

# Spanish II Curriculum Maps

Unit of Study: Spanish 1 Review

Unit of Study: ¿Qué te gustaría hacer?

Unit of Study: ¡A Comer!

Unit of Study: ¡Vamos de Compras!

Unit of Study: ¡Celebraciones!

Unit of Study: Para vivir bien

Unit of Study: Las vacaciones ideales

<p><b>Grade:</b> 9-12 <b>Subject:</b> Spanish II</p>	<p align="center"><b>Unit of Study: Spanish I Review</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will review the vocabulary for a variety of topics covered during the previous academic year. These include: greetings, farewells, numbers, family and pets, sports and hobbies, school-related objects and classes, seasons and weather conditions, countries and languages, foods and beverages.</li> <li>• Students will review a variety of functions covered during the previous academic year. These include but are not limited to: <ul style="list-style-type: none"> <li>• Singular and plural forms of the verb <i>ser</i></li> <li>• What each personal pronoun is and when to use each one.</li> <li>• What role the gender of a noun plays in correctly using the Spanish language.</li> <li>• How to identify the noun, verb, and additional phrases in a sentence and how to apply the correct articles and word order for each</li> <li>• Use of the Spanish verbs <i>tener, querer, necesitar, and a variety of -ar, -er, and -ir verbs.</i></li> <li>• Use of the words <i>no, nadie, nada</i> and <i>nunca</i> in negation</li> <li>• Use of the future tense verb <i>ir.</i></li> </ul> </li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy</li> </ul>

	<p>stamps” for “post office.”</p> <ul style="list-style-type: none"> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don’t know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: greetings, farewells and introductions, numbers, sports and hobbies, school-related objects and classes, seasons and weather conditions, countries and languages, family and pets, free time activities, chores.</li> <li>• Language exploration: the verbs <i>haber, ser, tener, and a variety of -ar, -er, and -ir verbs.</i></li> <li>• Grammar: present tense verb conjugation, including stem-changing verbs, irregular verbs, and regular verbs</li> <li>• Vocabulary: frequency vocabulary to describe how often various activities are done</li> <li>• Language exploration: gender of nouns, singularity or plurality of nouns, nouns-adjective agreement</li> <li>• Cultural connections: Hispanic “celebrities”</li> <li>• Language exploration: Use of the formal versus informal to address various people</li> <li>• Cultural comparisons: Discussion of the similarities and differences between the American and Hispanic cultural products, practices, and perspective related to school, family, free time activities, daily schedules, and chores.</li> <li>• Language exploration: review time expressions.</li> <li>• Curricular connection: science. Use review of weather words to have a discussion about the recent earthquake and hurricane.</li> <li>• Curricular connection: mathematics. Students will write out basic addition and subtraction problems to practice numbers 0-199.</li> </ul>

**Skills/ Benchmarks  
(CCSS Standards)**

- **FL.3-12.7.1.NH.A.A** - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
- **FL.3-12.7.1.NH.A.A.1** - Identify the main idea and some supporting details when reading.
- **FL.3-12.7.1.NH.A.A.2** - Understand the gist and some supporting details of conversations dealing with everyday life.
- **FL.3-12.7.1.NH.A.A.3** - Infer the meaning of some unfamiliar words when used in familiar contexts.
- **FL.PK-12.7.1.NH.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- **FL.PK-12.7.1.NH.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NH.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NH.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NH.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- **FL.3-12.7.1.NH.A.6** - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
- **FL.3-12.7.1.NH.B.A.1** - Ask and answer questions related to everyday life.
- **FL.3-12.7.1.NH.B.A.2** - Handle simple transactions related to everyday life
- **FL.3-12.7.1.NH.B.A.2.1** - Initiate, maintain, and end a conversation
- **FL.3-12.7.1.NH.B.A.2.2** - Ask for and give permission.
- **FL.3-12.7.1.NH.B.A.2.3** - Express needs.
- **FL.3-12.7.1.NH.C.2** - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- **FL.3-12.7.1.NH.C.3** - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment
- **FL.3-12.7.1.NH.C.5** - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

<b>Materials and Resources</b>	<ul style="list-style-type: none"><li>• Supplemental hand-outs</li><li>• Holt Spanish Level 1 Textbook pages 1-197</li><li>• Holt Spanish Level 1 Cuaderno de Gramática pages 1-52</li><li>• Holt Spanish Level 1 Cuaderno de Actividades pages 1-72</li><li>• Holt Spanish Level 1 Testing Program pages 1-170</li></ul>
<b>Notes</b>	

<p><b>Grade:</b> 9-12 <b>Subject:</b> Spanish II</p>	<p align="center"><b>Unit of Study: ¿Qué te gustaría hacer?</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will learn basic phrases for talking on the telephone</li> <li>• Students will extend and accept invitations</li> <li>• Students will make plans with others</li> <li>• Students will talk about getting ready</li> <li>• Students will turn down an invitation and explain why</li> <li>• Students will identify and describe various places and events</li> <li>• Students will use expressions with <i>tener</i> to convey information about being hungry, being tired, being in a hurry, and needing to do something</li> <li>• Students will utilize <i>èair</i> stem-changing verbs when discussing wants, needs, and preferences</li> <li>• Students will recognize and discuss differences in phone number structure around the world</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</li> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>

<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don't know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: phrases for talking on the telephone</li> <li>• Phrases to extend an invitation</li> <li>• Vocabulary: expressions of apology</li> <li>• Cultural connection: means of transportation vary internationally</li> <li>• Language: eàie stem-changing verbs including <i>tener, querer, venir, preferir, and empezar</i></li> <li>• The conditional tense to ask or answer what someone <i>would like</i> to do</li> <li>• Vocabulary: places and events</li> <li>• Vocabulary: verbs to describe getting oneself ready</li> <li>• Grammar: reflexive verbs</li> <li>• Phrases used to turn down and invitation and explain why you cannot attend the event/activity</li> <li>• Cultural connection: differences in phone number structure will be discussed</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 202-229</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 53-60</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 73-84</li> <li>• Holt Spanish Level 1 Testing Program pages 171-196</li> </ul>
<p><b>Notes</b></p>	



<p><b>Grade:</b> 9-12 <b>Subject:</b> Spanish II</p>	<p style="text-align: center;"><b>Unit of Study: ¡A Comer!</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will talk about meals and food</li> <li>• Students will comment on and critique various food items</li> <li>• Students will make polite requests in the context of a restaurant</li> <li>• Students will order from a menu</li> <li>• Students will express likes/dislikes</li> <li>• Students will express hunger/thirst</li> <li>• Students will ask for the bill at a restaurant and discuss how to pay and how to calculate the tip</li> <li>• Students will identify tableware items</li> <li>• Students will describe a restaurant, including the quality of the food, the service, and the atmosphere</li> <li>• Students will compare American meals/mealtimes to those of Spanish speaking countries</li> <li>• Students will compare American cuisine with some cuisine of Spanish-speaking countries</li> <li>• Students will learn numbers 200-100,000</li> <li>• Students will utilize stem-changing verbs and the verbs <i>ser, estar, encantar, tener</i></li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea)</li> </ul>

	<p>that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</p> <ul style="list-style-type: none"> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don’t know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: food items</li> <li>• Phrases for commenting on the taste of food</li> <li>• Grammar: differences between <i>ser</i> and <i>estar</i> when commenting on food</li> <li>• Grammar: the conditional tense to make polite requests</li> <li>• Phrases to ask for the bill in a restaurant and discuss means of payment and how to tip</li> <li>• Culture connection: differences between American and Hispanic meal times</li> <li>• Vocabulary: tableware</li> <li>• Culture connection: differences between American and Hispanic cuisine</li> <li>• The verb <i>encantar</i> to express that you really like or love something</li> <li>• Grammar: oàue stem changing verbs (<i>almorzar</i>- to eat lunch)</li> <li>• Phrases with the verb <i>tener</i> to express being hungry or thirsty</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to</li> </ul>

	<p>targeted themes.</p> <ul style="list-style-type: none"> <li>● <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>● <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>● <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>● <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>● <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>● <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>● <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>● <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>● <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>● <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>● <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>● Supplemental hand-outs</li> <li>● Holt Spanish Level 1 Textbook pages 202-229</li> <li>● Holt Spanish Level 1 Cuaderno de Gramática pages 61-69</li> <li>● Holt Spanish Level 1 Cuaderno de Actividades pages 85-96</li> <li>● Holt Spanish Level 1 Testing Program pages 197-222</li> </ul>
<p><b>Notes</b></p>	

<b>Grade:</b> 9-12 <b>Subject:</b> Spanish II	<b>Unit of Study: ¡Vamos de Compras!</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will make suggestions for a gift</li> <li>• Students will ask for suggestions for a gift</li> <li>• Students will ask for and give direction in a town</li> <li>• Students will comment on clothing</li> <li>• Students will make comparisons between two objects</li> <li>• Students will express preferences</li> <li>• Students will ask about prices and paying for something</li> <li>• Students will learn various phrases to use when shopping in a store</li> <li>• Students will describe the material that an article of clothing is made of</li> <li>• Students will utilize expressions related to cost of various items</li> <li>• Students will utilize demonstrative adjectives to refer to “this” or “that”</li> <li>• Students will identify the store where they purchase a specific item</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</li> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>

<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don't know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: gift items</li> <li>• Phrases to ask for and give opinions about gift ideas</li> <li>• Indirect object pronouns</li> <li>• Vocabulary: Stores around town</li> <li>• Review of phrases to express where things are located</li> <li>• Phrases to ask for directions</li> <li>• Vocabulary: articles of clothing</li> <li>• Curricular connection: math. Students will add up the amount of a purchase using their Spanish numbers</li> <li>• Phrases to ask what someone plans to wear to a particular place or event</li> <li>• Phrases to tell someone what you plan to wear to a particular place or event</li> <li>• Phrases to make comparisons between two objects</li> <li>• Questions to ask in a store when shopping</li> <li>• Demonstrative adjectives</li> <li>• Expressions to tell your preferences</li> <li>• Expressions to ask someone's opinion about an item</li> <li>• Vocabulary: expressions about the price of items</li> <li>• The verb <i>costar</i> to tell how much something costs</li> <li>• Culture connection: American versus Hispanic stores (Hispanic stores are more specific than American department stores for example)</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 264-291</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 70-78</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 97-108</li> <li>• Holt Spanish Level 1 Testing Program pages 223-248</li> </ul>
<b>Notes</b>	

<b>Grade:</b> 9-12 <b>Subject:</b> Spanish II	<b>Unit of Study: ¡Celebraciones!</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will tell what they are doing right now</li> <li>• Students will ask someone what they are doing right now</li> <li>• Students will ask for an opinion</li> <li>• Students will express their own opinion</li> <li>• Students will ask for help</li> <li>• Students will respond to requests for help</li> <li>• Students will tell a friend what to do</li> <li>• Students will talk about a past event</li> <li>• Students will identify various holidays in their own culture and in others</li> <li>• Students will describe various traditions associated with holidays</li> <li>• Students will identify various things which must be done in order to prepare for a party</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</li> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>

<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don't know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: holidays</li> <li>• Vocabulary: things associated with holiday</li> <li>• Phrases to tell what someone is doing right now</li> <li>• Grammar: present progressive tense verb conjugation</li> <li>• Phrases to ask for an opinion</li> <li>• Phrases to express an opinion</li> <li>• Vocabulary: party preparation activities</li> <li>• Culture connection: comparison of various holidays celebrated by various cultures and those celebrated in other countries.</li> <li>• Questions to ask for help</li> <li>• Response to requests for help</li> <li>• Informal commands (irregulars)</li> <li>• Grammar: past tense verb conjugation</li> <li>• Vocabulary: phrases to refer to past time periods</li> <li>• Grammar: use of direct object pronouns</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and</li> </ul>



	<p>requests through appropriate physical response.</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 264-291</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 70-78</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 97-108</li> <li>• Holt Spanish Level 1 Testing Program pages 223-248</li> </ul>
<p><b>Notes</b></p>	

<p><b>Grade:</b> 9-12 <b>Subject:</b> Spanish II</p>	<p style="text-align: center;"><b>Unit of Study: Para vivir bien</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will make suggestions about doing various activities with others.</li> <li>• Students will express feelings about doing something with a friend</li> <li>• Students will tell how they are feeling</li> <li>• Students will ask how someone is feeling</li> <li>• Students will describe various habits which help someone to live a healthy lifestyle.</li> <li>• Students will identify the parts of the body.</li> <li>• Students will describe various illnesses</li> <li>• Students will tell if something is hurting someone.</li> <li>• Students will discuss ways of relieving stress.</li> <li>• Students will discuss past events and activities</li> <li>• Students will tell where someone went.</li> <li>• Students will identify various places where sports can be played.</li> <li>• Students will compare sports and exercise activities popular in the U.S. with those popular in other countries.</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</li> </ul>

	<ul style="list-style-type: none"> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don't know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: phrases for making suggestions</li> <li>• Vocabulary: exercise activities</li> <li>• Grammar: stem-changing verbs (sentirse)</li> <li>• Grammar: verbs which use indirect object pronouns (doler)</li> <li>• Phrases for expressing feelings/illnesses</li> <li>• Vocabulary: parts of the body</li> <li>• Phrases to discuss actions done in the past</li> <li>• Culture connection: comparison popular exercise activities and sports in the U.S. and those in other countries.</li> <li>• Questions to ask how someone is feeling</li> <li>• Make suggestions in order to help someone feel better</li> <li>• Past tense verb conjugation (irregulars)</li> <li>• Vocabulary: phrases to refer to past time periods</li> <li>• Grammar: use of indirect object pronouns</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 326-355</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 89-96</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 121-132</li> <li>• Holt Spanish Level 1 Testing Program pages 293-300</li> </ul>
<b>Notes</b>	

<p><b>Grade:</b> 9-12 <b>Subject:</b> Spanish II</p>	<p align="center"><b>Unit of Study: Las vacaciones ideales</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language.</li> <li>• Students will talk about what they do and like to do every day.</li> <li>• Students will make future plans.</li> <li>• Students will discuss what they would like to do on vacation.</li> <li>• Students will say where they went on vacation.</li> <li>• Students will describe what they did on vacation.</li> <li>• Students will plan an ideal vacation including specific activities.</li> <li>• Students will ask someone what they do every day.</li> <li>• Students will utilize phrases to express what they want to do, need to do, plan to do, etc.</li> <li>• Students will identify various activities associated with preparing to go on vacation.</li> <li>• Students will identify various things that they do on vacation.</li> <li>• Students will review weather phrases in order to describe the weather in various vacation locales.</li> <li>• Students will identify various places where people vacation.</li> <li>• Students will compare vacation styles and work/school schedules related to vacations in the U.S. versus other countries around the world.</li> <li>• Students will identify various countries and places around the world in order to tell where they want to go on vacation.</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Actively thinking about what I already know helps me better understand.</li> <li>• When listening, watching the speaker closely or examining other visual clues help me to understand more.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> <li>• To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.</li> <li>• I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• I can talk around words that I do not know by using circumlocution (Use</li> </ul>

	<p>of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</p> <ul style="list-style-type: none"> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies for learning new vocabulary and cultural practices?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>• How do I start, carry on, and end a conversation more effectively?</li> <li>• What can I do to keep the conversation going?</li> <li>• How do I make myself clearly understood when speaking and writing?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• What comprehension strategies do I use when I don’t know all the words that I hear and read?</li> <li>• How do I make my message understandable and interesting to my audience?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: frequency words and phrases</li> <li>• Vocabulary: vacation activities</li> <li>• Grammar: stem-changing verbs (poder, almorzar, querer, empezar, venir, etc.)</li> <li>• Grammar: compound verb phrases (querer/necesitar/pensar/deber/esperar/poder + infinitive OR ir a/tener que + infinitive)</li> <li>• Phrases for discussing future plans</li> <li>• Vocabulary: vacation vocabulary (suitcase, sunscreen, skis, etc.)</li> <li>• Phrases to discuss actions done in the past</li> <li>• Review weather vocabulary</li> <li>• Culture connection: analysis of cultural product/practices/perspectives related to vacations.</li> <li>• Questions to ask about vacation plans</li> <li>• Make suggestions about what to do in a particular location while on vacation</li> <li>• Past tense verb conjugation (irregulars)</li> <li>• Vocabulary: phrases to refer to past time periods</li> <li>• Grammar: ser vs. estar</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Supplemental hand-outs</li> <li>• Holt Spanish Level 1 Textbook pages 326-355</li> <li>• Holt Spanish Level 1 Cuaderno de Gramática pages 89-96</li> <li>• Holt Spanish Level 1 Cuaderno de Actividades pages 121-132</li> <li>• Holt Spanish Level 1 Testing Program pages 293-300</li> </ul>

<b>Notes</b>	
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