

**Modern Foreign Language Level I**

**Course Description**

Level I language courses focus on the development of students' communicative competence in the foreign language and their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another speaker of the language; reading and listening as a receptive process in which comprehension of texts in the foreign language is developed; and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience in delivering information. In Level I classes, the students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the foreign language as much as possible in all areas of study. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in the foreign language and in providing students the opportunity to interact with native speakers of the language.

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

<b>Just for Starters</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Greet and introduce self to others.</li> <li>• Use correct leave- taking phrases.</li> <li>• Ask how others are.</li> <li>• Provide others with the correct numbers of or for things.</li> <li>• Ask and provide others the correct time.</li> <li>• Talk about classroom people and objects.</li> <li>• Ask for and provide others the date or day of the week.</li> <li>• Talk about the weather.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about appropriate greetings, introductions, and leave- taking.</li> <li>• Read and listen to information about how to ask about how someone is.</li> <li>• Read and listen to information about classroom directions and commands.</li> <li>• Read and listen to information about numbers.</li> <li>• Read and listen to information about telling time.</li> <li>• Read and listen to information about parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Read and listen to information about classroom people and objects.</li> <li>• Read and listen to information about the alphabet.</li> <li>• Read and listen to information about the calendar.</li> <li>• Read and listen to information about weather and seasons.</li> </ul> <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about appropriate greetings, introductions, and leave- taking.</li> <li>• Present information about people and things.</li> <li>• Present information about the Spanish alphabet.</li> <li>• Present information about dates and days of the week.</li> <li>• Present information about seasons and the weather.</li> <li>• Write the correct numbers of or for things.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Talk about <i>los sanfermines</i>.</li> </ul> <p><b>2.2 Products and Perspectives</b></p>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss the hieroglyphics of the Maya</li> <li>• Discuss the Aztec calendar.</li> <li>• Discuss geography and climatology in the southern hemisphere.</li> <li>• Reinforce math and metric conversion skills.</li> </ul> <p><b>3.2 Target Culture</b></p>	<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between <i>Tú</i> and <i>Usted</i>.</li> <li>• Discuss that nouns are either masculine or feminine.</li> <li>• Discuss some rules of punctuation and accent marks.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare customs of greetings and introductions.</li> <li>• Compare festivals in which animals play a role.</li> <li>•</li> </ul>
				<u>Communities</u>
				<p><b>5.1 Beyond the School</b></p> <p><b>5.2 Lifelong Enrichment</b></p>

<p style="text-align: center;"><b>Just for Starters</b></p> <p style="text-align: center;"><b>10 -50 minute class periods meeting every day.</b></p> <p style="text-align: center;"><b>6 - 90 minute class periods on AB block.</b></p>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
lexical use of <i>estar</i> and <i>ser</i> and plural commands. nouns, singular definite articles, hay, ¿Cuántos/ -as? lexical use of <i>hacer</i>	Greetings, introductions, taking leave, numbers, time, body parts, classroom, date, asking for help, weather, seasons	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>My Friends and I: What Do You Like to Do?</b> 10 -50 minute class periods meeting every day. 6 - 90 minute class periods on AB block.				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about preferences for spending leisure time.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about leisure activities and likes; read a picture- based story.</li> <li>• Listen to and watch a video about leisure activities.</li> <li>• Read about: leisure and recreational activities; traditional dances; snowboarding.</li> <li>• Listen to and understand information about infinitives.</li> <li>• Read information of general interest in Spanish language media.</li> </ul> <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information on preferences in leisure activities.</li> </ul>		<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss outdoor <i>cafés</i> as popular places to relax with friends.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Pablo Picasso; Jaime Antonio González Colson; a dance of the Dominican Republic, the <i>merengue</i>, musical instruments used in the Dominican Republic; traditional dances; the <i>mambo</i>; periods in Spain's history that affected its architecture.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss: important artists and their work; Picasso, Colson; musical instruments used in the Dominican Republic, the <i>merengue</i>; traditional dances; current events from Spanish language media; historical foundations of Spanish language and architecture.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Acquire information about current events through Spanish language media sources.</li> </ul>	<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the recognition of cognates.</li> <li>• Compare: Spanish and English infinitives; construction of negatives between Spanish and English; expressing agreement or disagreement in English and Spanish; the Spanish vowels <i>a,e</i>, and <i>i</i> to their English counterparts.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare: places where teens gather to spend free time; the selections of news stories in Spanish language media sources to those in media sources in English; Latin dances to those in the United States.</li> </ul>
				<u>Communities</u>
				<p><b>5.1 Beyond the School</b></p> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Utilize the language to experience news and entertainment available through print and electronic Spanish language media.</li> </ul>

**My Friends and I: What Do You Like to Do?**

**10 -50 minute class periods meeting every day.**

**6 - 90 minute class periods on AB block.**

<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
infinitives, making negative statements.	activities and expressions for saying what you like/ don't like to do.	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>My Friends and I: Tell Me About Yourself</b> 10 -50 minute class periods meeting every day. 6 - 90 minute class periods on AB block.				
<u>Communication</u>		<u>Culture</u>	<u>Comparisons</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about personality traits.</li> <li>• Talk about self and each other.</li> <li>• Talk about activities and personality traits.</li> <li>• Talk about familiar objects.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Listen to information about personality traits.</li> <li>• Read information about personality traits.</li> <li>• Read a picture- based story.</li> <li>• Listen to and watch a video about personality traits.</li> <li>• Listen to and identify the gender of nouns.</li> <li>• Read a personality quiz based on color association.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present descriptions of traits of themselves and others.</li> <li>• Use poetry to express and describe the self.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain how friendships are formed and maintained in some Spanish- speaking countries.</li> <li>• Explain how Spanish in the Caribbean is influenced by the infusion of multiple European and African tongues.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Frida Kahlo and her painting.</li> <li>• Discuss how the <i>huipil</i> reveals facts about its wearer.</li> <li>• Explain how Spanish in the Caribbean is influenced by the musical styles from around the world.</li> </ul>	<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about vocabulary through the recognition of cognates.</li> <li>• Discuss building vocabulary through the use of root words.</li> <li>• Explain gender- agreement rules with use of adjectives.</li> <li>• Compare cognates that begin with the letters <i>es</i> + consonant.</li> <li>• Explain the use of definite and indefinite articles.</li> <li>• Talk about the pronunciation of the letters <i>o</i> and <i>u</i>.</li> <li>• Talk about the placement of adjectives.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare Internet- based chat habits of teenagers.</li> <li>• Talk about and compare the influence of Simón Bolívar to other leaders.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compare clothing choices that reflect personality.</li> <li>• Compare words used to identify friends and acquaintances.</li> <li>• Compare how friendships are formed and maintained.</li> <li>• Compare the African influence of music on the Americas.</li> </ul>
			<u>Communities</u>	
			<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Reflect and discuss careers for which being bilingual is an asset.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Communicate by email in Spanish.</li> </ul>	

<b>My Friends and I: Tell Me About Yourself</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
adjectives; definite and indefinite articles, word order	adjectives and vocabulary to ask about and describe someone's personality	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<p><b>At School: You and Your School Day</b></p> <p><b>10 -50 minute class periods meeting every day.</b></p> <p><b>6 - 90 minute class periods on AB block.</b></p>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about: homework and classes; preferences in school subjects; preferences in activities; people and schedules at school.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Listen to information: on school subjects, schedules, supplies, about the present tense of <b>AR</b> verb; about activities during <b>recreo</b>.</li> <li>• Read: a picture- based story; information about school subjects, schedules, supplies; information about a language school in Costa Rica.</li> <li>• Listen to and watch a video about school schedules.</li> <li>• Listen to the use of subject pronouns.</li> </ul> <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about: work, home, and school activities; school subjects, schedules, supplies.</li> <li>• Present school cheers like those in Spanish- speaking countries.</li> </ul>		<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain the focus on English language acquisition in Spanish-speaking countries.</li> <li>• Talk about: school sporting event celebrations and traditions; leisure time during school hours.</li> <li>• Explain the concept of Sunday "family time" in Mexico.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Fernando Botrero and his painting.</li> <li>• Read and talk about school cheers.</li> <li>• Discuss traditional dances of Mexico.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss Fernando Botrero; migration patterns of monarch butterflies.</li> <li>• Build vocabulary through an understanding of mathematics.</li> <li>• Explain influences of Roman Imperial history on Spain; similarities between Mayan numbering system and roman numerals; the impact Spanish exploration had on the Maya.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read and recite school cheers.</li> </ul>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare: motivations for foreign language learning; leisure periods during the school day; the use of the 24 hour clock to the 12 hour clock; school cheers and sporting event celebrations.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the recognition of cognates; the present tense of <b>AR</b> verbs.</li> <li>• Compare personalized school-related vocabulary.</li> <li>• Explain the use of subject pronouns; the pronunciation of the letter <b>c</b></li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Discuss why English- speakers in the community are interested in learning Spanish.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p>

<p style="text-align: center;"><b>At School: You and Your School Day</b>  <b>10 -50 minute class periods meeting every day.</b>  <b>6 - 90 minute class periods on AB block.</b></p>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
subject pronouns, the present tense of -AR verbs	class subjects, school activities, school supplies, ordinal numbers	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>At School: In Your Classrooms</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about personal and classroom items and furniture.</li> <li>• Talk about the locations of: objects in a classroom setting; people in a photo.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Listen to information about: classroom items and furniture; the use of location words.</li> <li>• Read: a picture- based story; information about classroom items and furniture; a dialogue requiring understanding of the irregular verb <i>estar</i>; a dialogue requiring understanding of articles; a journalistic article about UNICEF; a note about student requests for information.</li> <li>• Listen to and watch a video about a classroom prank.</li> <li>• Compare a photo to oral descriptions of a Spanish club.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about classroom items and furniture.</li> <li>• Retell portions of a story they have heard.</li> <li>• Present a dialogue requiring understanding of articles.</li> <li>• Compose: a paragraph about their classroom; a letter to a pen pal.</li> <li>• Write a fictional e-mail to a friend about classes.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss: women's access to education in seventeenth century Mexico; the widespread use of school uniforms; how physical education classes and team sports are conducted.</li> <li>• Explain: that school demands a high percentage of student's time; Costa Rican efforts to protect endangered species; the communicative functions of the <i>huipil</i>.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain the structure of educational systems.</li> <li>• Talk about the <i>huipil</i></li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss the seventeenth century Mexican intellectual Sor Juana Inés de la Cruz; currency of Spanish- speaking countries.</li> <li>• Read a journalistic article about UNICEF.</li> </ul> <p><b>3.2 Target Culture</b></p>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare: the use of school uniforms; influence of women writers on perspectives; the design of physical education class; commitments to and behavior in school.</li> <li>• Consider the hypothetical result of U.S. expansion south to Panama in the nineteenth century.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about vocabulary through the recognition of cognates; the verbal and nonverbal expression, <i>¡Ojo!</i>; about the irregular verb <i>estar</i>; the pronunciation of the letter <i>g</i>.</li> <li>• Explain number agreement with nouns and articles.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Consider the need for Spanish-speakers in different types of jobs in the educational field.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p>

<b>At School: In Your Classrooms</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
<i>estar</i> , noun plurals and plural of articles	classroom items and furniture, parts of the classroom, prepositions of location	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>Food: Breakfast and Lunchtime</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about: preferences concerning foods and beverages; eating habits during different meals; favorite activities; <b>churros y chocolate.</b></li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Listen to and understand information about food items.</li> <li>• Listen to information about breakfast and lunch.</li> <li>• Read: a picture- based story; recipes for meals and beverages in Spanish; information about eating habits during different meals; a restaurant menu; about fruits and vegetables of Spanish-speaking countries.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about: foods and beverages, eating habits during meals; the origins of food items; a restaurant menu; food and drink preferences.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Interpret the value of fresh fruit from historical, socioeconomic perspective.</li> <li>• Explain breakfast habits in Spanish- speaking countries.</li> <li>• Talk about the ingredients of <b>enchiladas.</b></li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Bartolomé Murillo and his painting; churros y chocolate.</li> <li>• Interpret: that many Latin American meals result from the Columbian Exchange of produce items; the connection between produce exports and economics in Latin American countries</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss Bartolomé Murillo ; the ingredients of <b>enchiladas</b>; the nutritional values of tropical fruits; geological features of South America; Machu Picchu; the Galápagos Islands and tortose.</li> <li>• Make <b>churros y chocolate.</b></li> </ul> <p><b>3.2 Target Culture</b></p>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Explain the Columbian Exchange of produce items.</li> <li>• Compare: typical breakfast habits; <b>churros y chocolate</b> to popular food and drink combinations in the U.S; the creation of environmentally protected areas.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the recognition of cognates; the usage of <b>me gustan</b> and <b>me encantan.</b></li> <li>• Explain that nouns can modify other nouns.</li> <li>• Explain the present tense of <b>ER</b> and <b>IR</b> verbs.</li> <li>• Explain the pronunciation of the letters <b>h</b> and <b>j.</b></li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Discover the local availability of foods from Spanish- speaking countries.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Realize the value of being able to read a restaurant menu</li> </ul>

<b>Food: Breakfast and Lunchtime</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
present tense of <i>ER</i> and <i>IR</i> verbs, <i>me gusta(n)</i> and <i>me encanta(n)</i>	foods, beverages, adverbs of frequency, expressions to show surprise	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>Food: Staying Healthy</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about food groups and healthy diet.</li> <li>• Talk about food preferences and meals.</li> <li>• Talk about healthy lifestyle choices.</li> <li>• Talk about the personality traits of various people.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about food groups.</li> <li>• Read and listen to information about health foods.</li> <li>• Listen to ways to describe food.</li> <li>• Read a picture-based story.</li> <li>• Listen to and watch a video about healthy diet.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about foods and beverages.</li> <li>• Present information about healthy lifestyle choices.</li> <li>• Present information about personality traits of people.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain past and present open- air markets.</li> <li>• Talk about the communal nature of <i>mate</i>.</li> <li>• Talk about <i>La Tomatina</i> festival.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Talk about Diego Rivera and his painting.</li> <li>• Talk about <i>mate</i>.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss Diego Rivera.</li> <li>• Discuss nutrition.</li> <li>• Reinforce math and graphing abilities.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Watch and listen to a video</li> </ul>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare <i>mate</i> to its counterpart in the U.S.</li> <li>• Compare <i>La Tomatina</i> to festivals in the U.S.</li> <li>• Compare places people shop for produce.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the recognition of cognates.</li> <li>• Explain gender agreement in the use of adjectives.</li> <li>• Explain the pronunciation of <i>l</i> and <i>ll</i>.</li> <li>• Explain number and agreement in the use of adjectives.</li> <li>• Explain the present tense of <i>ser</i>.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Understand the value of Spanish-speaking ability in a career such as culinary arts.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p>

<b>Food: Staying Healthy</b> 10 -50 minute class periods meeting every day. 6 - 90 minute class periods on AB block.			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
plural of adjectives, the verb <i>ser</i>	food, beverages, health, preference, agreement, disagreement, quality, adjectives describing food	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>In Our Free Time: Where Are You Going?</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about leisure activities and locations.</li> <li>• Talk about where you go on different days of the week.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about leisure activities.</li> <li>• Read: a picture- based story; a letter telling how an exchange student spends her time; an advertisement for a cinema; about Old San Juan, Puerto Rico; a mail advertisement about scheduled activities.</li> <li>• Listen to and watch a video about leisure activities.</li> <li>• Listen to information about <b>Plaza Morazán</b>.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about: leisure activities and locations; about Tegucigalpa; a cinema; the history of Puerto Rico.</li> <li>• Reply to an email message.</li> <li>• Perform a short skit about a student's first day of school.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain leisure enjoyment in the eighteenth century Spanish aristocracy.</li> <li>• Talk about: the use of the town square in Tegucigalpa; school-based exercise; movie going habits; restoration of historic districts in Puerto Rico.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Francisco de Goya and his painting; José Antonio Velásquez and his painting; Andean music and instruments; about Spanish architecture in the U.S.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss Francisco de Goya; the history of Puerto Rico; the influence of Spain's colonial history on the U.S.&gt;</li> <li>• Reinforce math and graphing skills.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Recite the Mexican folk song, "La Bamba"</li> <li>• Practice songs to games played by children.</li> </ul>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare: social gathering places to Plaza Morazán; school- based sports and exercise activities; movie-going habits of teens; restoration of historic districts; the influence of musical instruments; songs sung during children's games.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the recognition of cognates; the correct placement of stress and accents; origins of the Spanish days of the week.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Identify opportunities to explore local Spanish- speaking communities.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p>

<p style="text-align: center;"><b>In Our Free Time: Where Are You Going?</b>  <b>10 -50 minute class periods meeting every day.</b>  <b>6 - 90 minute class periods on AB block.</b></p>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
the verb <i>ir</i> , interrogative words	leisure activities, places, expressions to tell where and with whom you go; expressions to talk about when things are done.	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<p><b>In Our Free Time: Are You Coming With Me?</b></p> <p><b>10 -50 minute class periods meeting every day.</b></p> <p><b>6 - 90 minute class periods on AB block.</b></p>				
<i>Communication</i>		<i>Culture</i>	<i>Connections</i>	<i>Comparisons</i>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about: sports and pastimes; emotions and states of being; when certain events and activities occur; cellular phone usage; experiences of family immigration.</li> <li>• Extend, accept, or decline an invitation.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about: sports and pastimes; emotions and states of being; when certain events and activities occur; a sports training school; Sergio García and Lorena Ochoa Reyes.</li> <li>• Write about Cellular Phone usage.</li> <li>• Present an account of an interview about immigration.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Talk about the festival, <i>La noche de los rábanos</i>; how students traditionally engage in activities outside of school.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Talk about the elaborate radish-sculpting of <i>Noche de los rábanos</i></li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Reinforce math and metric conversion skills.</li> <li>• Apply knowledge of geography and current events.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read an advertisement for a sports training school.</li> </ul>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare: specialized, regional crafts and products; how students engage in activities outside of school.</li> </ul>
			<i>Comparisons</i>	<i>Communities</i>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the recognition of cognates; the use of <i>ir</i> in conjunction with <i>a</i> and an infinitive; the pronunciation of the letter <i>d</i>.</li> <li>• Explain how words are borrowed across languages.</li> <li>• Compare the use of <i>jugar</i> idioms with English.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Consider local opportunities for Spanish- speakers in the health care professions.</li> <li>• Interview a Spanish- speaker about the immigrant experience.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Read about golfers Sergio García and Lorena Ochoa Reyes.</li> <li>• Explain the current influence of Spanish- speakers in areas like politics, music, poetry, and science.</li> </ul>

<p style="text-align: center;"><b>In Our Free Time: Are You Coming With Me?</b></p> <p style="text-align: center;"><b>10 -50 minute class periods meeting every day.</b></p> <p style="text-align: center;"><b>6 - 90 minute class periods on AB block.</b></p>			
<i>Essential Structures</i>	<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
<i>ir a + infinitive; the verb jugar</i>	leisure activities; feelings; extending, accepting and declining an invitation; expression to tell when things happen.	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>My Family: A Birthday Party</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about families and celebrations.</li> <li>• Talk about classes and school materials.</li> <li>• Talk about favorite activities and preferences.</li> <li>• Talk about the royal family of Spain.</li> <li>• Talk about personal heroes/ she-heroes.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about family celebrations.</li> <li>• Read a picture-based story.</li> <li>• Listen to and watch a video about a birthday party.</li> </ul>	<ul style="list-style-type: none"> <li>• Read about the royal families of Carlos IV, Juan Carlos I.</li> <li>• Read a child's birthday card.</li> <li>• Read about a <i>quinceañera</i>.</li> <li>• Watch and listen to a video mystery.</li> <li>• Read a public service announcement.</li> </ul> <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about families and celebrations.</li> <li>• Write about how family members are related.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain Hispanic names and naming conventions.</li> <li>• Describe celebration traditions like the <i>piñata</i>.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Carmen Lomas Garza and her painting.</li> <li>• Discuss <i>papel picado</i></li> <li>• Discuss the royal family of Spain.</li> <li>• Discuss Fransisco de Goya and his painting.</li> <li>• Discuss the family of Carlos IV.</li> <li>• Discuss Diego Rivera and his portrayal of indigenous people through painting.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss important artists and their work: Garza, Goya.</li> <li>• Discuss the royal family of Spain.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read a version of the fairy tale " La Cenicienta."</li> </ul>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare family celebrations.</li> <li>• Compare crafts</li> <li>• Compare the role of families.</li> <li>• Compare pictorial representations of families.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the recognition of cognates.</li> <li>• Compare the uses of <i>tener</i> idioms with English.</li> <li>• Compare the use of possessive adjectives.</li> <li>• Explain the use of diminutives in Spanish.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Identify Hispanic surnames in a local phonebook.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• View a video mystery series.</li> </ul>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
The verb <i>tener</i> ; possessive adjectives		Family and parties	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>My Family: Let's Go to a Restaurant</b> <b>10 -50 minute class periods meeting every day.</b> <b>6 - 90 minute class periods on AB block.</b>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about family members and others descriptively.</li> <li>• Talk about table settings, meal customs in Spanish- speaking cultures.</li> <li>• Talk about foods and beverages.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to descriptions of family members.</li> <li>• Read and listen to information about restaurants, table settings, meal customs in Spanish- speaking cultures.</li> <li>• Read a picture- based story.</li> <li>• Listen to and watch a video about restaurant service.</li> <li>• Read a restaurant review.</li> <li>• Read a recipe for <i>arroz con leche</i>.</li> <li>• Read a letter about a trip to Santa Fe.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present descriptions of people.</li> <li>• Write analogies to compare people and things.</li> <li>• Present information about food and beverages.</li> <li>• Present a skit between a server and customers.</li> <li>• Present information about Santa Fe.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Interpret how extended families tend to be close- knit in Spanish- speaking countries.</li> <li>• Interpret etiquette for summoning a server.</li> <li>• Interpret typical restaurant offerings in Spanish- speaking countries.</li> <li>• Describe the mealtime custom of <i>sobremesa</i>.</li> <li>• Describe the communal function of <i>plazas</i>.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Simón Silva and his painting.</li> <li>• Discuss the communal function of <i>plazas</i>.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss important artists and their work: Dalí.</li> <li>• Follow a recipe for <i>arroz con leche</i>.</li> <li>• Reinforce math and metric conversion skills.</li> <li>• Discuss historical facts about Santa Fe</li> </ul> <p><b>3.2 Target Culture</b></p>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare relationships with extended families.</li> <li>• Compare techniques for getting a server's attention.</li> <li>• Compare menu selections.</li> <li>• Compare local historical sites with those of Santa Fe.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Explain the use of adjective ending in <i>-ísimo</i></li> <li>• Talk about new vocabulary through the recognition of cognates.</li> <li>• Explain the use of the verb <i>venir</i>.</li> <li>• Explain the pronunciation of the letters <i>b</i> and <i>v</i>.</li> <li>• Explain the differences between the verbs <i>ser</i> and <i>estar</i>.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Discuss the need for Spanish- speaking employees at the U.S. Department of Agriculture.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• View a video mystery series.</li> </ul>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
The verb <i>venir</i> ; the verbs <i>ser</i> and <i>estar</i>		Describing physical traits, ordering a meal	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<b>At Home: In My Room</b> 10 -50 minute class periods meeting every day. 6 - 90 minute class periods on AB block.				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about: bedroom and home furnishings and arrangement; lifestyle and entertainment preferences; the distribution of home electronics; colors and color association; flag colors and symbolism; the importance of sleep.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Listen to: descriptions of bedrooms and bedroom furnishings; information about Spanish color words; information about students' personal preferences; the verbs <i>poder</i> and <i>dormir</i> in conversation.</li> <li>• Read a picture- based story</li> <li>• Listen to and watch a video about bedroom neatness.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about: ways to describe things; entertainment preferences; items in the home.</li> <li>• Present a description of a bedroom using illustrations.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss the Latin Grammy Awards; <i>la siesta</i>; the luminaries of Santa Fe.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Salvador Dali and his painting; the Latin Grammy Awards; Spanish-style architecture.</li> <li>• Discuss a well- known riddle from Mexico; colors and symbols of Spanish- speaking countries' flags; a Spanish <i>trabalenguas</i>.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss Salvador Dali.</li> <li>• Reinforce math skills.</li> <li>• Discuss interpretations of colors in psychology.</li> </ul> <p><b>3.2 Target Culture</b></p>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare: distribution of home electronics; symbolism of Mexico's flag to the U.S.'s flag; the pros and cons of importing <i>la siesta</i> to the U.S.; the use of light to celebrate events.</li> <li>• Identify: the influence of Spanish architecture in the U.S.; pros and cons of the technological global community.</li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Explain: comparisons in Spanish: superlatives in Spanish; the stem-changing verbs <i>poder</i> and <i>dormir</i>; the pronunciation of the letters <i>r</i> and <i>rr</i>.</li> <li>• Talk about new vocabulary through the recognition of cognates; building vocabulary through the use of root words.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Identify Latin recording artists whose music they enjoy.</li> <li>• View a video mystery series.</li> <li>• Visit the Web site of a prominent newspaper in Spain.</li> </ul>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
comparative and superlative forms; stem change verbs <i>poder</i> and <i>dormir</i>		Bedroom; electronic equipment; colors; adjectives for descriptions.	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<p><b>¿Cómo es tu casa?</b></p> <p><b>10 -50 minute class periods meeting every day.</b></p> <p><b>6 - 90 minute class periods on AB block.</b></p>				
<i>Communication</i>		<i>Culture</i>	<i>Connections</i>	<i>Comparisons</i>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about: the locations of rooms in a house; furniture found in a home; household chores; giving friends advice.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about rooms in a house; chores.</li> <li>• Watch and listen to a video about chores.</li> <li>• Read: a picture based story; and advertisement for and English language school; a letter asking for personal advice; a real estate advertisement; housing estate statistics in Venezuela.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about chores; rooms in a house; furniture in a house; housing statistics in Venezuela.</li> <li>• Write a letter giving advice.</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Describe how architecture design promotes privacy in Spanish-speaking countries.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Describe <i>la arpillera</i> patchwork appliqué in Chile.</li> <li>• Describe <i>patios</i> in Spain and the Americas.</li> <li>• Explain the use of home features such as patios.</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Reinforce graphing and math skills.</li> </ul>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare crafts from different regions.</li> <li>• Compare idioms for parts of the house.</li> <li>• Compare types of patios.</li> <li>• Compare versions of "Cinderella" tales.</li> </ul>
			<i>Comparisons</i>	<i>Communities</i>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Talk about new vocabulary through the use of cognates.</li> <li>• Explain the use of <i>Tú</i> commands</li> <li>• Compare nouns formed from verbs as their roots.</li> <li>• Explain the progressive tense.</li> <li>• Explain the pronunciation of <i>n</i> and <i>ñ</i>.</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Identify local increase in Spanish-language advertising.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• View a video mystery series.</li> </ul>
<i>Essential Structures</i>		<i>Vocabulary Strands</i>	<i>Discrete Skills Assessments</i>	<i>Integrated Skills Assessments</i>
affirmative <i>tú</i> commands, the present progressive.		Rooms in a house, chores, living space and housing	Textbook Assessment program as minimum standard evaluation.  Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

<p><b>¿Cuánto cuesta?</b></p> <p><b>10 -50 minute class periods meeting every day.</b></p> <p><b>6 - 90 minute class periods on AB block.</b></p>				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about: shopping and clothes; preferences and plans; traditional clothing of Panamá; the plot of a video mystery series.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• View a video mystery series.</li> <li>• Read: about traditional clothing; an advertisement for a variety store; preferences and plans; a picture- based story.</li> <li>• Read, listen to and watch: information about shopping and clothes.</li> </ul>	<p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Present information about: shopping and clothes; money and currency; preferences and plans.</li> <li>• Write about Botrero's "<i>En familia</i>"</li> </ul>	<p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain the etiquette of dress at social functions.</li> <li>• Describe the growing influence of Latin American fashion designers.</li> <li>• Describe traditional Panamanian festivals.</li> <li>• Describe <i>Carnaval</i> in Latin American countries.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Joan Miró and his painting.</li> <li>• Discuss the <i>garibaldina</i></li> <li>• Discuss Fernando Botrero - his painting and sculpture.</li> <li>• Discuss Currency in Spanish-speaking countries.</li> <li>• Discuss traditional Panamanian festival costumes.</li> <li>• Discuss the fabric artwork style <i>mola</i>.</li> <li>•</li> </ul>	<p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss important artists and their works: <i>Miró, Botrero, Herrera</i>.</li> <li>• Reinforce math skills.</li> <li>• Discuss fashion designer <i>Carolina Herrera</i>.</li> <li>• Reinforce knowledge of geography.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read a poem from Puerto Rico, "<i>En la puerta del cielo</i>"</li> </ul>	<p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare changing fashions; artwork and symbolism of currency; celebrations in the US to <i>Carnaval</i></li> </ul>
			<u>Comparisons</u>	<u>Communities</u>
			<p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Explain the pronunciation of the letter <i>z</i></li> <li>• Discuss the verbs <i>pensar, querer</i> and <i>preferir</i>.</li> <li>• Discuss demonstrative adjectives.</li> <li>• Discuss a non verbal expression for "<i>That's expensive!</i>"</li> </ul>	<p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Identify local stores that sell products from Spanish- speaking countries.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• View a video mystery series.</li> </ul>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Stem Change verbs (e-ie); demonstrative adjectives;</p>		<p>Clothing, shopping and prices, plans</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>