



Knob Noster R-VIII School District

We exist to empower learning through success for every student.

World Languages Curriculum

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[Interpersonal Communication \(AP.2\): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions; language is justified \(i.e., grammatical structures, diction, tone, etc.\) almost exclusively in the target language.](#)



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Spanish I & French I Year At-A-Glance:

Spanish I & French I

Interpretive Communication (1.1): Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or internalized language, and simple expressions in texts that are spoken, written, or signed.

Interpersonal Communication (1.2): Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or internalized language that can be justified (i.e., grammatical structures, diction, tone, etc.) in native language (with some ability to explain myself in Spanish).

Presentational Communication (1.3): Present information on both very familiar and everyday topics using a variety of practiced or internalized language, and simple expressions through spoken, written, or signed language.

Intercultural Communication (1.4): Identify products and practices to help me understand perspectives; interact at a survival level in some familiar everyday contexts.

Spanish II & French II Year At-A-Glance:

Spanish II & French II

Interpretive Communication (2.1): Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Interpersonal Communication (2.2): Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions; language is justified (i.e., grammatical structures, diction, tone, etc.) more frequently in the target language.

Proficiency Scale (Spanish 2)

Presentational Communication (2.3): Communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Proficiency Scale (Spanish 2)

Intercultural Communication (2.4): Make comparisons between products and practices to help me understand perspectives; interact at a functional level in some familiar contexts.

Spanish III & French III Year At-A-Glance:

Spanish III & French III

Interpretive Communication (3.1): Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

Interpersonal Communication (3.2): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions; language is justified (i.e., grammatical structures, diction, tone, etc.) almost exclusively in the target language.

Presentational Communication (3.3): Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

Intercultural Communication (3.4): Explain some diversity among products and practices and how it relates to perspectives; interact at a competent level in familiar and some unfamiliar contexts.

AP Spanish & French IV Year At-A-Glance:

AP Spanish & French IV

Interpretive Communication (AP.1): Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

Interpersonal Communication (AP.2): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions; language is justified (i.e., grammatical structures, diction, tone, etc.) almost exclusively in the target language.

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[Presentational Communication \(AP.3\): Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.](#)

[Intercultural Communication \(AP.4\): Explain some diversity among products and practices and how it relates to perspectives; interact at a competent level in familiar and some unfamiliar contexts.](#)

World Languages Priority Standards (Quick Look)	K	1	2	3	4	5	6	7	8	9	10	11	12
Spanish I & French I	K	1	2	3	4	5	6	7	8	9	10	11	12
Interpretive Communication (1.1): Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or internalized language, and simple expressions in texts that are spoken, written, or signed.										I/R	R/M	R/M	R/M
Interpersonal Communication (1.2): Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or internalized language that can be justified (i.e., grammatical structures, diction, tone, etc.) in native language (with some ability to explain myself in Spanish).										I/R	R/M	R/M	R/M
Presentational Communication (1.3): Present information on both very familiar and everyday topics using a variety of practiced or internalized language, and simple expressions through spoken, written, or signed language.										I/R	R/M	R/M	R/M
Intercultural Communication (1.4): Identify products and practices to help me understand perspectives;										I/R	R/M	R/M	R/M

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interact at a survival level in some familiar everyday contexts.													
Spanish II & French II	K	1	2	3	4	5	6	7	8	9	10	11	12
Interpretive Communication (2.1): Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.											I/R	R/M	R/M
Interpersonal Communication (2.2): Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions; language is justified (i.e., grammatical structures, diction, tone, etc.) more frequently in the target language.											I/R	R/M	R/M
Presentational Communication (2.3): Communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.											I/R	R/M	R/M
Intercultural Communication (2.4): Make comparisons between products and practices to help me understand perspectives; interact at a functional level in some familiar contexts.											I/R	R/M	R/M
Spanish III & French III	K	1	2	3	4	5	6	7	8	9	10	11	12
Interpretive Communication (3.1): Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.												I	R/M

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Interpersonal Communication (3.2): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions; language is justified (i.e., grammatical structures, diction, tone, etc.) almost exclusively in the target language.												I	R/M
Presentational Communication (3.3): Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.												I	R/M
Intercultural Communication (3.4): Explain some diversity among products and practices and how it relates to perspectives; interact at a competent level in familiar and some unfamiliar contexts.												I	R/M
<u>AP Spanish & French IV</u>	K	1	2	3	4	5	6	7	8	9	10	11	12
Interpretive Communication (AP.1): Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.													I/R/M
Interpersonal Communication (AP.2): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions; language is justified (i.e., grammatical structures, diction, tone,													I/R/M

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etc.) almost exclusively in the target language.														
Presentational Communication (AP.3): Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.														I/R/M
Intercultural Communication (AP.4): Explain some diversity among products and practices and how it relates to perspectives; interact at a competent level in familiar and some unfamiliar contexts.														I/R/M

I – Introduce R – Reinforce M – Mastery O – Optional for grade level

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Spanish I & French I Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • 1.1C: I can understand internalized content or familiar words when they are supported by gestures or visuals in conversations. • 1.2.A: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. • 1.4.B: In my own and other cultures I can identify some typical practices related to familiar everyday life. • 1.4.D: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. 	<ul style="list-style-type: none"> • 1.1A: I can identify internalized content/familiar words when they are supported by gestures or visuals in informational texts. • 1.1C: I can understand internalized content or familiar words when they are supported by gestures or visuals in conversations. • 1.2.A: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. • 1.2.B: I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. • 1.4.A: In my own and other cultures I can identify some typical products related to familiar everyday life. • 1.4.B: In my own and other cultures I can identify some typical practices related to familiar everyday life. • 1.4.C: I can communicate with others from the target culture in familiar everyday situations, using internalized language and showing basic cultural awareness. • 1.4.D: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • 1.1A: I can identify internalized content/familiar words when they are supported by gestures or visuals in informational texts. • 1.1B: I can identify internalized content/familiar words when they are supported by gestures or visuals in fictional texts. • 1.1C: I can understand internalized content or familiar words when they are supported by gestures or visuals in conversations. • 1.2.A: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. • 1.2.B: I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. • 1.2.C: I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. • 1.3.A: I can present personal information about my life and activities, using simple sentences most of the time. • 1.3.B: I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. • 1.3.C: I can present on familiar and everyday topics, using simple sentences most of the time. 	<ul style="list-style-type: none"> • 1.1A: I can identify internalized content/familiar words when they are supported by gestures or visuals in informational texts. • 1.1B: I can identify internalized content/familiar words when they are supported by gestures or visuals in fictional texts. • 1.1C: I can understand internalized content or familiar words when they are supported by gestures or visuals in conversations. • 1.2.A: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. • 1.2.B: I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. • 1.2.C: I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. • 1.3.A: I can present personal information about my life and activities, using simple sentences most of the time. • 1.3.B: I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. • 1.3.C: I can present on familiar and everyday topics, using simple sentences most of the time.

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<ul style="list-style-type: none"> 1.4.A: In my own and other cultures I can identify some typical products related to familiar everyday life. 1.4.B: In my own and other cultures I can identify some typical practices related to familiar everyday life. 1.4.C: I can communicate with others from the target culture in familiar everyday situations, using internalized language and showing basic cultural awareness. 1.4.D: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. 	<ul style="list-style-type: none"> 1.4.A: In my own and other cultures I can identify some typical products related to familiar everyday life. 1.4.B: In my own and other cultures I can identify some typical practices related to familiar everyday life. 1.4.C: I can communicate with others from the target culture in familiar everyday situations, using internalized language and showing basic cultural awareness. 1.4.D: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
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<h1 style="margin: 0;">Spanish I & French I</h1>				Last Revised (Date & Name): 12/12/18 ACSM, SB
Priority Standards: (Based on ACTFL “Can Do” Statements, Oct. 2017)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments:
<p>Interpretive Communication (1.1): Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or internalized language, and simple expressions in texts that are spoken, written, or signed.</p>	<ul style="list-style-type: none"> None required 	<ul style="list-style-type: none"> 1.1A: I can identify internalized content/familiar words when they are supported by gestures or visuals in informational texts. 1.1B: I can identify internalized content/familiar words when they are supported by gestures or visuals in fictional texts. 1.1C: I can understand internalized content or familiar words when they are supported by gestures or visuals in conversations. 	<ul style="list-style-type: none"> Learning Target Snapshots Charades Listening/Reading comprehension activities (assess using Kahoot, perhaps?) Ongoing instructor observation Student self-monitoring (French) Student self-monitoring (Spanish 1) Proficiency Scale (Spanish 1) Proficiency Scale (French 1) 	<ul style="list-style-type: none"> Grammar in written and spoken/sung context Grammar and vocabulary in written (fictional context) Peer conversations Whole-class conversations Grammar/Vocabulary scavenger hunt Conversational BINGO/Tic-Tac-Toe Word association: Give students a word and then they use it in a phrase to make for a complete thought Note-taking
<p>Interpersonal Communication (1.2): Communicate in</p>	<ul style="list-style-type: none"> None required 	<ul style="list-style-type: none"> 1.2.A: I can request and provide information by asking and answering 	<ul style="list-style-type: none"> Learning Target Snapshots 	<ul style="list-style-type: none"> Peer conversations Whole-class conversations

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<p>spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or internalized language that can be justified (i.e., grammatical structures, diction, tone, etc.) in native language (with some ability to explain myself in Spanish).</p>		<p>practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</p> <ul style="list-style-type: none"> 1.2.B: I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. 1.2.C: I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. 	<ul style="list-style-type: none"> Skill Audit / Anchor Tasks Ongoing instructor observation Student self-monitoring Student self-monitoring (French) Proficiency Scale (Spanish 1) Proficiency Scale (French 1) 	<ul style="list-style-type: none"> Describe a familiar picture or written (whole class/ partners/ individual) Question/Response Jeopardy-style answering (with a question) Word association: Give students a word and then they use it in a phrase to make for a complete thought Conversational BINGO/Tic-Tac-Toe Sentence Dictation Resources for hall
<p>Presentational Communication (1.3): Present information on both very familiar and everyday topics using a variety of practiced or internalized language, and simple expressions through spoken, written, or signed language.</p>	<ul style="list-style-type: none"> None required 	<ul style="list-style-type: none"> 1.3.A: I can present personal information about my life and activities, using simple sentences most of the time. 1.3.B: I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. 1.3.C: I can present on familiar and everyday topics, using simple sentences most of the time. 	<ul style="list-style-type: none"> Learning Target Snapshots Skill Audit / Anchor Tasks Ongoing instructor observation Student self-monitoring Student self-monitoring (French) Proficiency Scale (Spanish 1) Proficiency Scale (French 1) 	<ul style="list-style-type: none"> Sentence Dictation Resources for hall Personal presentations to peers or to the entire class Skit/Small-group presentations

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<p>Intercultural Communication (1.4): Identify products and practices to help me understand perspectives; interact at a survival level in some familiar everyday contexts.</p>	<ul style="list-style-type: none">• None required	<ul style="list-style-type: none">• 1.4.A: In my own and other cultures I can identify some typical products related to familiar everyday life.• 1.4.B: In my own and other cultures I can identify some typical practices related to familiar everyday life.• 1.4.C: I can communicate with others from the target culture in familiar everyday situations, using internalized language and showing basic cultural awareness.• 1.4.D: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	<ul style="list-style-type: none">• Learning Target Snapshots• Skill Audit / Anchor Tasks• Ongoing instructor observation• Student self-monitoring• Proficiency Scale (Spanish 1)• Proficiency Scale (French 1)	<ul style="list-style-type: none">• Peer conversations about cultural products and practices (C1 and C2)• Cultural videos and texts to build schema• Whole-class conversations• Question/Response• Jeopardy-style answering (with a question)• Conversational BINGO/Tic-Tac-Toe• Sentence Dictation• Resources for hall
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Spanish II & French II Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • 2.1.C: I can identify the main idea and key information in short straightforward conversations, particularly among peer learners. • 2.2.A: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • 2.2.C: I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. • 2.3.B: I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. 	<ul style="list-style-type: none"> • 2.1.A: I can understand the main idea and key information in short straightforward fictional texts that are spoken and written. • 2.1.C: I can identify the main idea and key information in short straightforward conversations, particularly among peer learners. • 2.2.A: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • 2.2.C: I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. • 2.3.B: I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • 2.1.A: I can understand the main idea and key information in short straightforward informational texts that are spoken and written. • 2.1.C: I can identify the main idea and key information in short straightforward conversations, particularly among peer learners. • 2.2.A: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions • 2.2.C: I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. • 2.3.B: I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • 2.3.C: I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. • 1.4.A: In my own and other cultures I can compare products related to everyday life and personal interests or studies. • 1.4.B: In my own and other cultures I can compare practices related to everyday life and personal interests or studies. 	<ul style="list-style-type: none"> • 2.1.A: I can understand the main idea and key information in short straightforward informational texts that are spoken and written. • 2.1.B: I can understand the main idea and key information in short straightforward fictional texts that are spoken and written. • 2.1.C: I can identify the main idea and key information in short straightforward conversations, particularly among peer learners. • 2.2.A: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions • 2.2.B: I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow- up questions. • 2.2.C :I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. • 2.3.A: I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • 2.3.B: I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • 2.3.C: I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. • 1.4.A: In my own and other cultures I can compare products related to everyday life and personal interests or studies. • 1.4.B: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

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	<ul style="list-style-type: none"> • 1.4.C: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. • 1.4.D: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.
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<u>Spanish II & French II</u>				Last Revised (Date & Name): 12/12/18 ACSM, SB	
Priority Standards: (Based on ACTFL “Can Do” Statements, Oct. 2017)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments	
<p>Interpretive Communication (2.1): Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>	<ul style="list-style-type: none"> • Interpretive Communication (1.1): Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or internalized language, and simple expressions in texts that are spoken, written, or signed. 	<ul style="list-style-type: none"> • 2.1.A: I can understand the main idea and key information in short straightforward informational texts that are spoken and written. • 2.1.B: I can understand the main idea and key information in short straightforward fictional texts that are spoken and written. • 2.1.C: I can identify the main idea and key information in short straightforward conversations, particularly among peer learners. 	<ul style="list-style-type: none"> • Learning Target Snapshots • Reading/Listening Comprehension Skill Audits / Anchor Tasks • Ongoing instructor observation • Student self-monitoring • Student self-monitoring (French) • Proficiency Scale (Spanish 2) • Proficiency Scale (French 2) 	<ul style="list-style-type: none"> • Grammar in written and spoken/sung context • Grammar and vocabulary in written (fictional context) • Peer conversations • Whole-class conversations • Grammar/Vocabulary scavenger hunt • Conversational BINGO/Tic-Tac-Toe • Word association: Give students a word and then they use it in a phrase to make for a complete thought • Note-taking • Running dictation • Hall resources 	

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<p>Interpersonal Communication (2.2): Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions; language is justified (i.e., grammatical structures, diction, tone, etc.) more frequently in the target language.</p>	<ul style="list-style-type: none"> Interpersonal Communication (1.2): Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or internalized language that can be justified (i.e., grammatical structures, diction, tone, etc.) in native language (with some ability to explain myself in Spanish). 	<ul style="list-style-type: none"> 2.2.A: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions 2.2.B: I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions. 2.2.C: I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. 	<ul style="list-style-type: none"> Learning Target Snapshots Interpersonal Speaking Skill Audits / Anchor Tasks Ongoing instructor observation Student self-monitoring (French) Student self-monitoring (French) Proficiency Scale (Spanish 2) Proficiency Scale (French 2) 	<ul style="list-style-type: none"> Peer conversations Whole-class conversations Describe a familiar picture or written (whole class/ partners/ individual) Question/Response Jeopardy-style answering (with a question) Word association/ rhyming words: Give students a word and then they use it in a phrase to make for a complete thought Conversational BINGO/Tic-Tac-Toe Running dictation Hall resources
<p>Presentational Communication (2.3): Communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>	<ul style="list-style-type: none"> Presentational Communication (1.3): Present information on both very familiar and everyday topics using a variety of practiced or internalized language, and simple expressions through spoken, written, or signed language. 	<ul style="list-style-type: none"> 2.3.A: I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. 2.3.B: I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. 2.3.C: I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. 	<ul style="list-style-type: none"> Learning Target Snapshots Presentational Speaking Skill Audits / Anchor Tasks Ongoing instructor observation Student self-monitoring (French) Student self-monitoring (French) Proficiency Scale (Spanish 2) Proficiency Scale (French 2) 	<ul style="list-style-type: none"> Running dictation Hall resources Personal presentations to peers or to the entire class Skit/Small-group presentations

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<p>Intercultural Communication (2.4): Make comparisons between products and practices to help me understand perspectives; interact at a functional level in some familiar contexts.</p>	<ul style="list-style-type: none"> • Intercultural Communication (1.4): Identify products and practices to help me understand perspectives; interact at a survival level in some familiar everyday contexts. 	<ul style="list-style-type: none"> • 2.4.A: In my own and other cultures I can compare products related to everyday life and personal interests or studies. • 2.4.B: In my own and other cultures I can compare practices related to everyday life and personal interests or studies. • 2.4.C: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. • 2.4.D: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. 	<ul style="list-style-type: none"> • Ongoing instructor observation • Learning Target Snapshots • Student self-monitoring • Proficiency Scale (Spanish 2) • Proficiency Scale (French 2) 	<ul style="list-style-type: none"> • Peer conversations about cultural products and practices (C1 and C2) • Cultural videos to build schema • Whole-class conversations • Question/Response • Jeopardy-style answering (with a question) • Word association: Give students a word and then they use it in a phrase to make for a complete thought • Conversational BINGO/Tic-Tac-Toe • Running dictation • Hall resources
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Spanish III & French III Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • 3.1.C: I can understand the main message and some supporting details across major time frames in conversations and discussions. • 3.2.A: I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. • 3.3.A: I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. • 3.4.A: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives. 	<ul style="list-style-type: none"> • 3.1.C: I can understand the main message and some supporting details across major time frames in conversations and discussions. • 3.2.A: I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. • 3.2.B: I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. • 3.3.A: I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. • 3.3.C: I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. • 3.4.A: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • 3.1.A: I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. • 3.1.B: I can follow the main story and some supporting detail across major time frames in fictional texts. • 3.1.C: I can understand the main message and some supporting details across major time frames in conversations and discussions. • 3.2.A: I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. • 3.2.C: I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames. • 3.3.A: I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. • 3.3.C: I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. • 3.4.A: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives. 	<ul style="list-style-type: none"> • 3.1.A: I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. • 3.1.B: I can follow the main story and some supporting detail across major time frames in fictional texts. • 3.1.C: I can understand the main message and some supporting details across major time frames in conversations and discussions. • 3.2.A: I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. • 3.2.B: I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. • 3.2.C: I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames. • 3.3.A: I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. • 3.3.B: I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames. • 3.3.C: I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. • 3.4.A: In my own and other cultures I can explain some diversity among

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- products and practices and how it relates to perspectives.
- 3.4.B: I can interact at a competent level in familiar and some unfamiliar contexts.

<h2 style="margin: 0;">Spanish III & French III</h2>				Last Revised (Date & Name): 12/12/18 ACSM, SB
Priority Standards: (Based on ACTFL “Can Do” Statements, Oct. 2017)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments
<p>Interpretive Communication (3.1): Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.</p>	<ul style="list-style-type: none"> • Interpretive Communication (2.1): Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 	<ul style="list-style-type: none"> • 3.1.A: I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. • 3.1.B: I can follow the main story and some supporting detail across major time frames in fictional texts. • 3.1.C: I can understand the main message and some supporting details across major time frames in conversations and discussions. 	<ul style="list-style-type: none"> • Reading/Listening Comprehension Skill Audits / Anchor Tasks • Ongoing instructor observation • Student self-monitoring • AAPPL (Spanish & French) • Proficiency Scale (Spanish 3) • Proficiency Scale (French 3) 	<ul style="list-style-type: none"> • E.g.: Research factors of immigration (including those of famous migrant celebrities), analyze graphs showing U.S. immigration data over the last several decades (determine context, identify missing information, make predictions), consider Veteran’s Day from a Spanish-speaking U.S. war veteran’s perspective, learn about Three Kings Day from Puerto Rican celebrant • Sentence Dictation • Resources for hallway
<p>Interpersonal Communication (3.2): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as</p>	<ul style="list-style-type: none"> • Interpersonal Communication (2.2): Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to 	<ul style="list-style-type: none"> • 3.2.A: I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple 	<ul style="list-style-type: none"> • Interpersonal Speaking Skill Audits / Anchor Tasks • Ongoing instructor observation 	<ul style="list-style-type: none"> • In-class conversations • Vocaroo recordings • Sentence Dictation • Resources for hallway

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<p>well as unfamiliar, concrete topics, using a series of connected sentences and probing questions; language is justified (i.e., grammatical structures, diction, tone, etc.) almost exclusively in the target language.</p>	<p>ask and answer a variety of questions; language is justified (i.e., grammatical structures, diction, tone, etc.) more frequently in the target language.</p>	<p>paragraphs across major time frames.</p> <ul style="list-style-type: none"> 3.2.B: I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. 3.2.C: I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames. 	<ul style="list-style-type: none"> Student self-monitoring AAPPL (Spanish & French) Proficiency Scale (Spanish 3) Proficiency Scale (French 3) 	
<p>Presentational Communication (3.3): Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.</p>	<ul style="list-style-type: none"> Presentational Communication (2.3): Communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. 	<ul style="list-style-type: none"> 3.3.A: I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. 3.3.B: I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames 3.3.C: I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. 	<ul style="list-style-type: none"> Presentational Speaking Skill Audits / Anchor Tasks Ongoing instructor observation Student self-monitoring AAPPL (Spanish & French) Proficiency Scale (Spanish 3) Proficiency Scale (French 3) 	<ul style="list-style-type: none"> Peer-to-Peer Presentations Class presentations Class debates Vocaroo recordings
<p>Intercultural Communication (3.4): Explain some diversity among products and practices and how it relates to perspectives; interact at a competent level</p>	<ul style="list-style-type: none"> Intercultural Communication (2.4): Make comparisons between products and practices to help me understand perspectives; interact at a functional 	<ul style="list-style-type: none"> 3.4.A: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives. 3.4.B: I can interact at a competent level in familiar 	<ul style="list-style-type: none"> Missouri Seal of Biliteracy Distinguished Missouri Seal of Biliteracy Proficiency Scale (Spanish 3) 	<ul style="list-style-type: none"> Guided research Individual research projects

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in familiar and some unfamiliar contexts.	level in some familiar contexts.	and some unfamiliar contexts.	<ul style="list-style-type: none">• Proficiency Scale (French 3)	
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AP Spanish & French IV Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • AP.1.B: I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts. • AP.1.C: I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions. • AP.2.B: I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. • AP.3.B: I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically. • AP.4.A: In my own and other cultures I can explain how a variety of products/practices of public and personal interest are related to perspectives. • AP.4.B: I can converse comfortably with others from the target language in familiar and some unfamiliar situations and show some understanding of cultural differences. 	<ul style="list-style-type: none"> • AP.1.A: I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. • AP.2.A: I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations. • AP.2.B: I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. • AP.2.C: I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and ask. • AP.3.B: I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically. • AP.3.C: I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically. • AP.4.A: In my own and other cultures I can explain how a variety of products/practices of public and personal interest are related to perspectives. • AP.4.B: I can converse comfortably with others from the target language in familiar and some unfamiliar situations and show some understanding of cultural differences.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • AP.1.A: I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. • AP.1.B: I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts. • AP.2.A: I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations. • AP.2.B: I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. • AP.2.C: I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and ask 	<ul style="list-style-type: none"> • AP.1.A: I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. • AP.1.B: I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts. • AP.1.C: I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions. • AP.2.A: I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations. • AP.2.B: I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

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<ul style="list-style-type: none"> AP.3.A: I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues. AP.3.B: I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically. AP.3.C: I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically. AP.4.A: In my own and other cultures I can explain how a variety of products/practices of public and personal interest are related to perspectives. AP.4.B: I can converse comfortably with others from the target language in familiar and some unfamiliar situations and show some understanding of cultural differences. 	<ul style="list-style-type: none"> AP.2.C: I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and ask AP.3.A: I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues. AP.3.B: I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically. AP.3.C: I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically. AP.4.A: In my own and other cultures I can explain how a variety of products/practices of public and personal interest are related to perspectives. AP.4.B: I can converse comfortably with others from the target language in familiar and some unfamiliar situations and show some understanding of cultural differences.
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<h2 style="margin: 0;">AP Spanish & French IV</h2>			Last Revised (Date & Name): 12/12/18 ACSM, SB	
Priority Standards: (Based on ACTFL “Can Do” Statements, Oct. 2017)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments
Interpretive Communication (AP.1): Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	<ul style="list-style-type: none"> Interpretive Communication (3.1): Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed. 	<ul style="list-style-type: none"> AP.1.A: I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. AP.1.B: I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts. 	<ul style="list-style-type: none"> Reading/Listening Comprehension Skill Audits / Anchor Tasks Ongoing instructor observation Student self-monitoring AAPPL (Spanish & French) 	<ul style="list-style-type: none"> E.g.: Research factors of immigration, analyze graphs showing U.S. immigration data over the last several decades (determine context, identify missing information, make predictions), read an autobiographical account of a migrant family’s experiences

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		<ul style="list-style-type: none"> AP.1.C: I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions. 	<ul style="list-style-type: none"> AP Spanish Language and Culture Practice Exam AP Spanish Language and Culture Exam Proficiency Scale (Spanish AP) Proficiency Scale (French 4) 	<p>(self-monitored reading/writing), consider Veteran's Day from a Spanish-speaking U.S. war veteran's perspective, learn about Three Kings Day from Puerto Rican celebrant</p>
<p>Interpersonal Communication (AP.2): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions; language is justified (i.e., grammatical structures, diction, tone, etc.) almost exclusively in the target language.</p>	<ul style="list-style-type: none"> Interpersonal Communication (3.2): Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions; language is justified (i.e., grammatical structures, diction, tone, etc.) almost exclusively in the target language. 	<ul style="list-style-type: none"> AP.2.A: I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations. AP.2.B: I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. AP.2.C: I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions. 	<ul style="list-style-type: none"> Interpersonal Speaking Skill Audits / Anchor Tasks Ongoing instructor observation Student self-monitoring AAPPL (Spanish & French) AP Spanish Language and Culture Practice Exam AP Spanish Language and Culture Exam Proficiency Scale (Spanish AP) Proficiency Scale (French 4) 	<ul style="list-style-type: none"> Peer-to-peer conversations In-class conversations Vocaroo recordings Film Minute I Say, You Draw
<p>Presentational Communication (AP.3): Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.</p>	<ul style="list-style-type: none"> Presentational Communication (3.3): Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language. 	<ul style="list-style-type: none"> AP.3.A: I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues. AP.3.B: I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often 	<ul style="list-style-type: none"> Presentational Speaking/Writing Skill Audits / Anchor Tasks Ongoing instructor observation Student self-monitoring AAPPL (Spanish & French) 	<ul style="list-style-type: none"> Peer-to-peer Presentations Class debates Vocaroo recordings Film Minute I Say, You Draw

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		<p>deal with related issues hypothetically.</p> <ul style="list-style-type: none"> AP.3.C: I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically. 	<ul style="list-style-type: none"> AP Spanish Language and Culture Practice Exam AP Spanish Language and Culture Exam Proficiency Scale (Spanish AP) Proficiency Scale (French 4) 	
<p>Intercultural Communication (AP.4): Explain some diversity among products and practices and how it relates to perspectives; interact at a competent level in familiar and some unfamiliar contexts.</p>	<ul style="list-style-type: none"> Intercultural Communication (3.4): Explain some diversity among products and practices and how it relates to perspectives; interact at a competent level in familiar and some unfamiliar contexts. 	<ul style="list-style-type: none"> AP.4.A: In my own and other cultures I can explain how a variety of products/ practices of public and personal interest are related to perspectives. AP.4.B: I can converse comfortably with others from the target language in familiar and some unfamiliar situations and show some understanding of cultural differences. 	<ul style="list-style-type: none"> Missouri Seal of Bilingualism Distinguished Missouri Seal of Bilingualism AP Spanish Language and Culture Practice Exam AP Spanish Language and Culture Exam Proficiency Scale (Spanish AP) Proficiency Scale (French 4) 	<ul style="list-style-type: none"> Guided research Individual research projects

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