

EXPANDING (Level III & IV) POWER STANDARDS

CONNECTIONS

3. *Students use the language both within and beyond the school setting and synthesize information and skills common to the target language and other subject areas.*

CONCEPTS:

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| <i>*Linguistics</i> | <i>*Social reform</i> |
| <i>*Grammar tenses</i> | <i>*Immigration</i> |
| <i>*Spelling</i> | <i>*Idioms</i> |
| <i>*Punctuation</i> | <i>*Literature</i> |
| <i>*Writing process</i> | <i>*Geography</i> |
| <i>*Current events</i> | <i>*Art appreciation</i> |
| <i>*Transition words</i> | <i>*Environment</i> |
| <i>*Structure</i> | <i>*Health</i> |

SKILLS:

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|-------------------------------|-----------------------------|
| <i>*Compare art</i> | <i>*Compose</i> |
| <i>*Critique art</i> | <i>-Persuasive writings</i> |
| <i>*Opine</i> | <i>-Poems</i> |
| <i>*Debate</i> | <i>-Short stories</i> |
| <i>*Apply verb tenses</i> | <i>-Plays</i> |
| <i>*Interpret literature</i> | <i>-News articles</i> |
| <i>*Differentiate</i> | <i>-Skits</i> |
| <i>-Idioms</i> | <i>-Biographies</i> |
| <i>-Idiomatic expressions</i> | <i>-Autobiographies</i> |
| <i>-Language levels</i> | |

EVIDENCE: Product, performance, presentation

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| <i>*Research papers</i> | <i>*Journals</i> |
| <i>*Biographies</i> | <i>*Role plays</i> |
| <i>*Interviews</i> | <i>*Commercials</i> |
| <i>*Presentations</i> | <i>*Instructional activities</i> |
| <i>*Web quests</i> | <i>(Lesson planning, teaching students</i> |
| <i>*Books</i> | <i>at earlier levels of language learning)</i> |
| <i>*Essays</i> | |
| <i>*Advertisements</i> | |