

Modern Foreign Language Level II

Course Description

In Level II foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of the foreign language in the classroom as well as on the use of authentic materials to learn about the culture.

Teachers are REQUIRED to use the assessment program that accompanies the textbooks as the MINIMUM baseline standard for evaluation of each chapter's objectives. The computer test bank and alternate assessments should not be used as the primary evaluation of student performance. Chapter objective checklists for each unit taught will be required paperwork and kept in each teacher's evaluation notebook. Evidence such as student work, integrate reports, and administrative observations may also be required at the time of post observation interviews and summative evaluations.

| | <i>National Standards for Foreign Language</i> |
|---|---|
| COMMUNICATION <i>Communicate in Languages Other Than English</i> | Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| CULTURES <i>Gain Knowledge and Understanding of Other Cultures</i> | Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| CONNECTIONS <i>Connect with Other Disciplines and Acquire Information</i> | Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| COMPARISONS <i>Develop Insight into the Nature of Language and Culture</i> | Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |
| COMMUNITIES <i>Participate in Multilingual Communities at Home & Around the World</i> | Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |

| Just For Starters | | | | |
|--|---|--|---|--|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about place of origin and nationality of people. • Talk about activities people do and how frequently they do them. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> • Read and interpret information about the first day of class in Spanish- speaking countries. • Listen to, read and interpret information that describes people. • Read information about the population of the United States. • Listen to, read and interpret information about activities people do and how often they do them. • Read and Interpret an article about singer Enrique Iglesias | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Present information about describing people. • Summarize information about the immigrant population in the United States. • Present detailed information about activities people do and how frequently they are done. • Write a diamond- shaped poem describing the self. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Describe the first day of class in Spanish-speaking countries. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Read and Write about Enrique Iglesias and his songs. | <p>3.1 Cross-Curricular</p> <p>Read and write about the immigrant population in the United States. Make a written presentation</p> | <p>4.1 Language</p> <ul style="list-style-type: none"> • Review adjectives • Use adjectives of nationality in relation to country of origin. |
| | | | | <u>Communities</u> |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Document use of Spanish outside of classroom. • Document Opportunities to use or be exposed to Spanish or Hispanic culture outside of class. <p>5.2 Personal Enrichment</p> <ul style="list-style-type: none"> • Document collateral reading or viewing of Spanish Language film. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| | | | <p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p> | <p>Chapter or nine week projects and performance assessments.</p> |

| Your School Day: What Do You Do At School? | | | | |
|---|---|--|---|---|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk about classroom activities and school; using the verb conocer. Answer questions and compare experiences about classes and subjects. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read, listen to and interpret information on: School activities, subjects, rules, and class items. Read and interpret: a picture-based story, quotes about education, a famous poem. Read: sayings focusing on pronunciation, descriptions using affirmative and negative words; about coats of arms; about the schools and grading system in Mexico; about good study habits and school subjects; about Okapi, a Spanish magazine; about Guanajuato | <p>1.3 Presentational</p> <ul style="list-style-type: none"> Present information about: school activities; subjects; rules; coats of arms. Provide information about a poem. Write about: a picture-based story, a favorite class; Mexican grades and subjects; quotes about education; write a letter about school. Recite a poem in front of the class. Read, complete sentences, and play a game with stem-changing verbs. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Describing grading systems in Mexico. Describe teacher-student relationships in a school setting. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Talk or write about the painter Simón Silva, the poet José Martí, and the poem Versos sencillos. Talk about: Okapi, a Spanish magazine; coats of arms | <p>3.1 Cross- Curricular</p> <p>Describe the poet José Martí and his works; organize for success in school; make a coat of arms.</p> <p>3.2 Target Culture</p> <p>Read an article from a Spanish magazine; quotes about education; about history, culture of Guanajuato</p> | <p>4.1 Language</p> <ul style="list-style-type: none"> Interpret a reading by using cognates; practice the pronunciation of b,v and d; describe the formality of language in student-teacher relationships. Use affirmative and negative words and expressions. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare: Mexican grading systems and teacher- student relationships to those in the US; Okapi with US magazines. |
| | | | | <u>Communities</u> |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Identify characteristics of a good teacher and a good student. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| <p>Tener, poner, traer, hacer Tener hambre, sed, sueño, tener que + inf. Affirmative and negative words and expressions Stem Change Verbs (o to ue, e to ie and e to i) Conocer</p> | | <p>School: classes, descriptions of classes, in your backpack, in the classroom, schedule Affirmative and negative words and expressions</p> | <p>Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.</p> | <p>Chapter or nine week projects and performance assessments.</p> |

| Your School Day: What Do You Do After Classes | | | | |
|--|--|--|--|---|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about places, activities, and pastimes; about making comparisons and how long people have been doing things; using the verbs <i>saber</i>, <i>conocer</i> and <i>hacer</i> + time. <p>1.2 Interpersonal</p> <ul style="list-style-type: none"> • Read and interpret information about: Antonio Berni and Celia Cruz; sports and a sports club; school in Mexico, Spain, US; San Miguel de Allende • Read, watch, listen to and compare information about activities and pastimes. • Read and listen using <i>saber</i> and <i>conocer</i>. • Read and interpret information about salsa, ballet, and a dance school. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Present information: about going places and favorite activities and pastimes; using <i>saber</i>, <i>conocer</i> and <i>ir</i> • Write about and compare people's activities and how long they've been doing things. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Describe soccer's cultural importance. • Talk or write about: activities and favorite sports; a dance school program. • Compare differences between schools in Mexico, Spain and the US. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Talk or write about: soccer, other sports and activities, and a sports club program; Berni and Celia Cruz; different kinds of dance. | <p>3.1 Cross-Curricular</p> <ul style="list-style-type: none"> • Discuss varied activities and dances; important artists: Berni; Web pages, presentations. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> • Talk or write about: a sports club program; different kinds of dance; school in Mexico, Spain, US; places: the history of San Miguel de Allende. | <p>4.1 Language</p> <ul style="list-style-type: none"> • Make comparisons; use nouns and verbs including <i>saber</i> and <i>conocer</i>. <p>4.2 Culture</p> <ul style="list-style-type: none"> • Compare: activities, sports, and sports clubs of Latin America and the U.S.; Berni's work to that of US artists; schools in Mexico, Spain and the US. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | | <u>Communities</u> |
| <u>Discrete Skills Assessments</u> | | <u>Integrated Skills Assessments</u> | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Identify special activities in the community and places that would offer salsa classes. |
| <p><i>ir a</i> + infinitive <i>ir a</i> + place comparative (+, -, =) <i>saber</i> vs. <i>conocer</i> <i>Hacer</i> + time</p> | | <p>Free time: places, sports, activities, <i>ir, saber, conocer</i></p> | <p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p> | <p>Chapter or nine week projects and performance assessments.</p> |

| Special Events: How Do You Get Ready? | | | | |
|--|--|---|--|--|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk: about clothing for different events, weekend plans, and daily routines; using possessive adjectives Describe people, places and things using <i>ser</i> and <i>estar</i> <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Listen to and interpret daily routines and choices; identify body parts. Read and interpret possessive adjectives, sound changing consonants, verbs that use the infinitive, and <i>ser</i> and <i>estar</i> Read: about getting ready for an event, preferences in attire, special events and families, traditional clothing, the <i>Teatro Colón</i>, other important theaters, the <i>poncho</i>, and Dolores Hidalgo; a picture-based story, a hair clipper ad, and about teen' sleeping patterns. Listen to and watch a video about getting ready for an event. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> Present information about: special events, clothing for different events, getting ready for an event, <i>ser</i> and <i>estar</i> and possessive adjectives; the history of jeans. Write and present information about daily routines. Present a personal experience of a special even. Write: about a clothing purchase and shopping experience; o express interests. | <p>2.1 Practices and Perspectives</p> <p>Explain cultural perspectives on teen dress. Talk and write about families and special events.</p> <p>2.2 Products and perspectives</p> <p>Talk and write about: attire preferences, the <i>poncho</i>, traditional Mexican clothing; the <i>Teatro Colón</i>, and other important theaters; hair clippers from an ad.</p> | <p>3.1 Cross- Curricular</p> <p>Read about teens' sleeping patterns Describe the history of the <i>Teatro Colón</i>; how to make a <i>poncho</i>; i how to make an oral presentation.</p> <p>3.2 Target Culture</p> <p>Describe and investigate the <i>Teatro Colón</i> and Dolores Hidalgo.</p> | <p>4.1 Language</p> <p>Use reflexive verbs, infinitives after prepositions, possessive adjectives, and sound changing consonants Review the verbs <i>ser</i> and <i>estar</i></p> <p>4.2 Culture</p> <p>Compare: Special events in Spanish-speaking countries and the US; cultural programs in Hispanic countries and the US; Mexican and US independence.</p> |
| | | <u>Communities</u> | | |
| | | | | <p>5.1 Beyond the School</p> <p>Identify special and cultural events in your community.</p> <p>5.2 Life Long Enrichment</p> <p>Investigate diverse community activities in your area.</p> |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| infinitive construction, reflexive verbs, possessive adjectives, ser vs. estar | | Clothing and the body, reflexive verbs- daily routines, verbs that use infinitives, ser and estar, possessive adjectives | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| Special Events: What Clothes Did You Buy? | | | | |
|--|--|---|---|---|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk: about shopping, fashion and clothes, using the preterite of verbs and cardinal numbers. • Give dates of important events. • Ask for assistance in a shopping situation. • Describe class objectives. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> • Read: about royal marriage arrangements; a picture - based story; about preferences and plans; about preterit of regular verbs and about demonstrative adjectives; about native Americans textiles and leather and about the history of blue jeans; about origins of words from Arabic; about bilingual employees; about a Latin American designer; about family parties; about Mexican involvement in WWII. • Read, watch and listen to information about fashion, shopping, and clothes. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Present information on: fashion, fashion shows, shopping, clothes and money; preferences, plans; the history of jeans. • Write: information based on illustrations; about a shopping purchase. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Talk about the economic power of Spanish- speakers. • Explain the cultural significance of parties. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Read and talk about: the daughter of the Spanish royal family; clothing materials in the past and the history and names of jeans; designer Narciso Rodriguez. • Define and explain <i>la parranda</i>. | <p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> • Discuss conversion tables for clothing sizes; the history of textiles and clothing; how to make a written presentation. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> • Discuss: the history of jeans; Spanish-speaking participation in the US army during WWII | <p>4.1 Language</p> <ul style="list-style-type: none"> • Identify origin of words from Arabic. • Use: demonstrative adjectives; adjectives as nouns (pronouns) |
| | | | | <u>Communities</u> |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Discuss the importance of being a bilingual employee in stores and shops. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| cardinal numbers, regulars of the preterit + car, gar, zar, demonstrative adjectives, adjectives as nouns (pronouns), | | Shopping- What do you do? Where do you go? What do you buy? What color? What's it like? | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| In Your Community: What did you do yesterday? | | | | | |
|--|---|--|---|--|--|
| 2.5 Weeks | | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> | |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about: schedules, doing errands, telling time, community stores and services, and famous people from the past. • Give information using direct object pronouns. • Talk to, give and request information. • Describe using the preterite of <i>ir, ser, hacer, tener, estar</i> and <i>poder</i>. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> • Read: about Buenos Aires; a building in Mexico, medication labels, <i>barrios</i> in Spain and Latin America; <i>los sellos</i> in Spain; Sister Cities International, and services <i>farmacias</i> provide; a picture- based story and a newspaper ad. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Write: information about times, running errands, schedules, buying things, interesting places in the community; questions about famous people of the past. • Present information about: irregular preterite verbs <i>ir, ser, hacer, tener, estar, poder</i>; direct object pronouns; preparing for trips; what people did where and when; community stores and services. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Describe cultural characteristics of <i>barrios</i>. • Write or talk about open- air markets. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Write or talk about painter Julio Alpuy, El Palacio de Correos, services <i>farmacias</i> provide; the poet Pablo Neruda, barrios in Spain and Latin America, <i>los sellos</i> in Spain and the benefits of a brand of toothpaste. • Describe open- air markets. | <p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> • Write or talk about Pablo Neruda, Sister Cities International, errands and time schedules, make an oral presentation. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> • Talk about Buenos Aires and Guanajuato | <p>4.1 Language</p> <ul style="list-style-type: none"> • Review: uses of direct object pronouns, rules for written accents. <p>4.2 Culture</p> <ul style="list-style-type: none"> • Compare markets, <i>farmacias</i>, and <i>barrios</i> with those in the U.S. | |
| | | | | <u>Communities</u> | |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Identify: medications with Spanish labels; things to do in the U.S. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> • View a mystery series. | |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> | |
| <p>Telling time, direct object pronouns, irregular preterite <i>ser, ir, hacer, tener, estar, poder</i>,</p> | | <p>Chores, the city, in your room, in the kitchen, in other rooms, outside, places</p> | <p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p> | <p>Chapter or nine week projects and performance assessments.</p> | |

| In Your Community: Which way from here? | | | | |
|---|---|---|---|---|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk: about prepositions and transportation, a telephone ad, <i>las glorietas</i>, maps, driving, traffic signs, giving directions, relationships, things people do, when and how often; using gestures to communicate. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read: about city events, Diego Rivera, la plaza mayor, a telephone ad, the Mexico City subway, defensive driving, license requirements, the <i>carretera Panamericana</i>, Spanish-speaking employees, a picture-based story. Read, watch, and listen to information about places, transportation, and traffic signs. Listen to and watch a video about asking for directions. Read and interpret dialogue focusing on direct object pronouns, commands. Observe a painting by Frida Kahlo. View and Read about the mystery series. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> Present information about: prepositions and transportation; what, when, and how frequently people do things; driving directions; places of interest, advice, driving, and transportation; <i>las glorietas</i>; past events; using commands. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Tell about the Mexico City subway; defensive driving. Explain: communicating with gestures; driver's license requirements. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Tell about: Diego Rivera, <i>la plaza mayor</i>; a cell phone; the Mexico City subway, driver's license requirements; Frida Kahlo; <i>la carretera Panamericana</i>. | <p>3.1 Cross-Curricular</p> <ul style="list-style-type: none"> Tell about: Mexican artist Frida Kahlo; safe driving and traffic signs. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Tell about driving in Costa Rica Recognize cultural viewpoints through viewing a video mystery series. | <p>4.1 Language</p> <ul style="list-style-type: none"> Review direct object pronouns <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare plazas of Madrid, Mexico and the U.S.; driver's license requirement; barrios to U.S. neighborhoods; subways in Mexico and the U.S. |
| | | | | <u>Communities</u> |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Identify tourist attractions in the community. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> View a video mystery series. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| Present tense of "go" verbs (<i>salir, decir, venir</i>), direct object pronouns, Tú commands (irregular forms), present progressive (irregular forms), | | prepositions of placement, means of transport, | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| Memories: When We Were Kids | | | | |
|--|---|---|---|---|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk about: celebrations and plans for parties; toys, pets, and animals in fables; childhood and children's activities; the painting <i>Los niños del futuro</i>. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Listen to and interpret information about toys, play, pets, and childhood. Read a picture-based story and fable from Mexico. Listen to and watch a video about childhood. Read: to interpret analogies; an advertisement and respond to questions; about nursery and elementary schools; descriptions of a person from the past; about Isaac Newton. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> Present information: about a celebration, childhood, toys, pets, and traditional songs; analogies; based on pictures. Compose: information about childhood activities and elementary school; a description from the point of view of a person in the past. Compare information with personal experience. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Describe the role of pets. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Tell about Pablo Picasso and his art; about nursery schools and <i>juguetes mayas</i>; about <i>el mercado de Hidalgo</i> in Guanajuato. Describe fables, nursery rhymes, and songs. | <p>3.1 Cross-Curricular</p> <ul style="list-style-type: none"> Tell about: Pablo Picasso and his work; Spanish-speaking countries; the life of Isaac Newton. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Listen to and sing Spanish songs Read a Mexican fable and think about animals portrayed in fables from different cultures. | <p>4.1 Language</p> <ul style="list-style-type: none"> Explain new vocabulary by using suffixes; the pronunciation of specific Spanish letters. Use the imperfect tense. Review and practice the indirect object pronouns. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare: nursery schools, nursery rhymes and songs in Spanish-speaking countries to those in the U.S.; <i>juguetes mayas</i> to toys in the U.S. |
| | | | | <u>Communities</u> |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Discover a nursery school that teaches Spanish to the children. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| imperfect tense, imperfect of <i>ir</i> , <i>ser</i> and <i>ver</i> ; | | toys, playing with others, games, childhood activities. | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| Memories: Festival Days | | | | |
|--|---|--|---|--|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about: greetings and leave-taking; celebrations; family and social occasions; family members; childhood; friendships; inappropriate behavior; the painting <i>Tamalada</i>. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> • Read: about festivals, ornaments, holidays; Independence Day observances; <i>el Día de la Raza; Semana Santa; el Día de los Muertos; el carnaval; la Tamborrada; las Fallas de Valencia; el Día de los Reyes Magos</i>; about customs of a Basque village; a picture-based story. • Read and listen to information about etiquette. • Listen to and watch a video about a fiesta. • Listen to information about <i>Tamalada</i> | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Write: about la <i>Tamborrada</i> in Alsasua, family and social gatherings, celebrations; about the painting <i>Tamalada</i>; about childhood events, memories; a letter to <i>los Reyes Magos</i>. • Present information about good manners. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Describe celebrations: Independence Day in Mexico; the Basque celebration, <i>la Tamborrada; el Día de la Raza; el Día de los Muertos; el carnaval; las fallas de Valencia; el Día de los Reyes Magos; la ceremonia del lazo</i>. • Interpret rules of etiquette. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Tell about: Antonio M. Ruiz and his art; Mexico's flag; Basque language, food, and customs; celebrations: <i>el Día de la Raza parade; el Día de los Muertos customs; el carnaval; la Fallas de Valencia; el Día de los Reyes magos; la ceremonia del lazo</i>; ornaments and decorations. | <p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> • Describe Independence Day Celebrations. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> • View a video mystery series. | <p>4.1 Language</p> <ul style="list-style-type: none"> • Describe the past with the imperfect tense. • Build antonyms using prefixes. • Explain reciprocal actions. <p>4.2 Culture</p> <ul style="list-style-type: none"> • Compare Independence Day celebrations; wedding ceremonies. |
| | | | | <u>Communities</u> |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Explore ornaments used in local festivals. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> • View a video mystery series. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| describing a situation with the imperfect, reciprocal actions, | | Holidays, celebrations and family members, descriptions | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| In the News: Acts of Heroism | | | | |
|---|---|---|--|--|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about: states of being, a building fire, emergency service personnel, natural disasters, sequences of events, past events, the Popayán quake of 1983, fire evacuation, heroes, disaster relief efforts, the home, rooms, and furnishings. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> • Read and listen to information about weather, heroism, building fires, journalism, volcanoes, the Popayán quake of 1983, the Valdivia quakes and tidal wave of 1960, volcano legends, hurricanes, disasters and preparedness. • Read: a picture-based story with a fire evacuation sign; newspaper headlines; about antonyms; Queen Sofia's relief mission to Nicaragua. • Listen to and watch a video about a fire. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Write: about states of being, a building fire, emergency service personnel, volunteer firefighters of Chile, natural disasters, sequences of events, disaster preparedness, heroes, past events, a "disaster movie," the home, rooms, and furnishings; a legend about a local natural feature. • Present: opinions on a journalistic interview; information about states of being; past events. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Tell about hurricane preparedness, the volunteer firefighters of Chile, Chile's disaster awareness, volcano legends. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Write or talk about: Zulia Gotay de Anderson and her art; Fernando Botrero and his art; disaster response agencies in Chile; volcano legends. | <p>3.1 Cross-Curricular</p> <ul style="list-style-type: none"> • Write or talk about Pablo Picasso and his work; el Reventador, Colombian geology, meteorology, the Valdivia quakes and tidal wave of 1960. • Compose a journalistic interview. | <p>4.1 Language</p> <ul style="list-style-type: none"> • Compare the uses of the Past tenses in Spanish and English <p>4.2 Culture</p> <ul style="list-style-type: none"> • Compare perspectives on natural disasters in Spanish and English |
| | | <u>Communities</u> | | |
| | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Explore local humanitarian opportunities. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> • View a video mystery series. | | |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| <p>More uses of imperfect tense, preterite of <i>oir</i>, <i>leer</i>, <i>creer</i>, and <i>destruir</i></p> | | <p>Heroism, emergencies, crises, rescues</p> | <p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p> | <p>Chapter or nine week projects and performance assessments.</p> |

| In the News: Accidents | | | | | |
|---|--|---|--|--|--|
| 2.5 Weeks | | | | | |
| <i>Communication</i> | | <i>Culture</i> | <i>Connections</i> | <i>Comparisons</i> | |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about: an emergency room visit; injuries; past events; medical treatment; accidents; an ambulance service; events of a party; sports injuries; a traffic accident. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> • Read and listen to information about: Diego Rivera, accidents, parts of the body, healthcare, an emergency room visit, <i>la Ambulancia Azul</i>, a television program, an ambulance service ad, medical translators, <i>la Patrulla Aérea Colombiana</i>, sports injuries, word families, Luiz Nazario da Lima. • Read about: jai alai, public information campaigns, international health organizations; social security programs and public medical care. • Listen to and watch a video about an accident. • Listen to a children's story. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Present information about: a story plot, accidents, social security programs and public medical care. • Sing a children's song. • Write: about medical treatment, accidents, an ambulance service ad, the events of a party, sports injuries, a traffic accident; an accident report. • Play Charades. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Describe medical care in the early 20th century Mexico; ambulance service in Spain; la Patrulla Aérea Colombiana; social security programs and public medical care. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Talk or write about: Diego Rivera and his art; <i>la Ambulancia Azul</i>; <i>la Patrulla Aérea Colombiana</i>; jai alai; social security programs and public medical care. | <p>3.1 Cross-Curricular</p> <ul style="list-style-type: none"> • Talk or write about: sports medicine; public information campaigns; international health organizations. | <p>4.1 Language</p> <ul style="list-style-type: none"> • Identify: false cognates; the imperfect progressive and preterite tenses; vocabulary through cognates. <p>4.2 Culture</p> <ul style="list-style-type: none"> • Compare: local ambulance service to that of Spain; jai alai to other popular sports. | |
| | | | | <i>Communities</i> | |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Investigate local medical translator positions. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> • View a video mystery series. | |
| <i>Essential Structures</i> | | <i>Vocabulary Strands</i> | <i>Discrete Skills Assessments</i> | <i>Integrated Skills Assessments</i> | |
| Irregular preterite tense (<i>venir, poner, decir</i> and <i>traer</i>) imperfect progressive vs. the preterite | | Accidents, accident scene, injuries and treatments. | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. | |

| Television and the Movies: Did You See the Game on TV? | | | | |
|--|--|--|--|---|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> • Talk about: a beauty pageant; attitudes toward television; emotions; sports; competitions; television programming and viewing habits; entertainment; the painting <i>Pantallas</i>. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> • Read and listen to information about: Salvador Dali; sporting events, competitions, and game shows; María Isabela Fernández Melgarejo; preferences and attitudes about television; la Serie de Béisbol del Caribe; past events; television programming; the Pan-American Games; Jefferson Pérez; television guides. • Read a picture-based story. • Listen to and watch a video about sports. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> • Present information about: a story plot; an article about a beauty pageant; emotions; preferences and attitudes about television; sporting events; television programs; the painting, <i>Pantallas</i>. • Create a television guide. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> • Describe: beauty pageants; <i>la Serie de Béisbol del Caribe</i>. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> • Write or talk about: Salvador Dali and his art; <i>la Serie de Béisbol del Caribe</i>; the Pan- American Games. | <p>3.1 Cross- Curricular</p> <ul style="list-style-type: none"> • Write or talk about the Pan- American Games. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> • View a video mystery series. | <p>4.1 Language</p> <ul style="list-style-type: none"> • Practice regional pronunciations of ll/y and c/z <p>4.2 Culture</p> <ul style="list-style-type: none"> • Compare game shows |
| | | <u>Communities</u> | | |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> • Talk about a Spanish- language television network. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> • View a video mystery series. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| preterite of IR stem change verbs, more reflexive verbs. | | TV, sports events, game shows, beauty contests. | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| Television and the Movies: What Movie Have you Seen? | | | | |
|---|---|--|--|--|
| 2.5 Weeks | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk about movies and filmmaking; movie genres, plots, and preferences; a movie poster; actors and actresses; leisure activities; recent events in the news <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read and listen to information about Mexican cinema; filmmaking; movie genres, plots, and preferences; the Spanish-language film and video industries; Salma Hayek-Jiménez; the American Latino Media Arts Awards; plans to go out; the actor Chayanne; film ratings systems; subtitles. | <ul style="list-style-type: none"> Read a picture-based story; film reviews; a movie poster Listen to and watch a video about filmmaking. <p>1.3 Presentational</p> <ul style="list-style-type: none"> Present information about a story plot; movies and filmmaking; movie genres, plots, and preferences; actors and actresses; leisure activities; plans to go out; recent events in the news. Write advertisements for businesses; a brief screenplay. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Write or talk about the American Latino Media Arts Awards; the Spanish-language film industry. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Write or talk about Pablo Picasso and his art; the golden age of and the 100th anniversary of Mexican cinema; Salma Hayek-Jiménez; the American Latino Media Arts Awards; the Spanish-language video market; film ratings systems | <p>3.1 Cross-Curricular</p> <ul style="list-style-type: none"> Reinforce mathematics skills <p>3.2 Target Culture</p> <ul style="list-style-type: none"> View a video mystery series | <p>4.1 Language</p> <ul style="list-style-type: none"> Use the suffixes -oso(a) and -dor(a) <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare film ratings systems |
| | | <u>Communities</u> | | |
| | | | | <p>5.1 Beyond the School</p> <ul style="list-style-type: none"> Talk about opportunities for Spanish-speakers in the motion picture industry. <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> View a video mystery series. |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> |
| Verbs that use indirect object pronouns Present perfect | | Movies, making movies, indirect object pronouns, haber, regular and irregular past participles | Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| Enjoy Your Meal! How Do You Make Paella? | | | | | |
|---|---|---|---|---|--|
| 2.5 Weeks | | | | | |
| <u>Communication</u> | | <u>Culture</u> | <u>Connections</u> | <u>Comparisons</u> | |
| <p>1.1 Interpersonal</p> <ul style="list-style-type: none"> Talk about meals, food, and cooking; traditional dishes; recipes; school policies; nutrition; a restaurant advertisement. <p>1.2 Interpretive</p> <ul style="list-style-type: none"> Read and listen to information about meals, food, and cooking; <i>paella</i>; kitchen items and appliances; traditional dishes; <i>plátanos</i>; neatness and kitchen rules; <i>arepa</i>; nutrition; Spanish-language signs. Read a picture-based story; recipes; an ode to <i>papas fritas</i>; a restaurant advertisement. Listen to and watch a video about <i>paella</i>. | <p>1.3 Presentational</p> <ul style="list-style-type: none"> Write about meals, food, and cooking; kitchen rules; school policies; nutrition. Present information about a story plot; traditional dishes; restaurant dining Create a restaurant advertisement. Explain in the style of a cooking show how to make a favorite dish. | <p>2.1 Practices and Perspectives</p> <ul style="list-style-type: none"> Read about the impact of migrant farm work as a youth on artist Simón Silva. <p>2.2 Products and Perspectives</p> <ul style="list-style-type: none"> Describe Simón Silva and his art; Pablo Neruda and his poetry; <i>paella</i>; traditional dishes of Spanish-speaking countries; <i>plátanos</i>; <i>arepa</i>; <i>papas fritas</i>. | <p>3.1 Cross-Curricular</p> <ul style="list-style-type: none"> Talk about nutrition; artist Simón Silva and his work; Pablo Neruda and his poetry. <p>3.2 Target Culture</p> <ul style="list-style-type: none"> Read two poems by Pablo Neruda. View a video mystery series. | <p>4.1 Language</p> <ul style="list-style-type: none"> Use the impersonal se. <p>4.2 Culture</p> <ul style="list-style-type: none"> Compare traditional dishes and foods. | |
| | | | | <u>Communities</u> | |
| | | | | <p>5.1 Beyond the School Identify local Spanish-language signs in restaurants and retail shops.</p> <p>5.2 Lifelong Enrichment</p> <ul style="list-style-type: none"> View a video mystery series. | |
| <u>Essential Structures</u> | | <u>Vocabulary Strands</u> | <u>Discrete Skills Assessments</u> | <u>Integrated Skills Assessments</u> | |
| <p>Verbs with irregular yo forms Negative tú commands The impersonal se</p> | | <p>Talk about foods and health, items in a kitchen, following a recipe, food preparation, regular and irregular tú commands</p> | <p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p> | <p>Chapter or nine week projects and performance assessments.</p> | |