

Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

# Spanish

<b>Communication</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interpersonal Communication</b> (1.1 – 1.11)	-Greet and respond to greetings -Introduce and respond to introductions -Make and respond to requests		-Ask and answer questions. -Express likes and dislikes -Express needs and emotions -Exchange information and knowledge			-Ask and respond to questions to clarify information -Use sentences to respond or in discussion			-Discuss class reading -Exchange opinions about people, activities, or events
<b>Interpretive Communication</b> (2.1 – 2.10)	-Follow directions -Understand some ideas and familiar details		-Obtain information and knowledge -Read and interpret signs, simple stories, poems, and informational texts			-Follow directions such as for a recipe, a word maze, or a logic problem -Understand learned expressions, sentences, questions, and polite commands in messages			Identify themes in fictional and non fictional works and relate them to personal experiences -Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures -Understand important ideas and details in highly contextualized authentic and adapted texts
<b>Presentational Communication</b> (3.1 – 3.11)	-Describe people, places, and things Express needs and emotions -Express agreement and disagreement		-Write lists and short notes -Present information in a brief report -Express opinions and ideas			-Write greeting cards, notes, letters, and e-mails -Give presentations on planned activities or on cultural topics			-Describe elements of stories such as characters, events, and settings -Write simple paragraphs

<b>Cultures</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<p><b>Cultures</b> (4.1 – 4.13)</p>	<ul style="list-style-type: none"> <li>-Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities</li> <li>-Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations</li> <li>-Demonstrate knowledge of artistic expression in the target culture</li> <li>-Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</li> </ul>		<ul style="list-style-type: none"> <li>-Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps</li> <li>-Identify distinctive contributions made by people in the target culture</li> <li>-Identify distinctive cultural products from the target culture</li> </ul>			<ul style="list-style-type: none"> <li>-Interact appropriately in social and cultural activities, such as exchanges in a restaurant, at a bus stop, in a store, or in a classroom</li> <li>-Identify patterns of social behavior that are typical of the target culture</li> <li>-Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos</li> </ul>			<ul style="list-style-type: none"> <li>-Identify historical and/or cultural figures from the target culture and describe their contributions</li> <li>-Identify, place in chronological order, and describe the significance of important historical events in the target culture</li> <li>-Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used</li> </ul>

<b>Comparisons</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<p><b>Linguistic Comparisons</b> (5.1 – 5.10)</p>	<p>-Give examples of ways in which the target language differs from/is similar to English</p>		<p>-Ask and answer questions regarding similar/different phonetic/writing systems used in the target language -Give examples of borrowed and loan words -Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p>			<p>-Give examples of words or word parts from the target language that have been adopted into the English language -Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry -Identify words in the target language that are used frequently in English</p>		<p>-Recognize grammatical categories such as tense, gender, and agreement in the target language and English -Analyze how idiomatic expressions work in both languages -Compare, contrast, and exchange views on an aspect of the target language</p>	
<p><b>Cultural Comparisons</b> (6.1 – 6.9)</p>	<p>-Describe the patterns of behavior of the target culture such as celebrations and compare/contrast them with those of their own culture</p>		<p>-Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture -Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own -Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions</p>			<p>-Discuss basic needs of people for food, clothing, and shelter, and compare how they have been met in various cultures -Compare, contrast, and exchange views on an aspect of the target culture -Compare, contrast, and report on cultural traditions and celebrations</p>		<p>-Compare folktales from the target culture and the students' own culture -Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture</p>	

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<b>Connections</b> (7.1 – 7.2)	Obtain information and knowledge related to other disciplines from sources in the target language: -collecting data and graphing results in the target language	Obtain information and knowledge related to other disciplines from sources in the target language: -obtain geographical information from printed maps and travel guides or Internet resources in the target language -read age-appropriate authentic fiction and nonfiction from the target culture and analyze it	Obtain information and knowledge related to other disciplines from sources in the target language: -obtain geographical information from printed maps and travel guides or Internet resources in the target language -read age-appropriate authentic fiction and nonfiction from the target culture and analyze it	Obtain information and knowledge related to other disciplines from sources in the target language: -obtain geographical information from printed maps and travel guides or Internet resources in the target language -read age-appropriate authentic fiction and nonfiction from the target culture and analyze it	Obtain information and knowledge related to other disciplines from sources in the target language: -obtain geographical information from printed maps and travel guides or Internet resources in the target language -read age-appropriate authentic fiction and nonfiction from the target culture and analyze it	Obtain information and knowledge related to other disciplines from sources in the target language: -learn song lyrics written in the target language -gather demographic information from the target culture	Obtain information and knowledge related to other disciplines from sources in the target language: -learn song lyrics written in the target language -gather demographic information from the target culture	Obtain information and knowledge related to other disciplines from sources in the target language: -obtain political and economic information from newspapers, other print sources, and interactive CD roms in the target language.	Obtain information and knowledge related to other disciplines from sources in the target language: -obtain political and economic information from newspapers, other print sources, and interactive CD roms in the target language.
<b>Communities</b> (8.1 – 8.2)	Apply knowledge of the target language and culture beyond the classroom setting: -make and exchange drawings or photographs, and discuss them orally -converse with speakers of the target language	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and write e-mail or letters -make and exchange drawings or photographs, and discuss them orally in letters and e-mail with students in another community in Massachusetts, the United States, or another country	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and write e-mail or letters -make and exchange drawings or photographs, and discuss them orally in letters and e-mail with students in another community in Massachusetts, the United States, or another country	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and write e-mail or letters -make and exchange drawings or photographs, and discuss them orally in letters and e-mail with students in another community in Massachusetts, the United States, or another country	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and write e-mail or letters -make and exchange drawings or photographs, and discuss them orally in letters and e-mail with students in another community in Massachusetts, the United States, or another country	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and writing e-mail or letters -make and exchange videotapes, newsletters, photographs, and artwork and discuss them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and writing e-mail or letters -make and exchange videotapes, newsletters, photographs, and artwork and discuss them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and writing e-mail or letters -make and exchange videotapes, newsletters, photographs, and artwork and discuss them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country	Apply knowledge of the target language and culture beyond the classroom setting: -converse with speakers of the target language -read and writing e-mail or letters -make and exchange videotapes, newsletters, photographs, and artwork and discuss them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country