



SPANISH LANGUAGE ARTS

ESPAÑOL ARTE DEL LENGUAJE

Welcome to the World of Spanish!
¡Bienvenidos al Mundo del Español!

Señora: _____

School (Escuela): _____

SLA: _____

Voice Mail (Teléfono): _____

Email Address (Dirección de correo electrónico): _____

Textbook (Texto): En Español _____ by Santillana

Course Description (Descripción del Curso):

En este curso, los estudiantes desarrollarán técnicas indispensables para el desarrollo del español como lengua vernácula. Durante este curso escolar se le proveerá a cada estudiante una instrucción individualizada con el fin de perfeccionar técnicas de comprensión lectora, a la vez que se le proveerá herramientas para perfeccionar la gramática y la redacción. El estudiante será creador de su propio aprendizaje, siendo éste la parte central de la enseñanza. ¡Aprender y perfeccionar nuestra lengua es una aventura increíble y juntos la vamos a disfrutar!

During this course, the students will develop reading and writing skills in order to enhance Spanish as a native language. In addition, the student will benefit from an individualized instruction in order to refine the skills in reading comprehension, grammar and writing. Finally, the student is considered the artifice of their own learning. Spanish is a fun language to learn, hence together we will embark in an outstanding journey!



Course Standards (Estándares del Curso):

Los estándares del Curso de Lengua Nativa están accesibles al público. Por favor de comunicarse con el maestro(a) del Departamento de Idiomas del Mundo.

The course learning standards are available upon request. Please inquire with the World Language teacher.

Grading System (Evaluación del Curso)

Durante este curso se proveerá una variedad de avalúos tanto formativos como sumativos con el fin de ofrecer al estudiante diferentes oportunidades de crecimiento académico. Los avalúos ha de ser utilizados, pero no limitados a los siguientes:

- **Tareas o asignaciones**
- **Composiciones o ensayos**
- **Clase diaria y participación activa durante la clase**
- **Proyectos y presentaciones orales**
- **Calentamientos diarios**
- **Exámenes y pruebas cortas**



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A variety of formative and summative assessments will be provided in order to provide different opportunities for the student to excel. The assessments will be, but no limited to the following:

- **Green check mark – Homework assignments**
- **Blue grades - Writing Assignments**
- **Pink grades – Classwork and Participation**
- **Purple grades – Projects and oral presentations**
- **Orange grades – Do Nows**
- **Red grades - Exams and quizzes**



Course Criteria (Criterios del Curso):

Exámenes o pruebas cortas: Si usted se ausenta a un examen o prueba corta deberá traer una excusa médica o una nota escrita por el padre, la madre o encargado y se le ofrecerá de forma discrecional. El examen será diferente al original.

Proyectos individuales y/o grupales: Los proyectos tienen una fecha establecida para ser entregados. Bajo ninguna circunstancia deberá entregarlo tarde. De ser así, se le descontarán 10 puntos por un día de retraso y 2 puntos por cada día extra hasta un máximo de 20 puntos.

Disciplina: El aula escolar es de todos. Por lo tanto, todo material y equipo en el salón son su responsabilidad. No se permitirá la expresión artística (llámese grafiti) en los escritorios o pupitres. Mantengamos nuestra aula limpia. Por lo tanto, el consumo de bebidas o comida no será permitido.

Tests and quizzes: If you are absent on the day of the assessment, you will be entitled to retake the test if you provide a medical excuse or a written note from your parent or guardian and it will be at the discretion of the teacher. The assessment will be a different version of the original administered.

Individual and/or group projects: Every project has a due date. Projects that are late will be subject to a deduction of 10 points at the moment of submission. Two points will be deducted for every extra day of tardiness for a maximum of 20 points.

Discipline: The classroom is for everyone to enjoy. Hence, every material and equipment is under your responsibility. Artistic expressions (graffiti) on the desks is prohibited. We need to keep our classroom clean. Therefore, drinking or eating in class is prohibited.

Non-Negotiable Classroom Rules (Reglas no negociables del aula)

- Be on Time to class (Llegar a tiempo a la clase)
- Raise your hand (Levante la mano antes de hablar)
- Respect others and self (Respete a su compañero y a sí mismo)



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- Use proper language the classroom (Utilice un lenguaje apropiado en el aula)
- All Test Papers must be signed (Todo avalúo debe ser firmado)
- Keep hats and hoodies in your locker (Mantenga gorras y capuchas en su casillero)
- No Eating or chewing gum (No comer ni masticar chicle o goma de mascar)
- Keep your Electronic Devices in your locker (Mantenga los electrónicos en su casillero)
- Cheating will result in an automatic zero (Hacer trampa durante un examen o prueba corta resultará en u cero inmediato.
- Patience is a must. (Recuerde, la paciencia es un don, ¡utilícelo!



Evaluation will be as follows: (La evaluación del curso será desglosada de la siguiente forma)

- 25% Tests (Exámenes)
- 25% Quiz, Do Nows, and journal writing (Pruebas cortas, Calentamientos y entradas en los diarios)
- 25% Homework (Tareas o asignaciones)
- 25% Projects and oral presentations (Proyectos y presentaciones orales)
- Generally, Tests (Chapter tests, writing workshops, or quizzes) will be administered every Friday. (Generalmente, los exámenes serán administrados todos los viernes. Estos incluyen exámenes del capítulo, talleres de redacción o pruebas cortas.
- Homework is an extension of the daily lesson and it is given daily except Fridays. (La tarea o asignación es una extensión de la lección diaria y es dada a diario excepto los viernes).
- Projects will be done in class and it will follow a rubric previously discussed in class. (Los proyectos serán completados durante la clase y evaluados bajo una rúbrica previamente discutida en clase).



Supply List: (Materiales)

- Pencils or Pens blue or black in class every day (Lápiz o bolígrafo negro o azul)
- Spiral or regular notebook (Libreta o cuaderno regular o de espiral)
- Spanish dictionary (Diccionario de español y un diccionario de sinónimos)
- Binder or folder for Spanish only (carpeta de espiral o una carpeta regular)
- Textbook (Libro de texto)
- Flash drives (when required) (Unidad de almacenamiento)



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Please return this portion only

Dear Parents

Please review these rules and regulations with your child. Once read please sign and have your child sign also. Thank you.

I have read and discussed with my child the rules of your classroom.

Parent Signature _____

Parent cell # _____

E-mail address _____

I have read and understand the rules of your classroom.

Student Signature _____

Student Print Name _____



Favor de devolver esta parte solamente

Estimados padres o encargados:

Al firmar este compromiso, acepto todas las regulaciones y normas establecidas. Entiendo los principios del respeto. Mantengo y sigo las reglas establecidas en el aula. Entiendo que este compromiso es un contrato que ayudará a mi hijo(a) en el camino del éxito académico. Finalmente, exhortaré a mi hijo(a) a seguir todas las normas y reglas establecidas con el fin de verlo triunfar. Por favor, revsise y discuta este compromiso educativo con su hjio(a). Una vez discutido, proceda a firmar y fechar el documento. Devuélvalo lo antes posible al maestro(a). Gracias por su cooperación y apoyo.

He leído y discutido con mi hijo(a) el compromiso educativo.

Nombre del padre o encargado en letra de molde: _____

Firma: _____

Fecha: _____

Número(s) de contacto(s): _____

Dirección de correo electrónico: _____

He leído y entendido el Compromiso educativo.

Nombre del estudiante en letra de molde: _____

Firma: _____

Fecha: _____

Theme: Personal Identification/ Social Relationships	Skills and Knowledge	Can-Do Statements	Resources & Materials	Unit Assessment
Unit 1: Adolescence Weeks 1-9 (September- November) <u>Big Idea: Identity</u> <u>Aim:</u> Collectively define an individual which contributes to sense of self and identity. <u>Essential Question(s):</u> -How do I determine who I am? -How have I become who I am? -How do we fit in our family structure? -How are we a product of our community? -How do we make a home for ourselves? -How do we identify others in our community? - How does my appearance affects my relationships and interactions?	Personal Traits Ethnicity Family Culture Traditions Generational Conflicts Self-Acceptance	I can participate in conversations on a wide variety of topics that goes beyond my everyday life. I can compare and contrast life in different times. I can resolve an unexpected complications that arises in a familiar situation. I can conduct or participate in interviews. I can make a presentation about my personal and social experiences. I can make a presentation on something I have learned or researched. I can make a presentation about common interests and issues and state my viewpoint. I can write about people, activities, events, and experiences. I can understand the basic purpose of a message. I can understand messages related to my basic needs.	Textbook: Santillana 8 <u>Additional Resources</u> Novels: 1- Antes de Ser libres por Julia Alvarez 2- El béisbol nos salvó por Ken Mochizucki Short Stories: 1- "El Josco" por Ablardo Díaz Alfaro 2- Mi abuelo fuma puros por Sabine Ulbarri 3- Santa Cló va a la cuchilla por Abelardo Díaz Alfaro Nonfiction: 1- Los 25 hispanos más inteligentes 2- ¿El bullying: Un problema social? por Lourdes Plata Biographies/Memoirs Cuando era Puertorriqueña por Esmeralda Santiago	<u>Suggested Project(s)</u> 1- Interviewing relatives and friends to investigate their contemporary unforgettable generational differences and report on it 2- Discussing a generational conflict, how it was resolved, and the lesson learned 3- Researching traditional music or dance from a country other than their own to be presented to the class; providing evidence from research 4- Selecting a country, researching its typical food, and creating a collaborative poster 5- Writing journal entries on feelings as adolescents and on changes experienced as adolescents 6- Writing an expository essay on how adolescences' needs, changes and risk factors impact their daily life 7- Creating monologue and presenting to the class 8- Multimedia Projects: podcasts, videos, texts, music, or photos that archive familial histories of the student and an older relative 9- Writing a series of fictional or autobiographical vignettes or memoirs related to any one of the listed subthemes 10- Writing a reflective essay, ¿Cómo mi apariencia afecta mi interacción con mi entorno?

Theme: Personal Identification/ Social Relationships	Skills and Knowledge	Can-Do Statements	Resources & Materials	Unit Assessment
Unit 2: Social Diversity Weeks 10-17 (November- February) <u>Big Idea:</u> Culture/ Immigration <u>Aim:</u> Relationships between people of different cultures demonstrates the need for communication in a second language. <u>Essential Question(s):</u> How do people spend their time in the global community? -Why is it important and beneficial to study a foreign language? -How does the culture of a language studied teach us about its people? -How Spanish culture has influenced the world?	Geography Spain America (pre-Columbian) African Roots of Hispanic/Latin-American Culture	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle familiar situations with unexpected complications. I can participate in a conversation on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. I can write briefly about most familiar topics and present information using a series of simple sentences.	Textbook: Santillana 8 <u>Additional Resources</u> <u>Novels:</u> "Kike" Hilda Perera <u>Short stories:</u> 1- Cajas de cartón por Francisco Jiménez 2- "Senderos Fronterizos" por Francisco Jiménez <u>Poetry:</u> 1- "Volver" por Jorge Nef 2- " Exilio" por Angela Ibáñez 3- "De vitral con pájaros Exiliados" por Jorge Etcheverry <u>Non-fiction:</u> Crece la influencia de los hispanos en Estados Unidos <u>Music/Song</u> 1- Boricua en la luna: Fiel a la Vega 2- En mi viejo San Juan: Marc Anthony 3- Mi Tierra : Gloria Estefan	<u>Suggested Project(s)</u> 1- Drawing a map of pre-Columbian civilizations 2- Reading and analyzing a traditional legend of the pre-Columbian era 3- Reading and responding to primary source documents on the conquest 4- Completing a close reading on an article or excerpt on social diversity 5- Drawing maps/graphs that show migration patterns and population shifts; writing an interpretation 6- Investigating the African Diaspora to create a timeline and write a historical fiction piece 7- Writing an essay about someone impacted by the conquest 8- Discussing the impact of non-native cultures in the Hispanic/Latino world today for written and oral presentation 9-Listening to music and songs related to subthemes; writing a response analyzing and interpreting them 10- Creating a book of legends that represent Hispanic/Latino roots 11- Researching a historical figure related to the Conquest, and writing a biography of that figure 12- Creating a Facebook-like profile based on a historical figure related to the Conquest 13- Visiting the Caribbean Cultural Center African Diaspora Institute

Theme: Contemporary Life	Skills and Knowledge	Can-Do Statements	Resources & Materials	Unit Assessment
Unit 3: Health & Lifestyle Weeks 18-25 (February – April) <u>Big Idea:</u> Health <u>Aim:</u> Choices about diet and lifestyle affect the health of a person's body and mind. <u>Essential Question(s):</u> -How is health affected by diet? -How does cultural diet impact health? -How does our diet influence our daily routine and vice versa? -What is good nutrition?	Traditional Medicine Household and Herbal Remedies Traditional vs. Organic Foods Homeopathic Remedies Herbal Medicine Preventive Measures	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situations with an unexpected complications. I can participate in a conversation on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	Textbook: Santillana 8 <u>Additional Resources</u> Nonfiction: 1- 8 Remedios caseros para la gripe o resfriado – naturisima.org 2- 10 Remedios naturales para una vida saludable- vix.com Novel: El dilema del omnivorno – Michael Pollan Short-Stories: 1- El día que se fueron los alimentos saludables 2- Cuentos para dormir.com por Pedro Pablo Sacristán	<u>Suggested Project(s)</u> 1- Create a list of ingredients found in Latin American foods; then writing a recipe substituting for more healthful and more nutritious ingredients 2- Researching the history and origin of Latin American food and food as medicine; then writing a report 3- Researching home or natural remedies to heal illnesses; creating a collaborative poster for presentation 4- Debating about the healing impact of meditation, yoga, Pilates, tai chi, etc. 5- Writing an argumentative essay on the benefits of organic vs. traditional foods; citing evidence from text 6- Publishing a reference book based on research of medicinal home remedies and their contribution to better health, including students' household remedies 7- Writing a guided research report and creating a PowerPoint presentation on a selected subtheme 8- Debating about the use of traditional medicine versus alternative medicine

Theme: Contemporary Life	Skills and Knowledge	Can-Do Statements	Resources & Materials	Unit Assessment
Unit 4: Learning & Life Weeks 26-33 (April- June) Big Idea: The Human Experience/ Emotions Aim: Active learning develops and prepares individuals for future endeavors they wish to pursue and opens their minds to new opportunities. Essential Question(s): -What influences our learning? -How do I learn and how am I taught? -What is the difference between learning and education?	Rites of Passage Social Relations Breaking with Traditions Gender Expectations	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situations with an unexpected complications. I can participate in a conversation on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	Textbook: Santillana 8 Additional Resources Novels Doña Bárbara Romulo Gallegos Short Stories: "Mujer Brava" Don Juan Manuel www.dvrhs.org "Lo que aconteció a un mancebó que se casó con una mujer fuerte y muy brava." Poetry: 1- " A Puerto Rico" (Regreso) José Gautier Benítez Santillana 8 2- "Poema del Regreso" de José Angel Buesa Santillana 8 3-"El extranjero" José Angel Buesa Santillana 8 Websites: Duolingo.com Quizlet.com About.com HispaNoticias www.dvrhs.org www.dvolver.com	Suggested Project(s) 1- Identifying and discussing different cultural rites of passage 2- Conducting a survey on rites of passage and interviewing peers for a written report 3- Creating a dialogue that pertains to social relations 4- Creating an advice column; replying to a given gender expectation 5- Completing a close reading on an article or excerpt related to the theme 6- Investigating and reporting an incident where a break in tradition created a conflict 7- Writing an argumentative essay on the equality of man and woman in the workforce; citing evidence from text 8- Using the webpage www.dvolver.com, students use their writings and projects to create an animated short film that will be part of a short film festival 9- Publishing a comic book based on one of the studied subthemes 10- Writing guided short stories addressing the issues presented in class



Newburgh Enlarged City School District World Languages Curriculum Map – Spanish Language Arts 7
September- June

World Language – Spanish Language Arts 7

Target Proficiency: Intermediate Low

The student can...

<i>Unit</i>	Unit 1	Unit 2	Unit 3	Unit 4
<i>Theme</i>	Personal Identification/ Social Relationships	Personal Identification/ Social Relationships	Contemporary Life	Contemporary Life
<i>Topic</i>	Adolescence	Social Diversity	Health & Lifestyle	Learning & Life
<i>Timeframe</i>	September- November	November- February	February – April	April- June
Interpersonal: Speaking				
...have a simple conversation on a number of everyday topics				
...ask and answer questions on factual information that is familiar to me				
...use the language to meet my basic needs in familiar situations				
Interpretive: Listening				
...understand the basic purpose of a message				
...understand messages related to my basic needs				
...understand questions and simple statements on everyday topics when I am part of the conversation				



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September- June

<i>Unit</i>	Unit 1	Unit 2	Unit 3	Unit 4
<i>Theme</i>	Personal Identification/ Social Relationships	Personal Identification/ Social Relationships	Contemporary Life	Contemporary Life
<i>Topic</i>	Adolescence	Social Diversity	Health & Lifestyle	Learning & Life
<i>Timeframe</i>	September- November	November- February	February – April	April- June
Interpretive: Reading				
...understand messages in which the writer tells or asks me about topics of personal interest				
...identify some simple information needed on forms				
...identify some information from news media				
Presentational: Speaking				
...talk about people, activities, events and experiences				
...express my needs and wants				
...present information on plans, instructions and directions				
...present songs, short skit or dramatic readings				
...express my preferences on topics of interest				
Presentational Writing				
...write about people, activities, events and experiences				
...prepare materials for a presentation				
...write about topics of interest				
...write basic instructions on how to make or do something				
...write questions to obtain information				

New York State LOTE Standards Checkpoint A	Modern Languages Common Core Standards Checkpoint A	Native Language Arts Standards- Grades 5-8 (Adapted from: The Teaching of Language Arts to LEP/ELLs: Learning Standards for Native Language Arts)
Communication Skills 1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. Modern Languages 2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action; understand the main idea and some details of simple informative materials written for native speakers compose short, informal notes and messages to exchange information with members of the target culture. Cultural Understanding Modern Languages 1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received. Use some key cultural traits of the societies in which the target language is spoken.	Standard 1: Students will be able to use a language other than English for communication. Key Idea: LISTENING & SPEAKING are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. Performance Indicators--Students will: - comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults - comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words - call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English - use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services	Standard 1: Students will listen, speak, read, and write in their native languages for information and understanding. As listeners and readers of the native language, students will collect data, facets, and ideas; discover relationships, concepts, and generalizations; and use of knowledge generated from oral, written, and electronically produced texts. As speakers and writers of the native language, students will use oral and written language that follows accepted linguistic conventions to acquire, interpret, apply, and transmit information. Standard 2: Students will listen, speak, read, and write in the native languages for literary response and expression. As listeners and readers of the native language, students will read and listen to oral, written, and electronically produced text and performances; relate text and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers of the native language, students will use oral and written language for self-expression and artistic creation. Standard 3: Students will listen, speak, read and write in the native languages for critical analysis and evaluation. As listeners and readers of the native language, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria. As speakers and writers of the native language, students will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues. Standard 4: Students will listen, speak, read, and write in their native languages for social interaction. As listeners and readers, students will use the native language for social communication with others to enrich their understanding of people and their views. As speakers and writers of the native language, students will use oral and written language that follows accepted linguistic conventions for effective social communication with a wide variety of people.

Crosswalk for New York State World Language Standards 2.0

	Modern Languages for Communication (1986) ' New York State Learning Standards for LOTE (1996)	New York World Language Standards for the 21st Century
Standards	LOTE Standard 1: Students will be able to use a language other than English for communication. LOTE Standard 2: Students will develop cross-cultural skills and understandings.	LOTE Standard 1: Students will be able to use a language other than English for communication. LOTE Standard 2: Students will develop cross-cultural skills and understandings.
Key Ideas	Standard 1: Key Idea 1: Listening and Speaking Key Idea 2: Reading and Writing Standard 2: Key Idea 1: Understanding perceptions, gestures, folklore, and family and community dynamics.	Standard 1: Key Idea 1: Interpersonal Mode Key Idea 2: Interpretive Mode Key Idea 3: Presentational Mode Standard 2: Key Idea 1: Investigating Products and Practices to understand Perspectives
Benchmarks	Three checkpoints defined in <i>Modern Languages for Communication</i> .	Three checkpoints defined by ACTFL Proficiency targets: Checkpoint A: Novice Mid / Novice High Checkpoint B: Intermediate Low Checkpoint C: Intermediate Mid/High
Performance Indicators	Defined for each key idea for each standard at each checkpoint in <i>Modern Languages for Communication</i>	Defined for each key idea for each standard at each checkpoint using <i>ACTFL/NCSSFL Can-Do Statements</i> for targeted proficiency levels.
Topics	15 Spiraling Topics - 14 at Checkpoint A; 15 at Checkpoint B & C	# Spiraling Topics grouped in 4 overarching theme areas. Topics selected for each checkpoint are based on demands of each proficiency level as reflected in the <i>ACTFL/NCSSFL Can-Do Statements</i>. 1-Personal Identification/ Social Relationships 2- Contemporary Life 3-Science, Technology, and the Arts 4- Global Awareness
Functions	Four Functions; Socializing, Providing and Obtaining Information, Expressing Feelings and Persuasion	Communicative functions are incorporated as performance indicators in terms of Can-Do Statements.

ACTFL/NCSSFL Can Do Statements

Chart: Sample of "Can Do" Verbs for each proficiency level

Students enter SLA 7 at the “Novice High” level. Therefore, our target level of instruction at this level is “Intermediate Low”

	<i>Interpersonal</i>	<i>Interpretive Listening</i>	<i>Interpretive Reading</i>	<i>Presentational Speaking</i>	<i>Presentational Writing</i>
Novice High	• exchange information • ask for and give directions • make plans • interact	• understand simple questions or statements • understand information in pictures and graphs • understand main topic of a conversation	• understand short, simple messages • understand short, simple descriptions with visuals • understand main ideas • understand simple notices on familiar topics	• present information • tell about an experience or event • give basic instructions	• write a letter, blog, discussion board or email • write short notes • write about a familiar experience • write basic information • ask for information in writing
Intermediate Low	• have simple conversations • use target language to meet basic needs • ask and answer	• understand main idea • understand messages • understand questions and statements in a conversation	• understand personal messages • identify information on forms • identify information from news media	• talk about people, activities, events and experiences • express wants and needs • present information • present songs, skits, dramatic readings • express preferences	• write about people, activities, events, experiences • prepare materials for presentation • write about topics of interest • write basic instructions • write questions



World-Readiness Standards For Learning Languages

GOAL AREAS	STANDARDS		
COMMUNICATIONS Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		