks

Spanish 3		District Reference 0423
Unit 1	Bailó con un bulto	Semester 1, 6 weeks

Instructional Objective		Standard Reference	
0423.01 Demonstrate understanding of the legend “ <i>Bailó con un bulto.</i> ”		N1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.2, 2.1.1, 2.1.2, 2.1.4, 2.2.1, 3.1.2, 3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to understand an authentic Hispanic legend from the Southwest.	<i>Dime Dos (DD)</i> , pp. 22-24, Ancillaries, Appendix	TMA (Teacher-Made Assessment)
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words for vocabulary.	TMP (Teacher-Made Practice), Appendix	EOC, TMA

04	Respond in Spanish to questions regarding the events, actions and development of the story.	TMP	EOC, TMA
05	Listen to the story in recorded segments (or as read by the teacher) and demonstrate understanding of what one has just heard by answering related questions.	TMP, <i>DD</i> cassette tapes	TMA
06	Demonstrate reading comprehension by identifying specific story information, using an alternate version of the legend.	Ancillaries, TMP	TMA
07	Arrange story sentences sequentially from a jumbled list.	Ancillaries, TMP	TMA
08	ACCELERATED: Retell the legend using appropriate past tenses.	TMP	TMA
Instructional Objective		Standard Reference	
0423.02 Use preterite and imperfect verbs to relate occurrences, stories and personal anecdotes from the past.		N1.1, 1.3, 3.1, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.2, 1.2.3, 1.4.1, 1.4.2, 2.1.1, 2.1.2, 2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Conjugate regular, irregular and spelling-change verbs in the preterite tense.	<i>¡Buen Viaje! (BV)</i> , pp. 16-19, TMP	EOC, TMA
02	Conjugate stem-changing verbs in the preterite tense.	<i>BV</i> , p. 18, TMP	EOC, TMA
03	Conjugate regular and irregular verbs in the imperfect tense.	<i>BV</i> , p. 75, TMP	EOC, TMA
04	Conjugate reflexive verbs in both preterite and imperfect tenses.	TMP	EOC, TMA
05	Demonstrate understanding of the change in meaning of the verbs saber , querer , poder and conocer when used in preterite and imperfect tenses.	Appendix	EOC, TMA
06	Use hace + time with preterite tense to express “ago.”	<i>BV</i> , pp. 134-135, Appendix	TMA
07	Express time of day and dates in the past.	Appendix	TMA
08	Recognize that collective nouns (i.e. el equipo , la clase , la familia , la gente) use the third person singular form of verbs.	TMP	EOC, TMA
09	Use clue words and/or phrases to differentiate between the need for preterite vs. imperfect tense.	<i>BV</i> pp. 76-79, Appendix	EOC, TMA
10	Write a paragraph telling a personal anecdote from the past.	<i>BV</i> , pp. 16-19, 75-79	TMA
11	ACCELERATED: Write a 100-word essay, “ Un episodio de la niñez ,” using appropriate past tenses.	<i>BV</i> , pp. 16-19, 75-79, TMP	TMA

Spanish 3		District Reference 0423	
Unit 2	¡Viajemos!	Semester 1, 4 weeks	
Instructional Objective 0423.03 Discuss travel procedures and trip experiences.		Standard Reference N1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, 1.4.2, 2.1.1, 2.1.2, 2.2.1, 3.2.1, 3.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize unit vocabulary.	Appendix	EOC, TMA
02	Read travel or destination material in Spanish and answer comprehension questions.	TMP, WWW	TMA
03	Write a post card about an imaginary trip, describing travel situations and events using the past and present tenses.	TMP	TMA
04	Design and write a travel brochure in Spanish recommending a vacation destination, using positive and negative tú commands.	BV, pp. 126-128	TMA
05	ACCELERATED: Design and write a pamphlet of useful travel advice in Spanish, using positive and negative tú commands.	BV, pp. 126-128	TMA
06	Deliver a “show and tell” oral presentation about a personal collection, using appropriate past tenses.	BV, pp. 16-19, 75-79	TMA
07	Deliver a “show and tell” oral presentation about souvenirs from a trip or event, using appropriate past tenses.	BV, pp. 16-19, 75-79	TMA
08	ACCELERATED: Use transitional phrases in retelling a travel adventure.	Appendix	TMA
Instructional Objective 0423.04 Compare and contrast usage of the prepositions por and para in travel situations.		Standard Reference N1.1, 1.2, 1.3, 4.1, 5.1, 5.2 WL3.1.1.5, 1.2.3, 1.4.1, 1.4.2, 2.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use a verb of motion and the preposition para to describe movement toward a travel destination.	BV, pp. 331-332	EOC, TMA
02	Use a verb of motion and the preposition por to indicate movement through (i.e. a country), by (i.e. a monument) or along (i.e. the coast).	BV, pp. 331-332	EOC, TMA
03	Use comprar + item + para to indicate the	BV, pp. 331-332	EOC, TMA

	recipient of souvenirs or gifts purchased on a trip.		
04	Use comprar + item + por to indicate the purchase of an item on behalf of or instead of another person.	<i>BV</i> , pp. 331-332	EOC, TMA
05	Use por + transportation to indicate how one traveled, i.e. por avión .	<i>BV</i> , p. 335	EOC, TMA

Spanish 3		District Reference 0423
Unit 3	El misterio de la Calle de Olmedo.	Semester 1, 4 weeks

Instructional Objective 0423.05 Demonstrate understanding of the legend, “ <i>El misterio de la Calle de Olmedo.</i> ”	Standard Reference N1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.4, 2.1.1, 2.1.2, 2.1.4, 2.2.1, 3.1.2, 3.2.1
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to understand an authentic Mexican legend.	<i>Leyendas Mexicanas</i> (National Textbook Company), TMP, Ancillaries	EOC, TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Match story vocabulary with definitions in Spanish.	TMP, Appendix	EOC, TMA
04	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words for vocabulary.	TMP, Appendix	EOC, TMA
05	Demonstrate understanding of the historical and geographical background of the story.	<i>BV</i> , p. 21, TMP, WWW	TMA
06	Respond in Spanish to questions regarding the events, actions and development of the story.	TMP	EOC, TMA
07	ACCELERATED: Optional reading selection, “ <i>Juan Soldado y el fantasma</i> ”	Ancillaries	TMA
08	ACCELERATED: Optional reading selection, “ <i>La casa embrujada</i> ”	DD, pp. 150-152	TMA

Instructional Objective 0423.06 Form and use the present subjunctive.	Standard Reference N1.1, 1.2, 1.3, 3.1, 4.1, 5.1, 5.2 WL3.1.1.1, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.4.1, 1.4.2, 2.1.2, 2.2.2
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No.	Performance Objective	Resource Reference	Assessment
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			Correlation
01	Review present indicative yo forms.	<i>BV</i> , pp. 411-438, TMP	TMA
02	Conjugate regular, irregular, stem-changing, spelling-changing and irregular yo verbs in the present subjunctive.	<i>BV</i> , pp. 35-36, TMP	EOC, TMA
03	Compare and contrast usage of the indicative and subjunctive moods.	<i>BV</i> , pp. 35-41, TMP, Ancillaries	TMA
04	Memorize the words and phrases that cue or trigger the subjunctive in expressing wants, hopes and requests, or when using impersonal expressions and ojalá, tal vez and quizás .	<i>BV</i> , pp. 38, 40, 186, TMP	EOC, TMA
05	Recognize, construct and use two-clause sentences (independent and dependent clauses) with verbs in both the indicative and subjunctive moods.	<i>BV</i> , pp. 35-41, 186, TMP	TMA
06	Express hopes, wants and requests, and use impersonal expressions with the subjunctive mood.	<i>BV</i> , pp. 35-41, 186, TMP	TMA
07	ACCELERATED: For enrichment, memorize the words and phrases that cue or trigger the subjunctive in expressing emotions and doubt.	<i>BV</i> , pp. 88-89, 91, TMP	TMA
08	ACCELERATED: For enrichment, contrast the usage of subjunctive mood with doubt, and indicative mood with certainty, in dependent clauses.	<i>BV</i> , pp. 88-89, TMP	TMA

Spanish 3		District Reference 0423
Unit 4	El rescate	Semester 1, 4 weeks

Instructional Objective 0423.07 Demonstrate understanding of the legend, “ <i>El rescate</i> .”		Standard Reference N1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.4, 2.1.1, 2.1.2, 2.1.4, 2.2.1, 3.1.2, 3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to read and understand an authentic Spanish legend.	<i>Leyendas de España</i> (NTC), TMP, Ancillaries	EOC, TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words for vocabulary.	Appendix	EOC, TMA

04	Respond in Spanish to questions regarding the events, actions and development of the story.	TMP	EOC, TMA
<p style="text-align: center;">Instructional Objective</p> 0423.08 Analyze the lasting importance of the Moorish occupation of Spain and its influence on present day Spanish culture.		<p style="text-align: center;">Standard Reference</p> N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, 1.4.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Listen to an oral presentation on La Reconquista .	TMP, Ancillaries	TMA
02	Identify key dates, places, and institutions relating to La Reconquista .	Appendix, WWW	EOC, TMA
03	Use reading strategies to determine the main ideas and themes in a non-fiction article, i.e. " <i>España, tierra de los moros.</i> "	DD, p. 236 - 237, Ancillaries, WWW	EOC, TMA
04	Describe the importance of geography in the history of Spain.	TMP, Appendix	EOC, TMA
05	Discuss the motives behind La Reconquista and the importance of La Reconquista in the history of Spain. (ACCELERATED: Discuss <u>in Spanish</u>).	TMP, WWW	EOC, TMA
06	Identify historical contributions of the Moors and the Jews in the development of Spain.	TMP, WWW	EOC, TMA
07	Identify influences of the Moors in present day Spanish culture.	TMP, WWW	EOC, TMA
08	ACCELERATED: Optional reading selection, " <i>La profecía de la gitana.</i> "	DD, pp. 240-242	TMA

SEMESTER 2

Spanish 3		District Reference 0423
Unit 5	La leyenda del nopal	Semester 2, 4 weeks

Instructional Objective	Standard Reference
0423.09 Demonstrate understanding of the legend, “ <i>La leyenda del nopal</i> ” and its historical and cultural significance to Mexico.	N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, 1.4.2, 2.1.1, 2.1.2, 2.2.1, 3.1.1, 3.1.2, 3.2.1, 3.3.2

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to determine the main ideas and themes of a Mexican legend.	<i>DD</i> , pp. 390-392, Appendix	TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words for vocabulary.	TMP, Appendix	EOC, TMA
04	ACCELERATED: Research the legendary settlement of Tenochtitlán (Mexico City) by the Aztecs. Present findings in Spanish.	WWW	TMA
05	Respond in Spanish to questions regarding the events, actions and development of the story.	TMP, Ancillaries	EOC, TMA
06	ACCELERATED: Retell or rewrite the story in one’s own words.	TMP	TMA

Instructional Objective	Standard Reference
0423.10 Form and use the future tense of regular and irregular verbs.	N1.1, 1.2, 1.3, 3.1, 4.1, 5.1, 5.2 WL3.1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.4.1, 1.4.2, 2.1.2, 2.2.1

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Conjugate regular and irregular verbs in the future tense.	<i>BV</i> , pp. 163, 164, TMP	EOC, TMA
02	Review the construction ir + a + infinitive to express the immediate future.	TMP	TMA
03	Create a list of personal goals, using the future tense.	TMP	TMA
04	Make oral or written predictions for a student’s future.	TMP	TMA

Spanish 3		District Reference 0423
Unit 6	La corrida de toros y Ferdinando	Semester 2, 2 weeks

Instructional Objective 0423.11 Investigate the historical context and practices of la corrida de toros .		Standard Reference N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize vocabulary for various types of bullfighters, costumes and equipment in a bullfight, and demonstrate an understanding of their roles in la corrida .	Appendix	EOC, TMA
02	Discuss both the historical perspective and modern controversy surrounding the practice of bullfighting throughout the Spanish-speaking world.	WWW	TMA
03	ACCELERATED: Write a short essay expressing opinions in support of or against the practice of bullfighting.	TMP	TMA
04	ACCELERATED: For enrichment, read fictional or non-fictional accounts of bullfights, i.e. " <i>Manolo</i> ."	Ancillaries, WWW	TMA
Instructional Objective 0423.12 Demonstrate understanding of the story " <i>El cuento de Ferdinando</i> ."		Standard Reference N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.2.1, 2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to determine the main ideas and themes of the story " <i>El cuento de Ferdinando</i> ."	TMP, Ancillaries	TMA
02	Watch an animated version of the " <i>Ferdinando</i> " story and respond to listening comprehension questions.	TMP, Ancillaries, WWW	TMA
03	Memorize unit vocabulary.	Appendix	EOC, TMA
04	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words.	Appendix	EOC, TMA
05	Respond in Spanish to questions regarding the events, actions and development of the story.	TMP	EOC, TMA
06	Retell a portion of the story in one's own words.	TMP, Ancillaries	TMA

07	ACCELERATED: Compare and contrast the “ <i>Ferdinando</i> ” story with what students have learned about authentic bullfights.	TMP, Ancillaries, Appendix	TMA
Instructional Objective 0423.13 Express one’s likes, surprise, interest and annoyance using verbs like gustar .		Standard Reference N1.1, 1.2, 1.3, 3.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.4.1, 1.4.2, 2.1.2, 2.1.3, 2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize and use specific verbs to express surprise, interest, annoyance and likes.	BV, pp. 118, 120, 121, 307, Appendix	EOC, TMA
02	Review indirect object pronouns.	BV, p. 120, TMP	EOC, TMA
03	ACCELERATED: Present an oral or written opinion on food, movies, TV shows, sports, restaurants or colors, using both positive and negative verbs like gustar .	TMP	TMA

Spanish 3		District Reference 0423
Unit 7	La vida campesina	Semester 2, 4 weeks

Instructional Objective 0423.14 Demonstrate understanding of the story “ <i>Una carta a Dios.</i> ”		Standard Reference N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.1.2, 2.2.1, 2.2.2, 3.3.1, 3.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to understand a short story from Mexico.	Ancillaries, Appendix	TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words for vocabulary.	TMP, Appendix	EOC, TMA
04	Describe the physical setting of the story.	TMP, Ancillaries	TMA
05	Discuss the socioeconomic issues facing immigrants, i.e. migrant workers.	TMP, WWW	TMA
06	Discuss communication barriers facing non-English speakers.	TMP, WWW	TMA
07	Compare and contrast challenges facing people living in rural and urban communities.	TMP, WWW	TMA

08	ACCELERATED: Read and share a current event in Spanish related to one of the unit topics.	WWW	TMA
Instructional Objective 0423.15 Form and use the conditional tense of regular and irregular verbs.		Standard Reference N1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.4.1, 1.4.2, 2.1.2, 2.2.2, 3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Conjugate regular and irregular verbs in the conditional tense.	BV, pp. 166-167, TMP	EOC, TMA
02	ACCELERATED: Write a paragraph answering the question: <i>Si yo fuera un campesino(a), ¿cómo sería diferente mi vida?</i>	BV, pp. 166-167, TMP	TMA
03	Create an oral or written presentation identifying items students would place in a time capsule to represent current life for a future generation. Express reasons for choosing these items.	TMP	TMA
04	Create an oral or written presentation identifying what students would do if they won the lottery.	TMP	TMA
05	Create an oral or written presentation identifying what students would do if school were cancelled tomorrow.	TMP	TMA
Instructional Objective 0423.16 Use the present subjunctive.		Standard Reference N1.1, 1.2, 1.3, 4.1, 5.1, 5.2 WL3.1.4.1, 1.4.2, 2.1.2, 2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize meanings of additional cue and trigger words for the subjunctive which express doubt, uncertainty and emotion.	BV, pp. 88-91, TMP	EOC, TMA
02	Analyze the use of subjunctive vs. indicative when expressing uncertainty vs. certainty.	BV, pp. 88-89, TMP	EOC, TMA
03	ACCELERATED: Write a letter to a friend or relative that includes some of the following subjunctive uses: desire, hope, doubt, uncertainty, emotion, indirect command, and/or request.	BV, pp. 91, 35-41, 186, TMP	TMA
Spanish 3		District Reference 0423	
Unit 8	Pérez y Martina – Optional Unit, for Enrichment	Semester 2	

Instructional Objective 0423.17 Demonstrate understanding of the Puerto Rican legend, “ <i>Pérez y Martina.</i> ”		Standard Reference N1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.4, 2.1.1, 2.1.2, 2.1.4, 2.2.1, 3.1.2, 3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to determine the main ideas and themes of a legend.	Ancillaries, Appendix	EOC, TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words for vocabulary.	TMP, Appendix	EOC, TMA
04	Respond to questions regarding the events, actions and development of the story.	Ancillaries, TMP	TMA
Instructional Objective 0423.18 Study the social and cultural context of piropos .		Standard Reference N1.1, 1.2, 2.1, 3.1, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 3.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Study what piropos are and how to react to them.	TMP, Ancillaries	TMA
02	Analyze piropos and create new statements of flattery or humor to share.	TMP, Ancillaries	TMA
Spanish 3		District Reference 0423	
Unit 9	El león y las pulgas	Semester 2, 4 weeks	

Instructional Objective 0423.19 Demonstrate understanding of the story “ <i>El león y las pulgas.</i> ”		Standard Reference N1.1, 1.2, 3.1, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.3.1, 1.3.2, 1.3.4, 2.1.1, 2.1.2, 2.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to determine the main ideas and themes.	DD, pp. 92-94, Appendix	EOC, TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Expand vocabulary by memorizing or recalling synonyms, antonyms and related words for	TMP, Appendix	EOC, TMA

	vocabulary.		
Instructional Objective 0423.20 Demonstrate understanding of the importance of the rainforest in one's daily life.		Standard Reference N1.1, 1.2, 2.2, 3.1, 4.2, 5.1 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 2.1.2, 2.2.1, 2.2.2, 3.2.1, 3.3.1, 3.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	ACCELERATED: Use reading strategies to determine the main ideas and themes in the non-fiction article " <i>La selva tropical y yo.</i> "	DD, pp. 106-107, TMP	TMA
02	ACCELERATED: Investigate current issues surrounding the world's rainforests.	WWW	TMA
Instructional Objective 0423.21 Form and use the four indicative perfect tenses.		Standard Reference N1.1, 1.2, 1.3, 4.1, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.5, 1.2.1, 1.2.2, 1.4.1, 1.4.2, 2.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Form regular past participles.	BV, p. 216, TMP	EOC, TMA
02	Memorize irregular past participles.	BV p. 216, TMP, Appendix	EOC, TMA
03	Conjugate haber in present, imperfect, future and conditional tenses and combine with past participles to form perfect tenses.	BV, pp. 216-217, 230-233, TMP	EOC, TMA
04	Use present perfect verbs to express what one <u>has</u> or <u>has not</u> done.	BV pp. 216-217, TMP	EOC, TMA
05	Use pluperfect verbs to express what one <u>had</u> done previously.	BV pp. 230-231, TMP	EOC, TMA
06	Use future perfect verbs to express what one <u>will have</u> done by various times in the future.	BV, p. 233, TMP	EOC, TMA
07	Use conditional perfect verbs to express what one <u>would have</u> done in various circumstances.	BV, pp. 231-232, TMP	EOC, TMA
08	Use negatives words and pronouns appropriately with perfect tense verbs.	Appendix	EOC, TMA
09	ACCELERATED: Write a biography for a class reunion newsletter telling what one has done.	TMP	TMA

Instructional Objective 0423.22 Demonstrate understanding of the various uses of the verbs ser and estar .		Standard Reference N1.1, 1.2 WL3.1.1.5, 1.2.1, 1.4.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review the formation and uses of ser and estar .	<i>BV</i> , pp. 122-126, TMP	EOC, TMA,
02	Differentiate between ser and estar in sentences or paragraphs.	TMP	EOC, TMA
Instructional Objective 0423.23 Recognize animal vocabulary, and describe animals' characteristics and habitats in Spanish.		Standard Reference N1.1, 1.2, 1.3, 5.1, 5.2 WL3.1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.4.1, 1.4.2, 2.1.2, 2.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Categorize animals according to their places of origin, using ser .	<i>DD</i> , pp. 96-97, 99- 101, 106-07 Appendix	EOC, TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA
03	Describe animal characteristics using ser , and their habitats using ser and estar .	TMP, WWW	EOC, TMA
04	Use ser and estar to create a story description of an imaginary animal and present orally in class.	TMP	TMA
05	Identify specific animals, after listening to their descriptions in Spanish.	TMP	TMA
06	ACCELERATED: " <i>El Animal Imaginario</i> " Invent an imaginary animal and describe its habits and habitat in a written and/or oral presentation.	TMP	TMA
Instructional Objective 0423.24 Study Spanish dichos and proverbs.		Standard Reference N1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.4, 1.1.5, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 3.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Read and discuss a list of Spanish sayings and proverbs.	TMP, Ancillaries	TMA
02	Illustrate a proverb to demonstrate an understanding of its meaning.	TMP, Ancillaries	TMA
03	Explain the meanings of proverbs and sayings.	TMP, Ancillaries	TMA
04	Compare and contrast Spanish proverbs with other common sayings (i.e. in English or those from	TMP, Ancillaries	TMA

students' native cultures).		
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Spanish 3		District Reference 0423
Unit 10	Las aventuras de Juan Bobo	Semester 2, 4 weeks

Instructional Objective 0423.25 Demonstrate an understanding of the legend, “ <i>Juan Bobo.</i> ”	Standard Reference N1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 3.1.2
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use reading strategies to determine the main ideas and themes of a legend.	Ancillaries, Appendix	EOC, TMA
02	Memorize unit vocabulary.	Appendix	EOC, TMA

Instructional Objective 0423.26 Identify previously-learned verb tenses in reading selections.	Standard Reference N 1.2, 1.3, 5.1, 5.2 WL3.1.1.1, 1.1.5, 1.4.1, 1.4.2, 2.1.2, 2.2.2
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01	Review formation of future, conditional, subjunctive and perfect tenses	TMP	EOC, TMA
02	Identify the use of verb tenses in reading selections.	TMP, Ancillaries	TMA
03	Review formation of ser and estar .	TMP	EOC, TMA
04	Identify the use of ser and estar in reading selections.	TMP, Ancillaries	TMA
05	ACCELERATED: Write a note of advice and/or recommendation to the fictional character, “ <i>Juan Bobo.</i> ”	TMP	TMA

Instructional Objective 0423.27 Use transitional phrases to link ideas, to sequence actions, and to describe the movement of people.	Standard Reference N1.3, 4.1, 5.1, 5.2 WL3.1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.2.2, 1.2.3, 1.4.1, 1.4.2, 2.1.2
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize and use transitional phrases.	Appendix	EOC, TMA
02	ACCELERATED: Present the story in class using “Reader’s Theater” or other dramatic techniques (i.e. role play, puppet show) and incorporating transitional phrases.	TMP, Appendix	TMA
03	ACCELERATED: Retell episodes of the story using transitional phrases.	TMP, Ancillaries, Appendix	EOC, TMA

Instructional Objective		Standard Reference	
0423.28 Use por and para correctly.		N1.2, 4.1, 5.1, 5.2 WL3.1.1.1, 1.1.5, 1.2.1, 1.4.2, 2.1.3, 2.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Differentiate between the usage of the prepositions por and para .	<i>BV</i> , pp. 331, 334, 335, TMP	EOC, TMA
02	Memorize the uses of por to communicate “on behalf of,” “in favor of,” and “instead of.”	<i>BV</i> , p. 331, TMP	EOC, TMA
03	Memorize the uses of para to express “in order to,” “to be about to,” “to be ready to,” and “to be inclined to.”	<i>BV</i> , p. 334, TMP	EOC, TMA
04	Memorize the use of por with duration of time and para to express deadlines.	<i>BV</i> , p. 332, TMP	EOC, TMA
05	Identify the reasons por and para are used in specific situations, i.e. sentences and paragraphs.	<i>BV</i> , p. 336, TMP	EOC, TMA
06	Memorize the use of por to express means, manner, motive and “in exchange for.”	<i>BV</i> , pp. 331-335, TMP	EOC, TMA
07	Recognize that the verbs buscar , esperar and pedir never require the use of por or para .	TMP	EOC, TMA
08	Identify the verbs with which the use of por is optional (i.e. durar , pagar).	TMP	TMA

National Standards for World Languages Learning

COMMUNICATION-Communicate in Languages Other Than English

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-Gain Knowledge and Understanding of Other Cultures

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-Connect with Other Disciplines and Acquire Information

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-Develop Insight Into the Nature of Language and Culture

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-Participate in Multilingual Communities at Home and Around the World

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.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES - LEVEL 1**

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
- 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).
- 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).
- 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).
- 7-12.WL1.1.1.5 Recognize number and gender signals.
- 7-12.WL1.1.1.6 Distinguish between formal and informal address.

Goal 1.2: Speaking

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
- 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.
- 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.
- 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.
- 7-12.WL1.1.3.3 Associate the written text with spoken forms.
- 7-12.WL1.1.3.4 Recognize cognates and borrowed words.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).
- 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.
- 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.
- 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the

target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).
- 7-12.WL1.2.1.2 Derive meaning from word order.
- 7-12.WL1.2.1.3 Recognize appropriate verb endings in the present tense.
- 7-12.WL1.2.1.4 Compare linguistic elements among languages.
- 7-12.WL1.2.1.5 Recognize systematic changes in word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.
- 7-12.WL1.2.2.2 Use appropriate verb endings in the present tense to convey meaning.
- 7-12.WL1.2.2.2 Modify sentences to express positive and negative aspects.
- 7-12.WL1.2.2.3 Organize components of statements, questions, and commands to convey meaning.

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.
- 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
- 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.
- 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVEL 2**

The student is expected to know content and apply skills from Level 1.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Goal 1.1: Listening

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.
- 7-12.WL2.1.1.2 Follow general classroom instruction in the target language.
- 7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.
- 7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).

Goal 1.2: Speaking

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.
- 7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).
- 7-12.WL2.1.2.3 Read texts aloud.
- 7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.

Goal 1.3: Reading

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.
- 7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.
- 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.
- 7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.

Goal 1.4: Writing

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.4.1 Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures.
- 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.1.1 Recognize appropriate verb endings in all tenses learned.
- 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.
- 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., "I like hamburgers," "I prefer hamburgers to hotdogs").
- 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4**

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Goal 1.1: Listening

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.
- 7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.
- 7-12.WL3.1.1.3 Gather key information from longer passages.
- 7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 7-12.WL3.1.1.5 Comprehend authentic speech.

Goal 1.2: Speaking

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.
- 7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).
- 7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).

Goal 1.3: Reading

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.3.1 Acquire new vocabulary through reading.
- 7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.
- 7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).
- 7-12.WL3.1.3.4 Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.
- 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 7-12.WL3.2.1.2 Recognize appropriate verb endings in all tenses and voices learned.
- 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.
- 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
- 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

Goal 3.2: Geographical Context

- 7-12.WL3.3.2.1 Discuss geography in context of class themes.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.