



Alignment Document

State of Florida And Aventa Learning Spanish Grades 9-12

Spanish Grades 9-12 2005-2007 Benchmark Blueprint

Florida Standard, Grades 9-12	Spanish IV	AP Spanish
Communication		
Standard 1:		
The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.2)		
1. interacts in the target language in a number of true life situations chosen from a variety of contexts (e.g., asking for information).	La Gente, Posibilidades, Los Logros	
2. rephrases and uses indirect expressions to communicate a message in the target language.	Students do this in several units of the course when they are asked to explain a saying or other target language writing in their own words in the target language.	
Standard 2:		
The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.4)		
1. obtains and processes information in spoken or written form on topics of academic, cultural, and historical interest, near the level of an educated native speaker of the language.	Students do this frequently in attaining information for project assignments.	Students listen to interviews in the target language and then process the information into an informal writing in their own words.

<p>2. understands the main ideas and significant details of extended discussions, presentations, and feature programs on radio and television, in movies, and in other forms of media designed for use by native speakers.</p>		<p>Lesson 4; Student listens to interviews given by native speakers of the language and then use the information to put together an informal writing.</p>
<p>3. reads authentic written materials and analyzes them orally or in writing (e.g., describes characters, plot, personal reactions, and feelings).</p>		<p>Students do this in several lessons in the AP class, both in writing and orally as well as on a class discussion board where students interact with one another in spoken language.</p>
<p>4. understands various aspects of and relationships between the arts, music, literature, history, politics, or economics as presented through a film or book produced by the target culture.</p>		<p>Students delve into these areas in many units of the AP course.</p>
<p>Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.4)</p>		
<p>1. effectively communicates orally in the target language regarding a past, present, or future event.</p>	<p>Student is asked to do this in most units via spoken monologue recordings.</p>	<p>Student does this via Elluminate Live sessions as well as spoken monologues.</p>
<p>2. communicates in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).</p>	<p>Student does this in each unit on the class discussion board. Students are encouraged to have frequent contact with native speakers but this is not possible in all areas.</p>	<p>Students do this in each lesson of the class and are encouraged to make contact with native speakers.</p>

Culture		
Standard 1: The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.4)		
1. interacts in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.	Students research this on the internet on websites that have authentic language.	
2. identifies and discusses various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.	Students discuss these ideas on the class discussion boards.	Students read literary works that have to do with teens and themes that deal with Latin American youth growing up.
3. identifies and discusses various aspects of the target culture (e.g., social and political institutions and laws).	Students talk about current events type happenings in the Spanish speaking world in several units—Se acaba, Ahora, Los Deseos, and deal with a variety of social and political themes throughout the course.	
4. identifies and discusses artistic expressions and forms of the target culture (e.g., books, periodicals, videos, commercials, music, dance, design, and art).	Students are continually introduced to Latin American artists, Spanish artists, musicians, etc, in many units such as Actividades, Celebración, El pasado, Las Artes.	
5. identifies and discusses target-language writers and their works and assesses their influence not only on the products of his or her own culture, but also on other world cultures.		Lesson 2—student writes an in depth writing on a Spanish speaking author.

Connections		
Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.4)		
1. conducts research on a topic of interest from an academic discipline (e.g., an event, a historical figure, or a scientific concept) using a variety of target- language sources (e.g., print, audio, and CDROM).	Students do research in most units to find out cultural, historical or geographical information about a target language personality, happening or place.	
Standard 2: The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.4)		
1. uses research information as a basis for expressing opinions that reflect knowledge of the target culture.		
2. uses a concept or skill learned in the foreign-language class to communicate information to students in other content-area classes.		
3. uses target-language skills to obtain information and perspectives from speakers of the target language.	Students are encouraged to make contact with native speakers in order to do this but it is not always possible. Students do listen to a variety of presentations by native speakers and respond in written or oral form to them.	Students are again encouraged to have contact frequently with native speakers but that does not always happen. Students do listen to oral presentations given by native speakers.

<p>4. uses target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest.</p>	<p>Students research a variety of activities that happen in Spanish speaking countries, from fútbol to bull fighting to ecotourism in a variety of the units of the Spanish IV course.</p>	
<p>5. uses the target language to access, process, and discuss information that is only available through the target language or within the target culture (e.g., by using technology such as databases and CD-ROM produced in the target language or consulting target-language sources to gain information on a topic of personal, community, or global concern).</p>		
<p>Comparisons</p>		
<p>Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.4)</p>		
<p>1. knows elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.</p>	<p>La Gente, El Pasado, Se acaba</p>	
<p>2. understands and applies the target-language pronunciation, intonation, stress patterns, and writing conventions in a variety of contexts.</p>	<p>Each unit.</p>	
<p>3. recognizes how languages differ in the way they can be used to communicate similar ideas (e.g., through oral, written, or artistic expression).</p>	<p>Each unit makes distinctions like this.</p>	



<p>Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.3)</p>		
<p>1. uses the target language to discuss how aspects of the target culture are reflected in his or her own culture.</p>	<p>Many discussion board assignments take this standard.</p>	
<p>2. recognizes different world views as presented in the media (e.g., TV, newspapers, and radio).</p>		
<p>3. demonstrates knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/or literature.</p>		<p>The student reads many passages in this course and makes comparisons and contrasts the similarities and differences.</p>
<p>4. recognizes the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p>		<p>Students read a variety of passages from a variety of different kinds of authors, from chicano literature to literary greats such as Cervantes and learn about these contributors and their vast contributions.</p>
<p>Experiences</p>		
<p>Standard 1: The student uses the language within and beyond the school setting. (FL.E.1.3)</p>		
<p>1. understands that knowing more than one language allows people to function effectively in multilingual communities.</p>	<p>This is an emphasized point in many areas—especially in the units called Las Profesiones, Los Logros, Los Deseos, La Celebración.</p>	



2. knows the benefits that being able to communicate in more than one language can have on one's career.	Students are told of the many benefits of being bilingual in many units.	
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