Yorkville Community Unit School District 115

World Language Curriculum

Spanish 1-4
Spanish for Heritage Speakers 1-2
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November 2019

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Yorkville CUSD 115 Mission Statement
Cultivating Learners Who Apply Skills to Enrich Society

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World Language Subject Mission Statement

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The Yorkville World Language program cultivates global citizens and communicators who pursue lifelong language learning through authentic application, exploration, collaboration, and reflection.

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Proficiency Levels

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Proficiency levels listed for each course are defined according to the guidelines set forth by the **American Council on the Teaching of Foreign Languages – ACTFL**. The full explanation of proficiency levels can be found here.

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Acknowledgment

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In the fall of 2019, the World Language Subject Area Committee updated the previous curriculum document to align to the World Readiness Standards for Learning Languages for the Yorkville CUSD 115 World Language curriculum grades 8-12. Thanks for the time and sacrifice to the members of the original committee and to those of subsequent years' committees for the multitude of work each contributed to the creation of this curriculum. This team of professionals demonstrated a passion for their work and a true commitment to the students we serve.

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<h1 style="text-align:center">Explanation of Coding and Numbering</h1>

The following example provides clarification on the coding and numbering used for each of the grade level and course curricula in District 115. *Unless noted otherwise, it is implied that the outcomes will be executed in the target language.

Key Terms

Outcome: A positive statement about what the students themselves will do, verbs that describe specific, measurable action, and that has an end result.

Component: A statement that describes the knowing and understanding level thinking skills, both simple and complex. These skills are a result of students engaging in activities that may include questioning, research, experiments, collaboration, identification, analysis, summarization, and application.

Explanation for "WL.S1.1"
WL=World Language (subject area)
S1=Spanish 1 (grade level or course, G1=German 1)
1=Outcome Number

Explanation for "WL.S1.1.3"
WL.=World Language (subject area)
S1.=Spanish 1 (grade level or course, G1=German 1)
1.=Outcome Number
3.=Component Number

Explanation for "1.2"
These indicate alignment to the standards:
World Readiness Standards for Learning Language Standards
Communication (CM 1.1-1.3)
Cultures (CU 2.1-2.2)
Connections (CN 3.1-3.2)
Comparisons (CP 4.1-4.2)
Communities (CT 5.1-5.2)

Outcome 1: Students will apply social language and exchange personal information when introducing themselves and others.			
WL.S1.1	Students will…		
	WL.S1.1.1	identify and produce basic courtesy expressions.	
	WL.S1.1.2	identify and produce numbers 0-1,000,000.	**CM1.1** **CM1.2**
	WL.S1.1.3	produce descriptions and comparisons of themselves and others.	**CM1.1**
	WL.S1.1.4	ask and answer questions about personal information.	**CM1.1** **CM1.2**
	WL.S1.1.5	compare and contrast social language and customs of a Spanish-speaking country to their own. (4.1, 4.2)	**CP4.1** **CP4.2**

The curriculum is aligned with the *ACTFL World Readiness Standards for Learning Languages*.

ACTFL World-Readiness Standards for Learning Languages

CM.1-Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Interpersonal Communication Standard CM1.1: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication Standard CM1.2: Students understand and interpret written and spoken language on a variety of topics.

Presentational Communication Standard CM1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CU.2-Cultures: Interact with cultural competence and understanding

Relating Cultural Practices to Perspectives Standard CU2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Relating Cultural Products to Perspectives Standard CU2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CN.3-Connections: Connect with Other Disciplines and Acquire Information

Making Connections Standard CN3.1: Students reinforce and further their knowledge of other disciplines through the World Language.

Acquiring Information and Diverse Perspectives Standard CN3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the World Language and its cultures.

CP.4-Comparisons: Develop Insight into the Nature of Language and Culture

Language Comparisons Standard CP4.1: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Cultural Comparisons Standard CP4.2: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

CT.5-Communities: Participate in Multilingual Communities at Home & Around the World

School and Global Communities Standard CT5.1: Students use the language both within and beyond the school setting.

Lifelong Learning Standard CT5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

World Language Curriculum-at-a-Glance

Middle School Spanish

Students will communicate in Spanish with novice low to novice mid proficiency through listening, speaking, reading and writing about oneself and others while gaining cultural perspectives of various Spanish-speaking countries.

Outcome 1: Students will produce oral and written language related to basic pleasantries.
Outcome 2: Students will produce oral and written language related to numbers.
Outcome 3: Students will produce descriptions about physical and personality characteristics about
themselves and others.
Outcome 4: Students will use vocabulary related to personal preferences and pastimes to communicate
likes and dislikes.
Outcome 5: Students will apply subject-verb agreement to present tense verbs.
Outcome 6: Students will utilize clothing vocabulary to describe clothing and accessories.
Outcome 7: Students will utilize dining vocabulary to communicate in a real-world scenario.
Outcome 8: Students will integrate research on cultural knowledge of a Spanish-speaking country to
produce a multimedia presentation in English.
Outcome 9: Students will utilize vocabulary to communicate about dates and weather.
Outcome 10: Students will produce descriptions about family and family relationships.

Spanish 1

Students will communicate in Spanish with novice low to novice mid proficiency through listening, speaking, reading and writing about oneself and others while gaining cultural perspectives of various Spanish-speaking countries.

Outcome 1: Students will apply social language and exchange personal information.
Outcome 2: Students will communicate about calendar events, weather and seasons.
Outcome 3: Students will describe themselves, family and others.
Outcome 4: Students will describe school subjects and schedules.
Outcome 5: Students will describe clothing and accessories.
Outcome 6: Students will express their pastime preferences.
Outcome 7: Students will produce descriptions of rooms, furniture, and activities around the home.
Outcome 8: Students will utilize dining vocabulary to communicate in a real-world scenario
communicate in a real-world dining scenario and describe how to prepare food.
Outcome 9: Students will communicate about themselves and others utilizing the verbs ser and estar.
Outcome 10: Students will communicate about future plans.

Spanish 2

Students will communicate in Spanish with novice high proficiency through listening, speaking, reading and writing about personal and community topics while exploring various Spanish=-speaking countries.

Outcome 1: Students will demonstrate comprehension of fictional text.
Outcome 2: Students will describe their daily routine.
Outcome 3: Students will describe events that are happening (at this moment) in the context of extracurricular activities and sporting events.
Outcome 4: Students will navigate within a city by giving and receiving directions while using landmarks and infrastructure as reference points.
Outcome 5: Students will describe body parts and communicate areas of pain.
Outcome 6: Students will describe illnesses and injuries and their remedies.
Outcome 7: Students will interact within an open-air market.
Outcome 7: Students will produce descriptions of rooms, furniture, and activities around the home.
Outcome 8: Students will describe their childhood memories, activities, and characteristics.

Spanish 3

Students will communicate in Spanish with intermediate low proficiency through listening, speaking, reading and writing about social and global topics while exploring historical events and their impact on culture in Spanish-speaking countries.

Outcome 1: Students will apply usage of past tenses in order to describe past travel and vacation events.
Outcome 2: Students will express opinions and give advice relating to school topics and every day problems.
Outcome 3: Students will distinguish between subjunctive and indicative moods and make predictions for the future.
Outcome 4: Students will analyze a fictional piece in order to examine the structure of the language.
Outcome 5: Students will develop conversations to communicate about family roles and events.
Outcome 6: Students will analyze and describe how food is presented and prepared.
Outcome 7: Students will interpret, analyze, and compare paintings by artists from Spanish-speaking countries.
Outcome 8: Students will describe opinions on fashion and describe what they would/would not wear.

Spanish 4

Students will communicate in Spanish with intermediate mid/high proficiency through listening, speaking, reading and writing about social and global topics while exploring historical events and their impact on culture in Spanish-speaking countries.

Outcome 1: Students will analyze the effects of employment on family life in order to compare Spanish-speaking cultures to their own.
Outcome 2: Students will examine procedures involved in career readiness in order to prepare for employment.
Outcome 3: Students will defend and dispute problems and solutions to improve human rights issues.
Outcome 4: Students will classify and evaluate cultural and holiday celebrations in order to compare the differences among celebrations of Hispanic cultures and their own.
Outcome 5: Students will analyze and interpret music of Spanish-speaking cultures in order to make connections between music of these countries and their own.
Outcome 6: Students will evaluate healthy ways of living in order to compare healthy living across cultures.
Outcome 7: Students will examine the benefits and drawbacks of technology on contemporary life
Outcome 8: Students will evaluate various fashion styles to compare them to their own.

Heritage 1

Students will communicate in Spanish with intermediate mid proficiency through listening, speaking, reading and writing about social and global topics that relate their own personal experiences while exploring practices and products of Spanish speaking cultures.

Outcome 1: Students will describe personalities, physical traits, and personal interests.
Outcome 2: Students will explain their own family and discuss cultural differences that exist among family structures within the Spanish speaking world.
Outcome 3: Students will communicate about school and times of the day.
Outcome 4: Students will compare and contrast their daily routines to those in Spanish speaking countries.
Outcome 5: Students will discuss their home and responsibilities.
Outcome 6: Students will describe past experiences in a city.
Outcome 7: Students will communicate about their childhood.
Outcome 8: Students will interpret legends and folklore in Spanish speaking countries.

Heritage 2

Students will communicate in Spanish with intermediate high/advanced low proficiency through listening, speaking, reading and writing about social and global topics that relate to the contemporary world while comparing practices and products of Spanish speaking cultures.

Outcome 1: Students will discuss health conditions and identify related symptoms.
Outcome 2: Students will apply clothing vocabulary to examine fashion trends.
Outcome 3: Students will explain modern advances in technology and their impact on society.
Outcome 4: Students will compare and contrast how food is prepared in Spanish speaking countries.
Outcome 5: Students will describe their personal relationships.
Outcome 6: Students will utilize employment vocabulary to create professional correspondence.
Outcome 7: Students will formulate travel and leisure plans.
Outcome 8:Students will investigate key current issues that relate to human rights and offer solutions.

German 1

Students will communicate in German with novice low to novice mid proficiency through listening, speaking, reading and writing about oneself and others while gaining cultural perspectives of various German-speaking countries.

Outcome 1: Students will apply social language to exchange personal information.
Outcome 2: Students will describe themselves, family, and others.
Outcome 3: Students will describe pastimes.
Outcome 4: Students will describe school, subjects, and schedules.
Outcome 5: Students will discuss weather, geography, and languages of major cities and countries.
Outcome 6: Students will utilize dining vocabulary to communicate in a real-world scenario.
Outcome 7: Students will utilize clothing vocabulary to describe and purchase clothes and accessories.
Outcome 8: Students will produce descriptions of homes and chores.

German 2

Students will communicate in German with novice high proficiency through listening, speaking, reading and writing about personal and community topics while exploring the German-speaking countries and their cultures.

Outcome 1: Students will describe and compare people.
Outcome 2: Students will discuss places and things to do around town.
Outcome 3: Students will investigate travel destinations and construct descriptions of past events.
Outcome 4: Students will demonstrate comprehension of fictional text.
Outcome 5: Students will evaluate injury and health scenarios in order to recommend treatment.
Outcome 6: Students will interpret and apply elements of writing.

German 3

Students will communicate in German with intermediate proficiency through listening, speaking, reading and writing about social and global topics while exploring historical events and their impact on culture in German-speaking countries.

Outcome 1: Students will describe preferences and plans related to daily life.
Outcome 2: Students will investigate issues related to science and technology.
Outcome 3: Students will discuss global challenges.
Outcome 4: Students will compare and contrast perceptions of personal and public identity.
Outcome 5: Students will communicate about aesthetics and beauty.
Outcome 6: Students will defend viewpoints on topics related to family and community.

German 4

Students will communicate in German with intermediate mid/high proficiency through listening, speaking, reading and writing about social and global topics while exploring historical events and their impact on culture in German-speaking countries.

Outcome 1: Students will apply vocabulary to discuss topics of contemporary life.
Outcome 2: Students will examine topics related to science and technology.
Outcome 3: Students will demonstrate critical thinking on topics related to global challenges.
Outcome 4: Students will analyze perceptions of personal and public identity.
Outcome 5: Students will evaluate topics related to aesthetics and beauty.
Outcome 6: Students will assess the structures present in families and communities.

Middle School Spanish Curriculum

Middle School Spanish - Semester 1	
Proficiency starting level	Novice low
Proficiency goal @ end of semester	Novice mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Exchange greetings ● talk/write/read/listen about familiar topics (myself, family, etc.) ● Communicate using memorized phrases in limited context ● May pause in communication and is mostly understood by sympathetic listeners

Middle School Spanish - Semester 2	
Proficiency starting level	Novice mid
Proficiency goal @ end of semester	Novice mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● talk/write/read/listening about familiar topics (myself, school, etc.) ● Communicate using memorized phrases & sentences in limited context ● May pause in communication and is mostly understood by sympathetic listeners

Outcome 1: Students will produce oral and written language related to basic pleasantries.			
WL.MS.1	Students will…		
	WL.MS.1.1	identify appropriate greetings, salutations, and pleasantries.	CM.1.1 CM1.2
	WL.MS.1.2	identify and produce the sounds of the Spanish alphabet.	CM1.1 CM1.2
	WL.MS.1.3	pronounce greetings, salutations, and pleasantries.	CM1.1 CM1.2
	WL.MS.1.4	distinguish between formal and informal language.	CM1.1 CM1.2
	WL.MS.1.5	produce responses in speaking and writing to introductory questions pertaining to, feelings, origin and name.	CM1.1 CM1.2
	WL.MS.1.6	read and produce responses to short passages or dialogues that use basic greetings, questions and answers.	CM1.1 CM1.2

Outcome 2: Students will produce oral and written language related to numbers.			
WL.MS.2	Students will…		
	WL.MS.2.1	identify and apply numbers 0-100.	CM1.1 CM1.2
	WL.MS.2.2	pronounce numbers 0-100.	CM1.1 CM1.2
	WL.MS.2.3	apply numbers vocabulary to express age and phone number.	CM1.2
	WL.MS.2.4	produce questions and responses regarding the quantity.	CM1.1
	WL.MS.2.5	produce responses in speaking and writing to introductory questions pertaining to age.	CM1.1

Outcome 3: Students will produce descriptions about physical and personality characteristics about themselves and others.			
WL.MS.3	Students will…		
	WL.MS.3.1	identify characteristics of themselves and others.	CM1.1 CM1.2
	WL.MS.3.2	apply noun/adjective agreement rules to describe yourself and others in the singular form.	CM1.1
	WL.MS.3.3	Describe yourself and others in the 1st, 2nd and the 3rd person singular using appropriate sentence structure.	CM1.1 CM1.2
	WL.MS.3.4	construct an appropriate response to questions and short passages.	CM1.1 CM1.2
	WL.MS.3.5	produce oral descriptions using proper pronunciation and syntax.	CM1.3

Outcome 4: Students will use vocabulary related to personal preferences and pastimes to communicate likes and dislikes.			
WL.MS.4	Students will…		
	WL.MS.4.1	identify pastimes and personal preferences.	CM1.1 CM1.2
	WL.MS.4.2	speak or write about likes and dislikes using proper syntax in first and second person singular.	CM1.1 CM1.2
	WL.MS.4.3	respond to and pose questions about likes and dislikes.	CM1.1 CM1.2
	WL.MS.4.4	apply infinitive verbs and nouns to express likes and dislikes.	CP4.1

Outcome 5: Students will apply subject-verb agreement to present tense verbs.			
WL.MS.5	Students will…		
	WL.MS.5.1	identify subject pronouns and their meanings.	CM1.1 CM1.2
	WL.MS.5.2	distinguish among the present tense forms of –ar verbs.	CM1.2
	WL.MS.5.3	construct appropriate responses using accurate verb conjugations.	CM1.1 CM1.2

Outcome 6: Students will utilize clothing vocabulary to describe clothing and accessories.

WL.MS.6	Students will…		
	WL.MS.6.1	identify clothing and accessories.	CM1.1 CM1.2
	WL.MS.6.2	describe clothing items.	CM1.1 CM1.2
	WL.MS.6.3	respond to and pose questions related to clothing using present tense -*ar* verbs.	CM1.1 CM1.2
	WL.MS.6.4	apply appropriate definite and indefinite articles when discussing clothing items.	CP4.1
	WL.MS.6.5	apply noun/adjective agreement rules to describe clothing nouns.	CM1.2

Outcome 7: Students will utilize dining vocabulary to communicate in a real-world scenario.

WL.MS.7	Students will…		
	WL.MS.7.1	identify and categorize foods.	CM1.1 CM1.2
	WL.MS.7.2	distinguish among the present tense forms of –e*r* verbs pertaining to dining (i.e. beber, comer).	CM1.1 CM1.2
	WL.MS.7.3	respond to and pose questions related to dining using present tense verbs.	CM1.1 CM1.2
	WL.MS.7.4	role-play a dining experience.	CM1.1 CM1.2
	WL.MS.7.5	compare and contrast food-related customs in Spanish-speaking countries and the United States.	CU2.1 CU2.2 CP4.1

Outcome 8: Students will integrate research on cultural knowledge of a Spanish-speaking country to produce a multimedia presentation in English.

WL.MS.8	Students will…		
	WL.MS.8.1	compile cultural information through research on a particular Spanish-speaking country.	CU2.1 CN3.2
	WL.MS.8.2	report on attractions, food, clothing, and weather of a particular Spanish–speaking country.	CM.1.1 CM1.2 CM1.3
	WL.MS.8.3	revise and edit personal writing.	CN3.1

Outcome 9: Students will utilize vocabulary to communicate about dates and weather.

WL.MS.9	Students will…		
	WL.MS.9.1	identify days of the week and months of the year	CM1.1 CM1.2
	WL.MS.9.2	identify and categorize weather conditions and seasons.	CM1.1 CM1.2
	WL.MS.9.3	apply number and month vocabulary to discuss dates including birthdays and holidays.	CM1.1 CM1.2

	WL.MS.9.4	distinguish among the present tense forms of –*ir* verbs pertaining to weather and location (i.e. vivir).	CM1.2 CM1.2

Outcome 10: Students will produce descriptions about family and family relationships.			
WL.MS.10	Students will…		
	WL.MS.10.1	identify and name family members.	CM1.1 CM1.2
	WL.MS.10.2	produce both singular and plural descriptions of family and family members utilizing adjectives and verbs with proper syntax (i.e. ser, tener).	CM1.1
	WL.MS.10.3	apply plurals to nouns and adjectives.	CM1.1
	WL.MS.10.4	construct an appropriate response to questions and short passages about families.	CM1.1 CM1.2
	WL.MS.10.5	produce oral descriptions using proper pronunciation and syntax about families.	CM1.1 CM1.3

Spanish 1 Curriculum

Spanish I - Semester 1	
Proficiency starting level	Novice low
Proficiency goal @ end of semester	Novice mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Exchange greetings ● talk/write/read/listen about familiar topics (myself, family, etc.) ● Communicate using memorized phrases in limited context ● May pause in communication and is mostly understood by sympathetic listeners

Spanish I - Semester 2	
Proficiency starting level	Novice mid
Proficiency goal @ end of semester	Novice mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● talk/write/read/listening about familiar topics (myself, school, etc.) ● Communicate using memorized phrases & sentences in limited context ● May pause in communication and is mostly understood by sympathetic listeners

Outcome 1: Students will apply social language and exchange personal information.			
WL.S1.1	Students will...		
	WL.S1.1.1	recognize and produce the Spanish alphabet.	CM1.1 CM1.2 CP4.1
	WL.S1.1.2	produce numbers 1-31.	CM1.1 CM1.2 CP4.1
	WL.S1.1.3	communicate basic courtesy expressions and personal information.	CM1.1 CM1.2 CP4.1
	WL.S1.1.4	ask and answer questions regarding personal information.	CM1.1 CM1.2
	WL.S1.1.5	compare and contrast social language such as formal and informal and greetings between Spanish-speaking countries to their own.	CP4.1 CP4.2

Outcome 2: Students will communicate about calendar events, weather and seasons.			
WL.S1.2	Students will...		
	WL.S1.2.1	apply vocabulary in context regarding weather conditions, seasons, and the calendar.	CM1.1 CM1.2 CP4.1
	WL.S1.2.2	produce numbers 32-1,000,000.	CM1.1 CM1.2 CP4.1
	WL.S1.2.3	communicate calendar events (i.e. birthday, dates).	CM1.3

Outcome 3: Students will describe themselves, family and others.			
WL.S1.3	Students will…		
	WL.S1.3.1	apply vocabulary in context regarding describing oneself and others.	CM1.1 CM1.2 CP4.1
	WL.S1.3.2	apply rules of agreement in gender and number to definite articles, possessive adjectives, adjectives.	CM1.2 CM1.3
	WL.S1.3.2	differentiate among subject pronouns and their meanings.	CM.1.1 CM1.2
	WL.S1.3.3	apply the correct form of the verbs *Ser* and *Tener* in context.	CM1.2 CM1.3
	WL.S1.3.4	produce physical and personality descriptions of others.	CM1.1 CM.1.2 CM.1.3

Outcome 4: Students will describe school subjects and schedules.			
WL.S1.4	Students will...		
	WL.S1.4.1	apply vocabulary in context regarding school.	CM1.1 CM1.2 CU2.1 CP4.1
	WL.S1.4.2	ask about and tell time.	CM1.1
	WL.S1.4.3	express likes and dislikes using *Gustar*, *Encantar* and the appropriate indirect object pronoun.	CM.1.1 CM1.2
	WL.S1.4.4	express preferences of school subjects. (i.e. más que and menos que)	CM1.1 CM1.3
	WL.S1.4.5	apply conjugations of the verb *Ir* and the structure of *"Ir + a + location"* to communicate where you are going.	CM1.1

Outcome 5: Students will describe clothing and accessories.			
WL.S1.5	Students will...		
	WL.S1.5.1	apply vocabulary in context regarding clothing and accessories.	CM1.1 CM1.2 CP4.1
	WL.S1.5.2	apply appropriate definite and indefinite articles.	CP4.1
	WL.S1.5.4	conjugate -*ar* verbs.	CM1.1

			CM1.2
	WL.S1.5.5	integrate *-ar* verb conjugations, noun/adjective agreement and vocabulary to communicate about clothing.	CP4.1

Outcome 6: Students will express their pastime preferences.			
WL.S1.6	Students will...		
	WL.S1.6.1	apply vocabulary in context regarding pastimes.	CM1.1 CM1.2 CP4.1
	WL.S1.6.2	conjugate regular *-ar*, *-er* and *-ir* verbs.	CM1.1 CM1.2 CM1.3
	WL.S1.6.3	ask and respond to questions about pastimes using a variety of subject pronouns using all regular present tense verb endings.	CM1.1
	WL.S1.6.4	produce statements regarding pastimes while incorporating a variety of -ar, -er, and -ir verbs and subjects.	CM1.3

Outcome 7: Students will produce descriptions of rooms, furniture, and activities around the home.			
WL.S1.7	Students will...		
	WL.S1.7.1	apply vocabulary in context regarding the home.	CM1.1 CM1.2 CP4.1
	WL.S1.7.2	conjugate "yo-go" verbs.	CP4.1
	WL.S1.7.3	conjugate o→ue and u→ue stem-changing verbs.	CP4.1
	WL.S1.7.4	describe household chores/activities.	CM1.1 CM1.3
	WL.S1.7.5	compare/contrast household structures and practices of Spanish-speaking countries and the United States.	CP4.1 CP4.2

Outcome 8: Students will communicate in a real-world dining scenario and describe how to prepare food.			
WL.S1.8	Students will...		
	WL.S1.8.1	apply vocabulary in context regarding food, dining, and food preparation.	CM1.1 CM1.2 CP4.1
	WL.S1.8.2	conjugate e → ie and e → i stem-changing verbs.	CP4.1
	WL.S1.8.3	apply rules of formation to create regular and irregular affirmative tú commands.	CM1.1 CP4.1 CU2.1
	WL.S1.8.4	present a cooking demonstration incorporating outcome vocabulary and commands.	CM1.3

Outcome 9: Students will communicate about themselves and others utilizing the verbs ser and estar.			
WL.S1.9	Students will...		
	WL.S1.9.1	apply vocabulary in context regarding identity.	CM1.1 CM1.2 CP4.1

	WL.S1.9.2	compare and contrast the uses of *Ser* and *Estar* and apply in context.	CM1.1 CM1.2
	WL.S1.9.3	Compose an expository writing describing "self" while utilizing the verbs *Ser* and *Estar.*	CM1.3

Outcome 10: Students will communicate about future plans.			
WL.S1.10	Students will...		
	WL.S1.10.1	produce vocabulary in context regarding travel and the future.	CM1.1 CM1.2 CP4.1
	WL.S1.10.2	utilize *ir +a+infinitive* to indicate future plans.	CM1.1 CM1.2
	WL.S1.10.3	utilize *tener que + infinitive* and *tener ganas de + infinitive* to express interests.	CP4.1 CM1.1
	WL.S1.10.4	present a travel itinerary.	CM1.3 CU2.2

Spanish 2 Curriculum

Spanish II - Semester 1	
Proficiency starting level	Novice mid
Proficiency goal @ end of semester	Novice high
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Interact in familiar, uncomplicated, predictable situations (social, purchases, etc.) ● Ask & respond to simple, direct questions & requests ● Conversations revolve around a few predictable topics necessary for survival in the target language culture (basic personal information, basic objects, limited number of activities, preferences, and immediate needs) ● Ask a few formulaic questions

Spanish II - Semester 2	
Proficiency starting level	Novice high
Proficiency goal @ end of semester	Novice high
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Interact in a variety of familiar, uncomplicated, predictable situations (social, purchases, etc.) ● Ask & respond to direct questions & requests ● Begin to interact at the intermediate level, but not with mastery or consistency ● Conversations revolve around a few predictable topics necessary for survival in the target language culture (basic personal information, basic objects, limited number of activities, preferences, and immediate needs) ● Ask a few formulaic questions ● Demonstrate elements of intermediate low, but not consistently (example: cannot always sustain sentence level discourse)

Outcome 1: Students will demonstrate comprehension of fictional text.			
WL.S2.1	Students will…		
	WL.S2.1.1	recall and summarize information from text.	CM1.2 CN3.1 CN3.2
	WL.S2.1.2	Infer meaning from context.	CM1.2 CP4.1 CP4.2
	WL.S2.1.3	Interpret text and predict next step.	CM1.2 CN3.1 CN3.2
	WL.S2.1.4	Compare and Contrast cultural perspectives.	CM1.1 CM1.2 CM1.3 CU2.1 CU2.2 CN3.1 CN3.2 CP4.1 CP4.2 CT5.1

Outcome 2: Students will describe their daily routine.			
WL.S2.2	Students will…		
	WL.S2.2.1	apply vocabulary in context regarding daily routine.	CM1.1 CM1.2 CP4.1
	WL.S2.2.2	apply the rules of conjugation to form reflexive verbs and apply them in context.	CM1.1 CP4.1
	WL.S2.2.3	produce a written composition utilizing reflexive verbs and daily routine vocabulary in the present tense.	CM1.1 CM1.3 CP4.1
	WL.S2.2.4	integrate transitions into a piece of writing.	CM1.1 CM1.3
	WL.S2.2.5	produce a narrative writing incorporating outcome vocabulary, transitions, and reflexive verbs.	CM1.1 CM1.3 CP4.1

Outcome 3: Students will describe events that are happening (at this moment) in the context of extracurricular activities and sporting events.			
WL.S2.3	Students will…		
	WL.S2.3.1	apply vocabulary in context regarding extracurricular activities and sports.	CM1.1 CM1.2 CP4.1
	WL.S2.3.2	conjugate and distinguish usage of the verbs *Saber* and *Conocer.*	CM1.1 CM1.2
	WL.S2.3.3	produce statements with direct object pronouns.	CM1.1 CP4.1

	WL.S2.2.4	produce statements using present progressive tense.	CM1.1 CP4.1
	WL.S2.2.5	Narrate an event utilizing vocabulary and outcome grammar.	CM1.1 CM1.3

Outcome 4: Students will navigate within a city by giving and receiving directions while using landmarks and infrastructure as reference points.			
WL.S2.3	Students will…		
	WL.S2.4.1	apply vocabulary in context regarding city and directions.	CM1.1 CM1.2 CP4.1
	WL.S2.4.2	apply rules of formation to produce negative tú commands.	CM1.1 CN3.1
	WL.S2.4.3	distinguish usage of affirmative and negative tú commands to give directions.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.S2.4.4	apply rules of formation to produce affirmative and negative Ud. and Uds. commands.	CM1.1 CM1.3 CP4.1

Outcome 5: Students will describe body parts and communicate areas of pain.			
WL.S2.5	Students will…		
	WL.S2.5.1	apply vocabulary in context regarding body and pain.	CM1.1 CM1.2 CP4.1
	WL.S2.5.2	apply rules of formation to *Doler* with indirect object pronouns.	CM1.1 CP4.1
	WL.S2.5.3	produce regular preterite verb conjugations.	CM1.1 CP4.1
	WL.S2.5.4	produce interpersonal speech incorporating outcome vocabulary and grammar.	CM1.1 CP4.1

Outcome 6: Students will describe illnesses and injuries and their remedies.			
WL.S2.6	Students will…		
	WL.S2.6.1	apply vocabulary in context regarding illnesses, injuries, and remedies.	CM1.1 CM1.2 CP4.1
	WL.S2.6.2	apply rules of conjugation to form all irregular preterite including "j", "u", "i" groups, stem-changers, orthographic changers, and exceptions	CM1.1 CP4.1
	WL.S2.6.3	produce affirmative and negative Tú, Ud. and Uds. commands with reflexive pronouns.	CM1.1 CP4.1
	WL.S2.6.4	retell what happened in an accident.	CM1.1 CM1.3 CP4.1
	WL.S2.6.5	assess a problem/situation and make recommendations for improvement.	CM1.1 CM1.3

			CP4.1

Outcome 7: Students will interact within an open-air market.			
WL.S2.7	Students will…		
	WL.S2.7.1	apply vocabulary in context regarding shopping and market vocabulary.	CM1.1 CM1.2 CP4.1
	WL.S2.7.2	apply demonstrative adjectives.	CM1.1 CP4.1
	WL.S2.7.3	apply indirect object pronouns in context.	CM1.1 CP4.1
	WL.S2.7.4	simulate a shopping experience.	CM1.1 CM1.3 CU2.1 CU2.2 CP4.1 CP4.2

Outcome 8: Students will describe their childhood memories, activities, and characteristics.			
WL.S2.8	Students will…		
	WL.S2.8.1	apply vocabulary in context regarding childhood.	CM1.1 CM1.2 CP4.1
	WL.S2.8.2	apply the use of the imperfect tense to describe their childhood activities and characteristics.	CM1.1 CP4.1
	WL.S2.8.3	present on their childhood.	CM1.1 CM1.3 CP4.1

Spanish 3 Curriculum

Spanish III - Semester 1	
Proficiency starting level	Novice high
Proficiency goal @ end of semester	Intermediate low
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate by creating language (rather than just using memorized language) in familiar, predictable situations (social, purchases, etc.) ● Ask & respond to direct questions & requests ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the intermediate level, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

Spanish III - Semester 2	
Proficiency starting level	Intermediate low
Proficiency goal @ end of semester	Intermediate low
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate by creating language in a variety of uncomplicated, often familiar situations ● Ask & respond to a variety of direct questions & requests ● Begin to interact at the intermediate level, but not with mastery or consistency ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the intermediate level, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

Outcome 1: Students will apply usage of past tenses in order to describe past travel and vacation events.			
WL.S3.1	Students will…		
	WL.S3.1.1	apply vocabulary in context regarding vacation and travel.	CM1.1 CM1.2 CP4.1
	WL.S3.1.2	distinguish between the preterite and imperfect tenses.	CM1.2

	WL.S3.1.3	integrate uses of preterite and imperfect tenses within narrative pieces.	CM1.3 CN3.1 CP4.2 CT5.1

Outcome 2: Students will express opinions and make suggestions relating to school topics and issues.

WL.S3.2	Students will…		
	WL.S3.2.1	apply vocabulary in context regarding school, opinions, and advice.	CM1.1 CM1.2 CP4.1
	WL.S3.2.2	Apply the rules of conjugation to form present subjunctive in order to give advice or help solve a problem.	CM1.1 CP4.1
	WL.S3.2.3	compare and contrast school systems in Spanish speaking countries to their own.	CM1.2 CU2.1 CN3.2 CP4.2
	WL.S3.2.4	assess a situation and make recommendations utilizing the subjunctive mood.	CM1.2 CM1.2 CM1.3 CP4.1

Outcome 3: Students will distinguish between subjunctive and indicative moods and make predictions about the future.

WL.S3.3	Students will…		
	WL.S3.3.1	apply vocabulary in context regarding future events, doubt, influence, and certainty	CM1.1 CM1.2 CN3.1 CP4.1
	WL.S3.3.2	differentiate between the subjunctive and indicative moods.	CM1.2 CP4.1
	WL.S3.3.3	apply rules of conjugation and usage to form the future tense to make predictions and statements.	CM1.1 CM1.3 CP4.1

Outcome 4: Students will analyze a piece of literature in order to examine the structure of the language in expressing opinions and making predictions.

WL.S3.4	Students will…		
	WL.S.4.1	apply vocabulary in context regarding literary terms.	CM1.1 CM1.2 CN3.1 CP4.1
	WL.S3.3.2	demonstrate comprehension of text by recalling information, inferring meaning, predicting, and summarizing.	CM1.1 CM1.2 CM1.3 CU2.1 CU2.2 CN3.1 CN3.2

| | | | CP4.1 |
| | | | CP4.2 |

Outcome 5: Students will develop conversations to communicate about family, relationships, and milestones.

WL.S3.5	Students will…		
	WL.S3.5.1	apply vocabulary in context regarding family, relationships, and milestones.	CM1.1 CM1.2 CP4.1
	WL.S3.5.2	apply the rules of conjugation and usage to form the present perfect indicative tense in context.	CM1.1 CP4.1
	WL.S3.5.3	apply the rules of conjugation and usage to form the present perfect subjunctive tense in context.	CM1.1 CP4.1
	WL.S3.5.4	compare and contrast the roles of family members in Spanish-speaking communities to their own.	CM1.1 CM1.2 CU2.1 CN3.2 CP4.1 CP4.2
	WL.S3.5.5	compose a narrative connected to family.	CP1.3 CN3.1

Outcome 6: Students will analyze and describe how food is prepared and presented.

WL.S3.5	Students will…		
	WL.S3.6.1	apply vocabulary in context regarding food.	CM1.1 CM1.2 CP4.1
	WL.S3.6.2	apply the impersonal *se.*	CM1.1 CM1.2 CP4.1
	WL.S3.6.3	apply *se* to express passive voice.	CM1.1 CM1.2 CP4.1
	WL.S3.6.4	compare and contrast tastes and preparation methods of Hispanic meals to their own meals.	CM1.1 CM1.2 CM1.3 CU2.1 CU2.2 CN3.1 CN3.2 CP4.1 CP4.2 CT.5.2

Outcome 7: Students will analyze art in order to show connections between historical and cultural themes.			
WL.S3.7	Students will…		
	WL.S3.7.1	apply vocabulary in context regarding art.	CM1.1 CM1.2 CP4.1
	WL.S3.7.2	compare and contrast the works of different artists and their perspective styles.	CM1.1 CM1.3 CU2.1 CU2.2 CN3.1 CP4.1 CP4.2

Outcome 8: Students will describe different clothing styles.			
WL.S3.8	Students will…		
	WL.S3.8.1	apply vocabulary in context regarding clothing	CM1.1 CM1.2 CP4.1
	WL.S3.8.2	apply the rules of conjugation and usage to form the conditional tense to express what one "would" do.	CM1.1 CP4.1

Spanish 4 Curriculum

Spanish IV - Semester 1	
Proficiency starting level	Intermediate low
Proficiency goal @ end of semester	Intermediate mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate by creating language in a variety of uncomplicated, often familiar situations ● Ask & respond to a variety of direct questions & requests ● Begin to interact at the intermediate level, but not with mastery or consistency ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the intermediate level, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

Spanish IV - Semester 2	
Proficiency starting level	Intermediate mid
Proficiency goal @ end of semester	Intermediate mid (approaching intermediate high)
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate with ease by creating language in a variety of familiar situations ● Interact successfully in uncomplicated situations ● Ask & respond to a variety of direct questions & requests ● Begin to interact at the advanced level, but not with mastery or consistency ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the advanced level at times, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

Outcome 1: Students will analyze the effects of employment on family life in order to compare Spanish-speaking cultures to their own.			
WL.S4.1	Students will…		
	WL.S4.1.1	apply vocabulary in context regarding employment.	CM1.1 CM1.2 CP4.1

	WL.S4.1.2	compare and contrast philosophy on employment and family life between Spanish-speaking countries and the United States.	CM1.1 CM1.2 CM1.3 CU2.1 CN3.2 CP4.2
	WL.S4.1.3	Construct statements utilizing the imperfect subjunctive mood together with "si" clauses and the conditional mood in order to convey hypothetical situations.	CM1.1 CM1.3 CP4.1

Outcome 2: Students will examine procedures involved in career readiness in order to prepare for employment.			
WL.S4.2	Students will…		
	WL.S4.2.1	apply vocabulary in context regarding college and career readiness.	CM1.1 CM1.2 CP4.1
	WL.S4.2.2	apply rules of conjugation and usage to produce the Pluperfect Subjunctive in context.	CM1.1 CM1.3 CP4.1
	WL.S4.2.3	compose professional correspondence relating to job searches (ex. letters of intro, curriculum vitae, thank you letters and emails).	CM1.1 CM1.2 CP4.1 CT5.1

Outcome 3: Students will defend and dispute problems and solutions to improve human rights issues.			
WL.S4.3	Students will…		
	WL.S4.3.1	apply vocabulary in context regarding human rights and global challenges.	CM1.1 CM1.2 CP4.1
	WL.S4.3.2	apply rules of conjugation and usage to produce the future perfect in context.	CM1.1 CP4.1
	WL.S4.3.3	Investigate, report, and present on cultural practices.	CM1.1 CM1.2 CM1.3 CU2.1 CN3.1 CN3.2 CP4.2

Outcome 4: Students will compare and contrast holidays and celebrations in Spanish speaking countries to those in the United States.			
WL.S4.4	Students will…		
	WL.S4.4.1	apply vocabulary in context regarding holidays and celebrations.	CM1.1 CM1.2 CP4.1
	WL.S4.4.2	apply the rules of usage for using *se* in both passive voice and impersonal expressions.	CM1.1 CP4.1

	WL.S4.4.3	research and explain holidays and celebrations of Spanish-speaking countries.	CM1.1 CM1.2 CM1.3 CU2.1 CN3.2 CP4.2 CT5.1

Outcome 5: Students will analyze and interpret music of Spanish-speaking cultures in order to make connections between music of these countries and their own.			
WL.S4.5	Students will…		
	WL.S4.5.1	apply vocabulary in context regarding music.	CM1.1 CM1.2 CP4.1
	WL.S4.5.2	recommend artists and songs based on personal interest and genre knowledge.	CM1.1 CM1.2 CM1.3 CU2.2 CN3.1 CN3.2 CT5.2
	WL.S4.5.3	explain how a style of music is a reflection of its culture.	CM1.1 CM1.2 CM1.3 CU2.2 CN3.1 CP4.2 CT5.1
	WL.S4.5.4	compare and contrast music genres between Spanish-speaking cultures and their own.	CM1.1 CM1.3 CU2.2 CN3.1 CP4.2 CT5.1
	WL.S4.5.5	distinguish changes in meaning of adjectives based on placement.	CM1.1 CM1.2 CP4.1

Outcome 6: Students will evaluate healthy ways of living in order to compare healthy lifestyles across cultures.			
WL.S4.6	Students will…		
	WL.S4.6.1	apply vocabulary in context regarding healthy lifestyles.	CM1.1 CM1.2 CP4.1
	WL.S4.6.2	identify and describe illnesses and obstacles to healthy living.	CM1.2 CM1.2 CM1.3
	WL.S4.6.3	predict outcomes of lifestyle choices.	CM1.1 CM1.2

			CP4.1
	WL.S4.6.4	apply rules of usage to express comparisons and superlatives.	CM1.1 CP4.1
	WL.S4.6.5	evaluate health data to create a presentation to promote healthier living.	CM1.2 CM1.3 CN3.1 CN3.2 CP4.2

Outcome 7: Students will examine the benefits and drawbacks of technology in contemporary life.			
WL.S4.7	Students will…		
	WL.S4.7.1	apply vocabulary in context regarding technology.	CM1.1 CM1.2 CP4.1
	WL.S4.7.2	apply the concept of *lo* and *lo que* in context.	CM1.1 CM4.1
	WL.S4.7.3	identify false cognates.	CM1.1 CM1.2 CP4.1
	WL.S4.7.4	compose a persuasive essay which highlights advantages or disadvantages to technology usage in both Hispanic and U.S. culture.	CM1.3 CU2.1 CN3.2 CP4.1 CP4.2

Outcome 8: Students will evaluate various fashion styles and trends to compare them to their own.			
WL.S4.8	Students will…		
	WL.S4.8.1	apply vocabulary in context regarding fashion.	CM1.1 CN3.1
	WL.S4.8.2	critique fashion in Spanish-speaking cultures.	CM1.1 CM1.3 CU2.1 CU2.2 CP4.1

Heritage I Curriculum

Heritage I - Semester 1	
Proficiency starting level	Novice mid
Proficiency goal @ end of semester	Novice high
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Interact in familiar, uncomplicated, predictable situations (social, purchases, etc.) ● Ask & respond to simple, direct questions & requests ● Conversations revolve around a few predictable topics necessary for survival in the target language culture (basic personal information, basic objects, limited number of activities, preferences, and immediate needs) ● Ask a few formulaic questions

Heritage I - Semester 2	
Proficiency starting level	Novice high
Proficiency goal @ end of semester	Novice high
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Interact in a variety of familiar, uncomplicated, predictable situations (home, around town, childhood, etc.) ● Read and comprehend authentic texts such as myths and legends ● Converse about personal experiences using both the past and present ● Use more advanced grammatical structures such past tenses, object pronouns, and simple future ● Begin to interact at the intermediate level, but not with mastery or consistency

Outcome 1: Students will describe personalities, physical traits, and personal interests.			
WL.H1.1	Students will…		
	WL.H1.1.1	apply vocabulary in context regarding physical and personality descriptions and personal interests.	CM1.1 CM1.2 CP4.1
	WL.H1.1.2	apply the rules of conjugation and usage to the verb *Ser*.	CM1.1 CM1.2 CP4.1
	WL.H1.1.3	apply the rules of agreement and placement to adjectives.	CM1.1 CM1.2 CP4.1
	WL.H1.1.4	apply the rules of conjugation and subject agreement to present tense verbs (both regular and irregular).	CM1.1 CM1.2 CP4.1

	WL.H1.1.5	utilize *Gustar* and verbs like *Gustar.*	CM1.1 CM1.2 CP4.1
	WL.H1.1.6	compare and contrast the use of free time in different countries.	CU2.1 CP4.2

Outcome 2: Students will explain their own family and discuss cultural differences that exist in family structures within the Spanish speaking world.			
WL.H1.2	Students will…		
	WL.H1.2.1	apply vocabulary in context regarding family and relationships.	CM1.1 CM1.2 CP4.1
	WL.H1.2.2	respond to oral and written questions about families.	CM1.1 CM1.2 CM1.3
	WL.H1.2.3	apply the rules of definite and indefinite articles.	CM1.1 CM1.2 CM1.3
	WL.H1.2.4	compare and contrast the family experience among different Spanish Speaking cultures.	CU2.1 CP4.2

Outcome 3: Students will communicate about school and times of the day.			
WL.H1.3	Students will…		
	WL.H1.3.1	apply vocabulary in context regarding school and schedules.	CM1.1 CM1.2 CP4.1
	WL.H1.3.2	communicate about a sequence of events using time vocabulary.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.H1.3.3	apply the rules of conjugation and usage to create the present progressive to describe what is occurring (right now).	CM1.1 CM1.2 CP4.1
	WL.H1.3.4	compare and contrast their school experiences with that of students in Spanish-speaking countries.	CU2.1 CP4.2 CT5.1

Outcome 4: Students will compare and contrast their daily routines to those in Spanish speaking countries.			
WL.H1.4	Students will…		
	WL.H1.4.1	apply vocabulary in context regarding daily routines and personal hygiene.	CM1.1 CM1.2 CP4.1
	WL.H1.4.3	apply the rules of conjugation and usage to create reflexive verbs.	CM1.1 CM1.2 CP4.1
	WL.H1.4.4	Compare and contrast daily routines of Spanish-speaking countries and their own.	CU2.1

			CP4.2
			CT5.1

Outcome 5: Students will discuss their home and responsibilities.			
WL.H1.5	Students will…		
	WL.H1.5.1	apply vocabulary in context regarding home and chores.	CM1.1 CM1.2 CP4.1
	WL.H1.5.2	apply the rules of formation and usage to create informal (Tú) commands.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.H1.5.3	utilize the structure *Ir + a + infinitive* to express what is going to happen.	CM1.1 CM1.2 CP4.1
	WL.H1.5.4	utilize direct and indirect object pronouns.	CM1.1 CM1.2 CP4.1
	WL.H1.5.5	compare and contrast the structure of homes in different Spanish speaking countries.	CU2.1 CP4.2

Outcome 6: Students will describe past experiences in a city.			
WL.H1.6	Students will…		
	WL.H1.6.1	apply vocabulary in context regarding locations in a city and map vocabulary.	CM1.1 CM1.2 CP4.1
	WL.H1.6.2	apply the rules of conjugation and usage to create the preterite tense in context.	CM1.1 CM1.2 CP4.1
	WL.H1.6.3	apply the rules of conjugation and usage to create the present perfect tense in context.	CM1.1 CM1.2 CP4.1
	WL.H1.6.4	Research and explain historical features in a Spanish speaking town or city.	CM1.1 CM1.2 CM1.3 CU2.2 CN3.2 CU4.2

Outcome 7: Students will communicate about their childhood.			
WL.H1.7	Students will…		
	WL.H1.7.1	apply vocabulary in context regarding childhood.	CM1.1 CM1.2 CP4.1
	WL.H1.7.2	apply the rules of conjugation and usage to create the imperfect tense in context.	CM1.1 CM1.2 CP4.1
	WL.H1.7.3	research pastimes and storytelling of indigenous people.	CM1.2

			CU2.1
			CU2.2
			CN3.2
			CU4.2

Outcome 8: Students will interpret legends and folklore in Spanish speaking countries.			
WL.H1.8	Students will…		
	WL.H1.8.1	apply vocabulary in context regarding story-telling.	CM1.1 CM1.2 CP4.1
	WL.H1.8.2	differentiate the usage of both the preterite and imperfect tenses.	CM1.1 CM1.2 CP4.1
	WL.H1.8.3	read a variety of authentic legends and interpret their meaning.	CM1.2 CU2.2 CN3.2 CU4.2
	WL.H1.8.4	determine the central message of folklore and apply it to a past experience.	CM1.2 CM1.3 CU2.2 CU4.2 CT5.1

Heritage II Curriculum

Heritage II- Semester 1	
Proficiency starting level	Intermediate low
Proficiency goal @ end of semester	Intermediate mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate by creating language in a variety of uncomplicated, often familiar situations ● Ask & respond to a variety of direct questions & requests ● Combine & recombine what they know and what they hear/read to express themselves ● Compare and contrast culture, fashion, and health systems of Spanish-speaking countries and the United State ● Interact at the intermediate level, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

Heritage II - Semester 2	
Proficiency starting level	Intermediate mid
Proficiency goal @ end of semester	Intermediate mid (approaching intermediate high)
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate with ease by creating language in a variety of situations ● Ask & respond to a variety of direct questions & requests ● Utilize greater quantity & quality in the language to communicate about relationships, travel and leisure, hypothetical situations, and human rights. ● produce formal written correspondence ● Interact at the advanced level at times, but not with mastery or consistency; pauses and mistakes may be common

Outcome 1: Students will discuss health conditions and identify related symptoms.			
WL.H2.1	Students will…		
	WL.H2.1.1	apply vocabulary in context regarding health conditions.	CM1.1 CM1.2 CP4.1
	WL.H2.1.2	apply rules of formation for Ud. and Uds. commands to give advice.	CM1.1 CM1.2

			CM1.3
			CP4.1
	WL.H2.1.3	apply rules of formation and usage to create past participles as adjectives.	CM1.2
			CP4.1
	WL.H2.1.4	compare and contrast health care systems in Spanish speaking countries to our own.	CU2.2
			CP4.2
			CN3.2
			CT5.1

Outcome 2: Students will apply clothing vocabulary to examine fashion trends.			
WL.H2.2	Students will…		
	WL.H2.2.1	apply vocabulary in context regarding clothing.	CM1.1
			CM1.2
			CP4.1
	WL.H2.2.2	construct nosotros commands to make recommendations.	CM1.1
			CM1.2
			CM1.3
			CP4.1
	WL.H2.2.3	apply demonstrative adjectives and pronouns.	CP4.1
	WL.H2.2.4	compare and contrast fashion in various Spanish speaking countries.	CM1.3
			CU2.1
			CU2.2
			CN3.2
			CP4.2

Outcome 3: Students will explain modern advances in technology and their impact on society.			
WL.H2.3	Students will…		
	WL.H2.3.1	apply vocabulary in context regarding technology and the future.	CM1.1
			CM1.2
			CP4.1
	WL.H2.3.2	apply rules of formation and usage to produce the future tense.	CM1.1
			CM1.2
			CP4.1
	WL.H2.3.3	apply rules of formation and usage to produce the future perfect tense.	CM1.1
			CM1.2
			CP4.1
	WL.H2.3.4	Compare and contrast the effects of technology in Spanish speaking countries.	CM1.3
			CU2.1
			CN3.2
			CP4.2

Outcome 4: Students will compare and contrast how food is prepared in Spanish speaking countries.			
WL.H2.4	Students will…		
	WL.H1.4.1	apply vocabulary in context regarding food and its preparation.	CM1.1 CM1.2 CP4.1
	WL.H1.4.2	apply the uses of *se* to express passive voice.	CM1.1 CM1.2 CP4.1
	WL.H1.4.3	Differentiate traditional cuisines in different Spanish speaking countries.	CU2.2 CP4.2
	WL.H1.4.4	Compare and contrast flavors and preparation methods of meals from Spanish-speaking cultures to their own.	CU2.2 CP4.2 CT5.1

Outcome 5: Students will describe their personal relationships.			
WL.H2.5	Students will…		
	WL.H2.5.1	apply vocabulary in context regarding relationships.	CM1.1 CM1.2 CP4.1
	WL.H2.5.2	apply the rules of formation and usage to create the present subjunctive to express Influence.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.H2.5.3	distinguish between the indicative and subjunctive moods..	CM1.1 CM1.2 CP4.1
	WL.H2.5.4	assess a problem and recommend solutions utilizing the subjunctive.	CM1.1 CM1.2 CM1.3

Outcome 6: Students will utilize employment vocabulary to create professional correspondence.			
WL.H2.6	Students will…		
	WL.H2.6.1	apply vocabulary in context regarding employment.	CM1.1 CM1.2 CP4.1
	WL.H2.6.2	utilize the subjunctive to express doubt and in impersonal expressions.	CM1.1 CM1.2 CP4.1
	WL.H2.6.3	differentiate between indicative and subjunctive in cases of doubt, certainty, and impersonal expressions.	CM1.1 CM1.2 CP4.1
	WL.H2.6.4	apply the rules of formation and usage to create the present perfect subjunctive in context.	CM1.1 CM1.2 CP4.1
	WL.H2.6.5	compose a professional electronic correspondence.	CM1.1 CM1.2 CM1.3

			CT5.1
	WL.H2.6.6	examine different perspectives on employment in Spanish-speaking cultures.	CU2.1

Outcome 7: Students will formulate travel and leisure plans.			
WL.H1.7	Students will…		
	WL.H1.7.1	apply vocabulary in context regarding travel and free time activities.	CM1.1 CM1.2 CP4.1
	WL.H1.7.2	apply the rules of formation and usage to create the conditional tense.	CM1.1 CM1.2 CP4.1
	WL.H1.7.3	apply the rules of formation and usage to create the imperfect subjunctive tense.	CM1.1 CM1.2 CP4.1
	WL.H1.7.4	produce *si* clauses to express hypothetical situations.	CM1.1 CM1.2 CP4.1

Outcome 8: Students will investigate key current issues that relate to human rights and offer solutions.			
WL.H1.8	Students will…		
	WL.H1.8.1	apply vocabulary in context regarding ethics and human rights.	CM1.1 CM1.2 CP4.1
	WL.H1.8.2	compose a persuasive writing synthesising tenses to date.	CM1.3 CP4.1

German 1 Curriculum

German - Semester 1	
Proficiency starting level	Novice low
Proficiency goal @ end of semester	Novice mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Exchange greetings ● talk/write/read/listen about familiar topics (myself, family, etc.) ● Communicate using memorized phrases in limited context ● May pause in communication and is mostly understood by sympathetic listeners

German- Semester 2	
Proficiency starting level	Novice mid
Proficiency goal @ end of semester	Novice mid
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● talk/write/read/listening about familiar topics (myself, school, etc.) ● Communicate using memorized phrases & sentences in limited context ● May pause in communication and is mostly understood by sympathetic listeners

Outcome 1: Students will apply social language to exchange personal information.			
WL.G1.1	Students will…		
	WL.G1.1.1	produce basic courtesy expressions.	CM1.2
	WL.G1.1.2	produce numbers 1-20.	CM1.2
	WL.G1.1.3	produce forms of *sein* in context	CM1.1 CM1.2
	WL.G1.1.3	ask and respond to personal questions including name, age, residence, and origin.	CM1.1 CM1.2 CM1.3
	WL.G1.1.4	apply appropriate register (du/Sie/ihr).	CM1.1 CP4.1

Outcome 2: Students will describe their families.			
WL.G1.2	Students will…		
	WL.G1.2.1	apply vocabulary in context about family members, including relationships, ages, and personal details like professions.	CM1.1 CM1.2 CM1.3

	WL.G1.2.2	produce and comprehend numbers 21-1000 as relate to ages, dates and years.	CM1.1 CM1.2 CM1.3
	WL.G1.2.3	Apply rules of number and gender agreement to possessive (mein/dein only) and descriptive adjectives.	CM1.1 CM1.2 CM1.3

Outcome 3: Students will describe pastimes.			
WL.G1.3	Students will…		
	WL.G1.3.1	apply vocabulary in context regarding pastimes (ex. sports, hobbies, music and instruments).	CM1.1 CM1.2 CM1.3
	WL.G1.3.2	describe and compare pastimes that they do and don't like to do (*gern and nicht gern*).	CM1.1 CM1.2 CM1.3
	WL.G1.3.3	apply time, time phrases and frequency words with standard and inverted word order.	CM1.1 CM1.2 CM1.3
	WL.G1.3.4	interpret a European (24 hour) clock and its associated language.	CU2.1 CU2.2

Outcome 4: Students will describe school, subjects, and schedules.			
WL.G1.4	Students will…		
	WL.G1.4.1	apply vocabulary in context related to the school.	CM1.1 CM1.2 CM1.3
	WL.G1.4.2	express preferences of school subjects and tasks (*lieber/am liebsten*).	CM1.1 CM1.2 CM1.3
	WL.G1.4.3	compare and contrast school systems.	CU2.1 CU2.2
	WL.G1.4.4	apply the accusative case for direct objects.	CM1.1 CM1.2 CM1.3

Outcome 5: Students will discuss weather, geography, and languages of major countries and cities.			
WL.G1.5	Students will…		
	WL.G1.5.1	apply vocabulary in context to describe weather, geography and languages.	CM1.1 CM1.2 CM1.3
	WL.G1.5.2	utilize temperatures in Celsius regarding the weather.	CU2.1 CU2.2
	WL.G1.5.3	apply future tense to weather forecasts and activities (*es wird).*	CM1.1 CM1.2 CM1.3
	WL.G1.5.4	apply cognate patterns in order to understand new words.	CP4.1
	WL.G1.5.5	compare and contrast German-speaking regions, climates and geography.	CN3.1 CN3.2

	WL.G1.5.6	compare and contrast holiday practices (ex: by country or season)	CP4.2

Outcome 6: Students will utilize dining vocabulary to communicate in a real-world scenario.			
WL.G1.6	Students will…		
	WL.G1.6.1	apply vocabulary in context to describe foods.	CM1.1 CM1.2 CM1.3
	WL.G1.6.2	apply vocabulary in context to order and shop for food.	CM1.1 CM1.2
	WL.G1.6.3	apply modal verbs in context.	CM1.1 CM1.2 CM1.3
	WL.G1.6.4	compare and contrast foods and practices between the US and German-speaking countries (ex. shopping, meals and restaurants).	CU2.1 CU2.2 CP4.2

Outcome 7: Students will utilize clothing vocabulary to describe and purchase clothes and accessories.			
WL.G1.7	Students will…		
	WL.G1.7.1	apply vocabulary in context to describe clothing and shopping scenarios.	CM1.1 CM1.2 CM1.3
	WL.G1.7.2	apply stem change and separable verbs in context.	CM1.1 CM1.2 CM1.3
	WL.G1.7.3	apply dative case for dative verbs and pronouns.	CM1.1 CM1.2 CM1.3
	WL.G1.7.4	compare and contrast clothing perspectives.	CP4.2

Outcome 8: Students will produce descriptions of homes and chores.			
WL.G1.8	Students will…		
	WL.G1.8.1	apply vocabulary in context to describe parts of the home and chores.	CM1.1 CM1.2 CM1.3
	WL.G1.8.2	utilize accusative & dative prepositions in context.	CM1.1 CM1.2 CM1.3
	WL.G1.8.3	Compare and contrast European & American styles of living.	CP4.2

German 2 Curriculum

German II - Semester 1	
Proficiency starting level	Novice mid
Proficiency goal @ end of semester	Novice high
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Interact in familiar, uncomplicated, predictable situations (social, purchases, etc.) ● Ask & respond to simple, direct questions & requests ● Conversations revolve around a few predictable topics necessary for survival in the target language culture (basic personal information, basic objects, limited number of activities, preferences, and immediate needs) ● Ask a few formulaic questions

German II - Semester 2	
Proficiency starting level	Novice high
Proficiency goal @ end of semester	Novice high
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Interact in a variety of familiar, uncomplicated, predictable situations (social, purchases, etc.) ● Ask & respond to direct questions & requests ● Begin to interact at the intermediate level, but not with mastery or consistency ● Conversations revolve around a few predictable topics necessary for survival in the target language culture (basic personal information, basic objects, limited number of activities, preferences, and immediate needs) ● Ask a few formulaic questions ● Demonstrate elements of intermediate low, but not consistently (example: cannot always sustain sentence level discourse)

Outcome 1: Students will describe and compare people.			
WL.G2.1	Students will…		
	WL.G2.1.1	apply vocabulary in context to describe people and their actions.	CM1.1 CM1.2 CM1.3
	WL.G2.1.2	utilize comparative and superlative forms of adjectives and adverbs.	CM1.2 CM1.3
	WL.G2.1.3	communicate using a variety of questions and relevant answers.	CM1.1 CM1.2

			CM1.3
	WL.G2.1.4	construct an organized paragraph using details.	CM1.3

Outcome 2: Students will discuss places and things to do around town.			
WL.G2.2	Students will…		
	WL.G2.2.1	apply vocabulary in context for places in and transportation around a community and activities related to each.	CM1.1 CM1.2 CM1.3
	WL.G2.2.2	construct requests, follow and provide locations and directions to common places in a community.	CM1.1 CM1.2 CM1.3
	WL.G2.2.3	compare and contrast the usage of each type of transportation among the US and German-speaking countries.	CM1.1 CN3.2 CP4.2

Outcome 3: Students will investigate travel destinations and construct descriptions of past events			
WL.G2.3	Students will…		
	WL.G2.3.1	apply vocabulary in context to describe travel locations, recommendations, preferences and reasoning (ex. *möchten*, *reisen*, *nach, weil, denn, um...zu*).	CM1.1 CM1.3 CT5.1 CT5.2
	WL.G2.3.2	create narratives in the present perfect tense, including transition words and adverbial phrases to specify sequence, time and place of events.	CM1.1 CM1.2 CM1.3
	WL.G2.3.3	research and report on various vacation destinations (ex. *Wien, Berlin, die Alpen, plus terms ex. Kleinstadt/Großstadt/auf dem Land, etc).*	CU2.1 CN3.1 CP4.2 CT5.2
	WL.G2.3.4	research and plan various travel options for real-world scenarios (ex. transportation, hotels, and activities).	CN3.1 CT5.1 CT5.2
	WL.G2.3.5	apply interpersonal language to role-play real-life travel scenarios such as checking in for travel and security.	CM1.1 CN3.2 CP4.2 CT5.1 CT5.2

Outcome 4: Students will demonstrate comprehension of fictional text			
WL.G2.4	Students will...		
	WL.G2.4.1	recall and summarize information from text.	CM1.2 CM1.3 CN3.1 CN3.2
	WL.G2.4.2	Infer meaning from context.	CM1.2 CP4.1 CP4.2
	WL.G2.4.3	Interpret text and predict next step.	CM1.2 CN3.1

			CN3.2
	WL.G2.4.4	apply questions to discuss the text.	CM1.1
			CM1.2
			CM1.3
			CN3.1
			CN3.2

Outcome 5: Students will evaluate injury and health scenarios in order to recommend treatment.			
WL.G2.5	Students will…		
	WL.G2.5.1	apply vocabulary to describe the body, health and daily routine.	CM1.1 CM1.2 CM1.3
	WL.G2.5.2	describe illness, accidents and resulting injuries, and symptoms.	CM1.1 CM1.2 CM1.3
	WL.G2.5.3	role-play making appointments and asking and giving advice and recommendations for medical treatment.	CM1.1 CM1.2
	WL.G2.5.4	describe daily routines utilizing time and sequence phrases, and reflexive pronouns.	CM1.1 CM1.2
	WL.G2.5.5	design and report on an inquiry into common lifestyle choices (ex. survey of eating, exercise habits, and stress).	CN3.1 CN3.2
	WL.G2.5.6	compare and contrast attitudes toward healthy living between the US and German-speaking countries.	CM1.2 CN3.2 CP4.2

Outcome 6: Students will interpret and apply elements of writing.			
WL.G2.6	Students will…		
	WL.G2.6.1	examine narratives to identify their literary elements, main idea, details, and literary historical importance.	CM1.2 CU2.2 CN3.1 CP4.1 CP4.2
	WL.G2.6.2	apply vocabulary related to children's stories & *Märchen*. the forms of the preterite tense.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.G2.6.3	apply forms of the preterite tense in context.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.G2.6.4	produce and present narratives using the preterite tense and appropriate literary elements.	CM1.3 CP4.1
	WL.G2.6.5	produce a detailed description of a scenario.	CM1.3

German 3 Curriculum

German III - Semester 1

German III - Semester 1	
Proficiency starting level	Novice high
Proficiency goal @ end of semester	Intermediate low
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate by creating language (rather than just using memorized language) in familiar, predictable situations (social, purchases, etc.) ● Ask & respond to direct questions & requests ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the intermediate level, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

German III - Semester 2

German III - Semester 2	
Proficiency starting level	Intermediate low
Proficiency goal @ end of semester	Intermediate low
Can-do statements *(What are students able to do with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate by creating language in a variety of uncomplicated, often familiar situations ● Ask & respond to a variety of direct questions & requests ● Begin to interact at the intermediate level, but not with mastery or consistency ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the intermediate level, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

Outcome 1: Students will describe preferences and plans related to daily life.			
WL.G3.1	Students will…		
	WL.G3.1.1	apply vocabulary in context related to contemporary life.	CM1.1 CM1.2 CM1.3
	WL.G3.1.2	construct open-ended questions.	CM1.1 CM1.3
	WL.G3.1.3	construct complex and compound sentences utilizing a variety of conjunctions.	CM1.1 CM1.2

			CM1.3
	WL.G3.1.4	apply listening and reading skills to comprehend information from texts and media related to contemporary life. (1.2, 3.2)	CM1.2
	WL.G3.1.5	support an opinion on topics related to contemporary life.	CM1.1 CN3.2 CP4.2
	WL.G3.1.6	give examples of their own cultural perspectives relating to contemporary life and those of German-speaking countries.	CU2.1 CU2.2 CP4.1 CP4.2

Outcome 2: Students will investigate topics related to science and technology.			
WL.G3.2	Students will…		
	WL.G3.2.1	apply vocabulary in context related to science and technology.	CM1.1 CM1.2 CM1.3 CN3.1
	WL.G3.2.2	apply transition words to support logic and flow in a written piece.	CM1.3
	WL.G3.2.3	identify and justify usage of passive voice in describing cause and agents of action.	CM1.1 CM1.2 CM1.3
	WL.G3.2.4	apply listening and reading skills to summarize information from texts and media relating to science and technology.	CM1.2 CN3.2
	WL.G3.2.5	Summarize information on current science or technologies and defend or critique rationales for their proper use.	CM1.2 CM1.3 CN3.1
	WL.G3.2.6	identify and give examples of attitudes in science and technology from their own experiences or community and those of German-speaking countries.	CU2.1 CU2.2 CP4.2

Outcome 3: Students will discuss global challenges.			
WL.G3.3	Students will…		
	WL.G3.3.1	apply vocabulary in context related to global challenges.	CM1.1 CM1.2 CM1.3 CN3.1
	WL.G3.3.2	apply listening and reading skills to summarize information from texts and media relating to global challenges.	CM1.2 CN3.2
	WL.G3.3.3	debate issues and solutions related to global challenges.	CM1.1 CM1.3 CN3.1 CP4.2 CT5.1 CT5.2
	WL.G3.3.4	give examples of perspectives on global challenges from their own community or experience and those of German-speaking countries.	CU2.1 CU2.2 CP4.2

			CT5.2

Outcome 4: Students will apply the target language to communicate about personal and public identity.			
WL.G3.4	Students will…		
	WL.G3.4.1	apply vocabulary in context related to personal and public identity.	CM1.1 CM1.2 CM1.3
	WL.G3.4.2	identify and apply relative clauses in context.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.G3.4.3	apply listening and reading skills to respond to information from texts and media related to personal and public identity.	CM1.2 CN3.2
	WL.G3.4.4	Produce arguments and counterarguments for issues related to personal and public identity.	CM1.1 CN3.1 CP4.2
	WL.G3.4.5	identify and give examples of their own perspectives relating to personal and public identity and those of German-speaking countries.	CU2.1 CU2.2 CP4.2 CT5.2

Outcome 5: Students will communicate about aesthetics and beauty.			
WL.G3.5	Students will…		
	WL.G3.5.1	apply vocabulary in context related to aesthetics and beauty.	CM1.1 CM1.2 CM1.3
	WL.G3.5.2	apply the subjunctive to reported and unreal or conditional scenarios.	CM1.1 CM1.2 CM1.3
	WL.G3.5.3	apply listening and reading skills to summarize information and make inferences from texts and media related to aesthetics and beauty.	CM1.2 CN3.2
	WL.G3.5.4	utilize sources with proper citation to support arguments or ideas.	CM1.1 CM1.2 CM1.3
	WL.G3.5.5	critique representations and perceptions of aesthetics and beauty.	CU2.1 CU2.2 CN3.1 CN3.2
	WL.G3.5.6	identify and give examples of their own perspectives relating to aesthetics and beauty and those of German-speaking countries.	CU2.1 CU2.2 CP4.1 CP4.2 CT5.1 CT5.2

Outcome 6: Students will apply the target language to communicate about the topic of family and community.			
WL.G3.6	Students will…		
	WL.G3.6.1	apply vocabulary in context related to family and community.	CM1.1 CM1.2 CM1.3
	WL.G3.6.2	apply listening and reading skills to summarize information and make inferences from texts and media related to family and community.	CM1.2 CN3.2
	WL.G3.6.3	evaluate the pros and cons of issues related to family and community in a persuasive essay of at least 3 paragraphs.	CM1.1 CN3.2 CP4.2
	WL.G3.6.4	identify and give examples of their own perspectives relating to family and community and those of German-speaking countries.	CU2.1 CU2.2 CP4.1 CP4.2 CT5.1 CT5.2

German 4 Curriculum

German IV - Semester 1	
Proficiency starting level	Intermediate low
Proficiency goal @ end of semester	Intermediate mid
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate by creating language in a variety of uncomplicated, often familiar situations ● Ask & respond to a variety of direct questions & requests ● Begin to interact at the intermediate level, but not with mastery or consistency ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the intermediate level, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

German IV - Semester 2	
Proficiency starting level	Intermediate mid
Proficiency goal @ end of semester	Intermediate mid (approaching intermediate high)
Can-do statements *(What are students able to **do** with the language? What are they working on)*	By the end of the semester, students may be able to: ● Communicate with ease by creating language in a variety of familiar situations ● Interact successfully in uncomplicated situations ● Ask & respond to a variety of direct questions & requests ● Begin to interact at the advanced level, but not with mastery or consistency ● Combine & recombine what they know and what they hear/read to express themselves ● Interact at the advanced level at times, but not with mastery or consistency; pauses and mistakes may be common ● Interact with greater quantity & quality in the language

Outcome 1: Students will apply vocabulary to discuss topics of contemporary life.			
WL.G4.1	Students will…		
	WL.G4.1.1	integrate vocabulary related to contemporary life in spoken and written tasks.	CM1.1 CM1.2 CM1.3
	WL.G4.1.2	construct open-ended questions and responses to maintain extended conversations.	CM1.1 CM1.3

	WL.G4.1.3	apply listening and reading skills to summarize information from authentic texts and media related to contemporary life.	CM1.2 CN3.2
	WL.G4.1.4	evaluate issues related to contemporary life utilizing multiple supporting ideas.	CM1.1 CN3.2 CP4.2
	WL.G4.1.5	compare and contrast cultural perspectives relating to contemporary life from their community or experience and those of German-speaking countries.	CU2.1 CU2.2 CP4.1 CP4.2

Outcome 2: Students will examine topics of science and technology.			
WL.G4.2	Students will…		
	WL.G4.2.1	integrate vocabulary related to science and technology in spoken and written tasks.	CM1.1 CM1.2 CM1.3 CN3.1
	WL.G4.2.3	apply listening and reading skills to evaluate multiple sources of information from authentic texts and media related to science and technology.	CM1.2 CN3.2
	WL.G4.2.4	integrate information gleaned from multiple sources and their own rationales to editorialize on the proper use of technology.	CM1.1 CM1.2 CN3.2 CP4.2
	WL.G4.2.5	compare and contrast cultural perspectives relating to changes in science and technology between their community or experience and those of German-speaking countries.	CU2.1 CU2.2 CP4.2

Outcome 3: Students will demonstrate critical thinking on topics of global challenges.			
WL.G4.3	Students will…		
	WL.G4.3.1	integrate vocabulary related to global challenges in spoken and written tasks.	CM1.1 CM1.2 CM1.3
	WL.G4.3.2	apply listening and reading skills to evaluate multiple sources of information from authentic texts and media related to global challenges.	CM1.2 CN3.2
	WL.G4.3.3	integrate information gleaned from media and their own background information to debate issues and propose solutions related to global challenges.	CM1.1 CM1.3 CN3.1 CP4.2 CT5.1
	WL.G4.3.4	compare and contrast cultural perspectives relating to global topics from their community or experience and those of German-speaking countries.	CU2.1 CU2.2 CP4.2 CT5.2

Outcome 4: Students will analyze perceptions of personal and public identity.			
WL.G4.4	Students will…		
	WL.G4.4.1	integrate vocabulary related to personal and public identity in spoken and written tasks.	CM1.1 CM1.2 CM1.3 CN3.1
	WL.G4.4.2	integrate relative clauses in written tasks.	CM1.3 CP4.1
	WL.G4.4.3	apply listening and reading skills to evaluate sources of information from authentic texts and media related to personal and public identity.	CM1.2 CN3.2
	WL.G4.4.4	generate arguments and counterarguments to analyze and support an opinion or idea related to personal and public identity.	CM1.1 CM1.3 CN3.1 CN3.2 CP4.2
	WL.G4.4.5	compare and contrast cultural perspectives relating to personal and public identity from their community or experience and those of German-speaking countries.	CU2.1 CU2.2 CP4.2 CT5.2

Outcome 5: Students will evaluate topics related to aesthetics and beauty.			
WL.G4.5	Students will…		
	WL.G4.5.1	integrate vocabulary related to aesthetics and beauty in spoken and written tasks.	CM1.1 CM1.2 CM1.3 CN3.1
	WL.G4.5.2	evaluate and justify the use of subjunctive in reported and conditional scenarios.	CM1.1 CM1.2 CM1.3 CP4.1
	WL.G4.5.3	apply listening and reading skills to synthesize multiple sources of information from authentic texts and media related to aesthetics and beauty.	CM1.2 CN3.2
	WL.G4.5.4	interpret and evaluate representations and perceptions of aesthetics and beauty giving multiple examples.	CN3.1 CN3.2
	WL.G4.5.5	compare and contrast cultural perspectives relating to aesthetics and beauty from their community or experience and those of German-speaking countries.	CU2.1 CU2.2 CP4.2 CT5.2

Outcome 6: Students will assess the structures present in family and community.			
WL.G4.6	Students will…		
	WL.G4.6.1	integrate vocabulary related to family and community in spoken and written tasks.	CM1.1 CM1.3 CN3.1

	WL.G4.6.2	apply listening and reading skills to evaluate multiple sources of information from authentic texts and media related to family and community related stimulus.	CM1.2 CN3.2
	WL.G4.6.3	compare and contrast cultural perspectives relating to family and community from their community or experience and those of German-speaking countries.	CU2.1 CU2.2 CP4.2 CT5.2
	WL.G4.6.4	construct a full-length persuasive essay relating to the topic of family and community which integrates text or media prior critical thinking and writing skills.	CM1.2 CM1.3 CU2.1 CN3.1 CN3.2