



**CURRICULUM FRAMEWORK**

**CONTENT AREA: FOREIGN LANGUAGE**

**GRADE LEVEL/COURSE: SPANISH III**

<p><b>PERFORMANCE ASSESSMENT</b>  <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i>                  Criteria for assessment</p> <ul style="list-style-type: none"> <li>-Impact of performance</li> <li>-Work quality and craftsmanship</li> <li>-Adequacy of methods and behaviors</li> <li>-Validity of content</li> <li>-Degree of expertise</li> </ul> <p><b>VALIDATION</b>                  Isolated skill performances, tests, quizzes etc.</p>	<p>1.1, 1.2, 1.3, 1.4                  Listening/speaking-                  Reading/writing                  Students will write a 5-page autobiography and read to an audience. Audience will critique in Spanish. Other students will listen to dialogue/story and answer questions about it</p>			→
<p><b>TOPICAL or CURRICULUM ALIGNMENT</b></p> <p>Ex: Genres and materials  <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<ol style="list-style-type: none"> <li>1. Cultural days</li> <li>2. Spanish novel studies</li> </ol>			→
<p><b>COMPETENCIES</b>  <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> <li>1. Comprehension</li> <li>2. Written communication</li> <li>3. Analysis</li> <li>4. Technology</li> <li>5. Service as translators</li> </ol>			→
<p><b>INSTRUCTIONAL STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Foreign language competitions</li> <li>2. Listening to Spanish music</li> <li>3. Reading of Spanish novels</li> </ol>			→

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