

Spanish 5 - Unit 4: Compra Menos y Haz Dure**Massachusetts Learning Standards
Intermediate High World Languages Standards****Communication Standards**

1. Interpretive Communication - In narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, or public interest, relying upon understanding of short paragraphs containing multiple time frames, consisting of straightforward or descriptive language, students:

- a. Analyze traits of multiple cultures and communities. (IH.1.a)
- b. Analyze the main message or story line and some supporting details. (IH.1.b)

2. Interpersonal Communication - In conversations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IH.2.a)
- b. Understand, answer, and ask a wide variety of questions across time frames. (IH.2.b)
- c. Initiate, maintain, and end conversations across time frames by understanding and creating language that conveys authentic, personal meaning. (IH.2.c)
- d. Provide advice or propose solutions to individual or societal issues. (IH.2.d)
- e. Provide descriptions, narrations, and comparisons across time frames. (IH.2.e)

3.. Presentational Communication - In presentations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon circumlocution, in such a way that speakers/signers of the language usually understand, students:

- a. Demonstrate understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. (IH.3.a)

- b. Present information, raise awareness, and express preferences. (IH.3.b)
- c. Apply authentic resources to state and support a viewpoint. (IH.3.c)
- d. Produce descriptions, narrations, and comparisons across time frames. (IH.3.d)

4. Intercultural Communication - In interactions in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students:

- a. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. (IH.4.a)
- b. Adapt language and behavior to communicate appropriately in most formal and informal settings. (IH.4.b)
- c. Communicate in a manner that is clear and inoffensive to the audience/interlocutor. (IH.4.c)
- d. Demonstrate awareness of cultural diversity and bias. (IH.4.d)

Linguistic Cultures Standards

5. Cultures - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:

- a. Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities. (IH.5.a)
- b. Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. (IH.5.b)
- c. Analyze and explain manifestations of intercultural harmony and/or conflict over time. (IH.5.c)

6. Comparisons - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target language cultures studied and their own by:
 - 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. (IH.L.6.a.1)
 - 2. Taking the perspective of those from different cultures to build empathy. (IH.6.a.2)

- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
1. Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. (IH.6.b.1)
 2. Comparing language forms. (IH.6.b.2)
 3. Analyzing and explaining how time frames are expressed. (IH.6.b.3)

Lifelong Learning Standards

7. Connections - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IH.7.a)
- b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IH.7.b)

8. Communities - In a wide variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Partnering with individuals and organizations to further investigate and enjoy target-language cultures. (IH.8.a.1)
 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. (IH.8.a.2)
- b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and researching further opportunities to do so. (IH.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IH.8.b.2)
 3. Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition. (IH.8.b.3)
 4. Identifying challenges and strategies for growth and reflecting upon progress. (IH.8.b.4)