

Communication: <i>Interpersonal, Interpretative, Presentational</i>			
Definition: To obtain, understand, exchange, and present information in the target language.			
Questions: How do we trade thoughts? What if we couldn't?			
Proficiency of Language Literacy Skills			
Reading	Writing	Speaking	Listening
R.1 Infer meaning from various authentic texts. R.2 Sequence events. R.3 Contextualize words & phrases. R.4 Understand, identify, & summarize main ideas and details from selected target language printed sources. R.5 Apply information acquired from target language printed sources to oral & written activities. R.6 Make predictions about the reading based on the title, picture, captions, format (i.e., letter, newspaper, story, etc), & background knowledge. R.7 Recognize cognates, variations of words students already know, new & old vocabulary, & grammatical concepts. R.8 Identify, explain, & provide evidence for main themes & ideas. R.9 Describe characters of the text. R.10 Interpret general comprehension questions. R.11 Follow written instructions & directions. R.12 Determine why author has utilized specific grammar topics.	W.1 Compose original writings with relevant detail (i.e., poems, role-plays, conversations, etc.) W.2 Create and exchange written communications and messages such as letters, notes & e-mails. W.3 Express needs, wants & opinions. W.4 Formulate & pose simple questions. W.5 Write paragraphs & essays on various familiar topics. W.6 Create narratives based on illustrations. W.7 Use appropriate register & level of formality. W.8 Apply circumlocution strategies. W.9 Compare and contrast likes, dislikes, cultural information, etc. W.10 Give commands, offer advice, & pose questions. W.11 Predict the outcome or provide an alternative ending of a story from target language sources. W.12 Write an original story using narration, description, & detail.	S.1 Ask appropriate questions to gather information. S.2 Express and justify needs, wants & opinions in relevant detail. S.3 Express appropriate emotions & feelings in response to what others say. S.4 Give basic personal information about self and others. S.5 Provide personal information about oneself and others. S.6 Respond to questions on familiar topics. S.7 Use appropriate register & level of formality. S.8 Develop pronunciation skills. S.9 Apply circumlocution strategies. S.10 Give a presentation articulating familiar topics (i.e., directions, illnesses & injuries, farm, daily routine, stores, etc.). S.11 Participate in an interactive situation (i.e., phone conversations, interviews, dialogues, etc.). S.12 Discuss cultural events. S.13 Give commands & offer advice. S.14 Give extended response to questions on familiar topics. S.15 Ask for & give information and directions. S.16 Ask for & offer help. S.17 Ask & answer questions pertaining to content.	L.1 Infer meaning from various target language sources. L.2 Follow multi-step commands & directions. L.3 Understand & identify main ideas and details of selected target language narratives and conversations from textbooks & other media sources on familiar topics. L.4 Understand questions about personal information & other familiar topics. L.5 Use information acquired from target language sources to make everyday decisions (i.e., using a weather forecast to make plans). L.6 Associate sound & symbols in various combinations. L.7 Utilize alphabet & sound symbol relationships. L.8 Watch & interpret authentic video selections such as dramatic mini-series, advertisements, documentaries, & movies. L.9 Interpret questions pertaining to content.

Content supporting literacy skills

Verb Tenses & Special Verbs *Recycle and review all information from level I	Sentence & Word Building *Recycle and review all information from level I	Idioms, Expressions, Proverbs *Recycle and review all information from level I	Thematic Vocabulary *Recycle and review all information from level I
<p>COMMANDS: G.1 All commands for Usted, Tú, Ustedes (affirmative & negative) G.2 Direct objects & reflexive verbs with commands REFLEXIVE & RECIPROCAL VERBS: G.3 Reflexive verbs with possession of body parts & articles of clothing. (e.g., Me lavo <u>las</u> manos.) G.4 Reciprocal verbs (e.g., besarse, abrazarse, saludarse, comunicarse, llamarse, etc.) PRETERITE: G.5 Regular Preterite: -ar, -er, -ir verbs G.6 -Car, -gar, -zar, -guar verbs G.7 Irregular preterite (i.e., hacer, querer, venir, poder, poner, saber, estar, andar, tener, and decir) G.8 Ir, ser, dar, ver G.9 3rd person preterite stem changers (present tense -ir stem changers: e-i, o-u) (e.g., pedir, servir, seguir, repetir, pedir, freír, vestirse, preferir, divertirse, dormir, morir) G.10 3rd person preterite stem changers: i-y (caer, leer, huir, etc.) G.11 3rd person preterite irregulars: -cir, “j-group” (e.g., conducir, producir, traducir, decir, etc.) G.12 Verbs that change meaning</p>	<p>PRONOUNS: G.19 Direct object pronouns G.20 Personal “a” w/ direct objects G.21 Indirect object pronouns G.22 Reflexive & reciprocal pronouns G.23 Passive Se G.24 Simultaneous use of object pronouns (Indirect, Direct & Reflexive) with infinitives, commands and gerunds: formation (accents and order) & placement (before or after verbs) ARTICLES: G.25 Definite articles: when used with reflexive verbs, body parts, and clothing, etc., and when used with ordinal numbers G.26 Indefinite articles-when used with approximate amount dealing with numbers and quantities. G.27 When to omit the indefinite article (e.g., cierto, medio, mil, otro, qué, or tal, tales, (ex., cierta persona = a certain person)) ADVERBS: G.28 Formation and placement (e.g., -mente). PREPOSITIONS: G.29 Simple prepositions: (e.g., hasta, desde, hacia, ante, bajo, tras, excepto, a diferencia de, a excepción de, alrededor de, antes de, dentro de, después de, en vez de, junto a, etc.) G.30 Locational prepositions: (e.g., al lado de, cerca de, debajo de, delante de, detrás de, en frente de, encima de, arriba, abajo, lejos de, a la izquierda, derecha, sobre, lejos de, entre, (a) fuera de, adentro de & frente a) COMPARISONS G.31 Comparisons of equality and inequality WORD BUILDING: G.32 Noun suffixes with English equivalent: -ción, sión (la vegetación, la comisión) -miento (-ment= movement = movimiento), -ancia (-ance, ancy, = agency = agencia) SIMPLE/COMPLEX SENTENCE STRUCTURE:</p>	<p>G.35 How to say “to become” (hacerse, ponerse, volverse, llegar a ser, etc.) G.36 Helper verb + infinitives (e.g., hay que, deber que, etc.) G.37 Tiempo vs. rato vs. vez G.38 Dejar vs. Salir vs. Irse G.39 Different meanings of “wrong” (e.g., malo, equivocarse, tener razón, incorrecto, inexact, equivocado, mal, no es apropiado/adecuado, inapropio, inoportuno) G.40 Romperse vs. Quebrarse vs. Descomponerse G.41 Hacer w/time expressions (present & preterite) G.42 Dar idiomatic expressions: (e.g., dar a, dar con, dar a concocer, dar gritos, dar la hora, dar las gracias, dar recuerdos a , dar un abrazo, dar un paseo (vuelta), darse cuenta de (que), darse la mano, darse prisa) G.43 Ir idiomatic expressions: (e.g., ir al centro, ir de compras, ir de tiendas) G.44 Llegar idiomatic expressions: (e.g., llegar a tiempo, llegar atrasado, llegar con atraso, llegar con retraso, llegar tarde, llegar temprano) G.45 Ponerse idiomatic expressions: (e.g., ponerse de acuerdo, ponerse de pie, ponerse de rodillas) G.46 Tener idiomatic expressions: (e.g., tener calma, celos, deseos, dolor de, en cuenta, envidia, éxito,</p>	<p>V.1 House (rooms, furniture and chores) V.2 Daily routine V.3 Parts of the body V.4 Numbers 0-1 million V.5 Ordinal numbers (first-tenth) V.6 Travel (e.g., packing for a trip, getting to the airport, at the airport, onboard an airplane, backpacking and camping, checking into hotels and hostels & train travel) V.7 Technology (e.g., computers and email, cameras and MP3s, making and receiving phone calls, & technology in Hispanic countries, etc.) V.8 City & Country life (e.g., city, town, farm, countryside, stores, farm animals (pig, goat, chicken, rooster, cow, sheep, horse, etc.)) V.9 Transportation (e.g., in the city vs. in the suburbs, vs. in the country, driving on the highway, gas stations, types of transport (ex., cars, boats, trains, airplane, bicycle, trucks, subway, walking, etc.)) V.10 Celebration vocabulary: (e.g., weddings, baptisms, birthdays, & funerals)</p>

<p>in the preterite: saber, conocer, querer, poder, tener, entender, etc.</p> <p>IMPERFECT TENSE:</p> <p>G.13 Regular and irregular forms of the imperfect</p> <p>PRETERITE VS. IMPERFECT</p> <p>G.14 Contrast the different uses of preterite and imperfect tenses</p> <p>PROGRESSIVES:</p> <p>G.15 All indicative progressive tenses (e.g., estar, seguir, continuar, llevar, & andar (present, past))</p> <p>G.16 Formation of regular & irregular gerunds</p> <p>FUTURE TENSE:</p> <p>G.17 Regular and irregular verbs</p> <p>G.18 If/will clause (e.g., if I am hungry, I will eat.)</p>	<p>G.33 Conjunctions: (e.g., así que, como, cuando, ni . . .ni, ahora mismo, antes de + inf., hace poco, después de + infinitive, luego, etc.)</p> <p>REGISTER:</p> <p>G.34 Distinguish between informal and formal in reading, writing, speaking, and listening.</p>	<p>ganas de, la culpa, la palabra, lástima de, lugar, mucho gusto en, presente, etc.)</p> <p>G.47 Al fin vs. por fin vs. finalmente</p>	
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Context of Teaching: National Standards acquired through communication

Communities	Comparisons	Connections	Cultures
Definition: Use the target language and participate in cultural activities.	Definition: Compare/contrast one's own language with the target language.	Definition: Connect target language and culture to other disciplines.	Definition: Understand and engage in what people do when, where, how.
Questions: When will I ever use this language? Reaching others, Personal enrichment.	Questions: Why do people say and do things differently? Linguistic, Cultural.	Questions: Why are we studying (math, science, art, etc.)? Isn't this a foreign language class? To connect with: other content area unique and new perspectives.	Questions: Why do people do what they do? Products, Perspectives, Practices.
<p>Context.1 Develop ability to understand & use the target language and pursue individual interests through the target language (i.e., music, literature, sports, films, TV, & internet).</p> <p>Context.2 Participate in activities which benefit school & community by sharing examples of the target culture (i.e., songs, artwork, poems, multimedia, & presentations).</p> <p>Context.3 In addition, students may exchange information through letters or emails to teachers, parents, & or classmates.</p> <p>Context.4 Explore and discuss topics relating to various employment & career opportunities which are beneficial or necessary.</p> <p>Context.5 Develop ability to understand & use the target language & pursue individual interests through the target language (i.e., music, literature, sports, travel, films, TV, internet, & / or telenovelas).</p>	<p>Context.6 Compare common beliefs & attitudes within the target culture (i.e., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student's own culture.</p> <p>Context.7 Compare major contributions & products from the target culture (i.e., food, fashion) with those from the student's own culture.</p> <p>Context.8 Compare selected practices & social conventions of the target language culture (i.e., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student's own culture.</p> <p>Context.9 Compare typical daily activities & routines of members of the target language community (i.e., school, home, leisure) with those from the student's own culture.</p> <p>Context.10 Compare and contrast how words are interrelated across languages.</p> <p>Context.11 Compare and contrast word order & grammatical structures in English & the target language (i.e., verb endings, word order, adjective/noun agreement, commands, reflexive pronouns, etc.).</p> <p>Context.12 Compare ways people in the home & target cultures express universal themes (i.e., happiness, sorrow, humor, birth, death: Día de los Muertos).</p>	<p>Context.13 Explore a variety of topics in other disciplines (i.e., math, history, English, geography, art, physical education, etc.)</p>	<p>Context.14 Analyze social & geographic factors which affect cultural practices (i.e., city & town).</p> <p>Context.15 Compare and contrast regionalisms in the target language & culture (i.e., barrio vs. vecindario, etc.).</p> <p>Context.16 Discuss impressions gathered from film & video (i.e., how people treat each other, how they view family roles).</p> <p>Context.17 Identify & participate appropriately in selected practices of the target language culture (i.e., sports, and holiday celebrations- Semana Santa, Día de los Muertos, El día de los Reyes, & El Año Nuevo).</p> <p>Context.18 Identify major contributions from the target culture (i.e., in the arts, science, medicine, etc.).</p> <p>Context.19 Investigate & report on contributions, selected practices & products representative of the cultures being studied (i.e., science, medicine, health and nutrition, foods).</p> <p>Context.20 Classify well-known, contemporary people from the target culture (i.e., athletes, artists) with those from the student's own culture.</p>

