

# Curriculum Map

## Content Area: Spanish 3

	Content	Skills	Standards Addressed	Assessment	
<p><b>Chapter 7 (S2)</b></p>	<p>Culture: San Juan</p> <p>Grammar:                      Double object pronouns                      Commands with double object pronouns                      adverbs                      the imperfect                      past participles as adjectives                      the present progressive                      ir a followed by infinitives                      informal commands and direct object prouns</p> <p>Vocab:                      Order in a restaurant                      Talk about how food tastes                      Talk about your diet                      Describe the preparation of food</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering in a restaurant</li> <li>• Talking about how food tastes</li> <li>• Using double object pronouns</li> <li>• Using commands with double object pronouns</li> <li>• Using adverbs</li> <li>• Talking about your diet</li> <li>• Describing food preparation</li> <li>• Using the imperfect</li> <li>• Using past participles</li> <li>• Using past participles as adjectives</li> <li>• Developing listening and reading skills</li> <li>• Developing writing skills</li> </ul>	<p>1.1.A Understand main idea and some details of connected discourse;</p> <p>1.1.B Narrate orally and in writing events in areas of personal and public interest;</p> <p>1.1.C Sustain conversation on familiar topics;</p> <p>1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</p> <p>1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</p> <p>1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form;</p> <p>1.1.G Use another language for personal and public communication needs;</p> <p>1.1.H Transcribe and produce familiar idioms and limited extended discourse;</p> <p>2.1.D Guess intelligently and respond appropriately;</p> <p>2.1.E Apply prior knowledge to formulate new ideas.</p> <p>2.1.F Make inferences, predictions, and generalizations;</p> <p>2.1.I Draw conclusions in interactions with individuals from other cultures;</p> <p>4.1.A Understand, respond to, and formulate questions and discussion;</p> <p>4.1.C Interact successfully in basic communicative tasks;</p> <p>5.1.A Participate successfully in work and routine social situations in</p>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• San Juan culture quiz</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

			<p>other cultures;                      5.1.C Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge                      5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages.                      8.1.A Utilize technology to communicate personal and public information across cultures.</p> <p>9.1.B Identify significant contributions of individuals from other cultures to the internal and external political arena;                      9.1.C Recognize other cultures as an integral part of the culture of the United States;                      9.1.D Recognize other cultures as an integral part of the culture of the world community.</p>	
<p><b>Chapter 8 (S2)</b></p>	<p>Culture: Santiago</p> <p>Grammar:                      Imperfect and preterite                      Ir a +infinitive with the imperfect and preterite                      Comparisons and superlatives                      Por and para                      Demonstrative adjectives; adverbs of place                      Adjectives as nouns</p> <p>Vocab:                      Talk about trying on clothes and how they fit                      Talk about shopping for clothes                      Bargain in a market                      State preferences</p>	<ul style="list-style-type: none"> <li>• Talking about trying on clothes and how they fit</li> <li>• Talking about shopping for clothes</li> <li>• Using the imperfect and preterite to say what was in progress</li> <li>• Using ir a infinitive with the imperfect and preterite</li> <li>• Using comparatives and superlatives</li> <li>• Bargaining in a market</li> <li>• Stating preferences</li> <li>• Using por and para</li> <li>• Using demonstrative adjectives; adverbs of place</li> <li>• Using adjectives as nouns</li> <li>• Adjectives as nouns</li> <li>• Developing listening and reading skills</li> </ul>	<p>1.1.A Understand main idea and some details of connected discourse.                      1.1.C Sustain conversation on familiar topics;                      1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;                      2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;                      2.1.E Apply prior knowledge to formulate new ideas;                      2.1.H Derive meaning from contexts;                      2.1.I Draw conclusions in interactions with individuals from other cultures;                      3.1.B Write simple discourse of more than one paragraph on familiar</p>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• Santiago culture quiz</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>

	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Developing writing skills</li> <li>•</li> </ul>	<p>topics;</p> <p>4.1.A Understand, respond to, and formulate questions and discussion;</p> <p>5.1.A Participate successfully in work and routine social situations in other cultures;</p> <p>5.1.C Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge;</p> <p>5.1.D Understand the main idea and most detail from authentic texts in areas of high interest;</p> <p>5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages;</p> <p>6.1.A Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</p> <p>6.1.B Recognize similarities between one's own language and culture and other languages and cultures and use this knowledge to strengthen an understanding of both;</p> <p>7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</p> <p>7.1.B Acquire knowledge that is only available through other languages and cultures;</p> <p>7.1.C Use information acquired through other languages and cultures in the study of other disciplines;</p> <p>7.1.E Recognize and demonstrate the concept of multiple cultural languages and cultures;</p> <p>8.1.B Relate the knowledge of other languages to a variety of professions within the world community.</p> <p>9.1.D Recognize other cultures as an</p>	
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			<p>integral part of the culture of the world community;                  9.1.E Describe, analyze, and explain cultural norms.                  10.1.A Demonstrate continued growth and interest in the language studied.</p>		
<p><b>Chapter 9 (S2)</b></p>	<p>Culture: El Paso</p> <p>Grammar:                  Comparatives with quantities; adjectives as nouns                  Preterite and imperfect to tell a story                  Subjunctive mood for hopes and wishes                  Subjunctive of stem- changing –ir and irregular verbs                  Future tense</p> <p>Vocab:                  Talk about a place and its climate                  Tell a story                  Talk about what you and others will do                  Wonder out loud</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about a place and its climate</li> <li>• Telling a story</li> <li>• Comparing quantities; using adjectives as nouns</li> <li>• Using the preterite and imperfect to begin a story</li> <li>• Using the preterite and imperfect to continue and end a story</li> <li>• Talking about what you and others will do</li> <li>• Wondering out loud</li> <li>• Using subjunctive mood for hopes and wishes</li> <li>• Using subjunctive of stem-changing –ir and irregular verbs</li> <li>• Using the future tense</li> <li>• Using the preterite of verbs like caer</li> <li>• Developing listening and reading skills</li> <li>• Developing writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.A Understand main idea and some details of connected discourse;</li> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>• 1.1.H Transcribe and produce familiar idioms and limited extended discourse.</li> <li>• 1.1.C Sustain conversation on familiar topics; 2.1.I Draw conclusions in interactions with individuals from other cultures;</li> <li>• 2.1.C Use circumlocution to express needs, thoughts, ideas, preferences, and opinions.</li> <li>• 2.1.D Guess intelligently and respond appropriately.</li> <li>• 4.1.A Understand, respond to, and formulate questions and discussion;</li> <li>• 5.1.A Participate successfully in work and routine social situations in other cultures;</li> <li>• 5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages;</li> <li>• 6.1.D Apply the growing</li> </ul>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• El Paso culture quiz</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

			<p>knowledge of other cultures in relationship to a variety of authentic texts.</p> <ul style="list-style-type: none"> <li>• 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</li> <li>• 7.1.B Acquire knowledge that is only available through other languages and cultures;</li> <li>• 7.1.C Use information acquired through other languages and cultures in the study of other disciplines;</li> <li>• 7.1.E Recognize and demonstrate the concept of multiple cultural languages and cultures;</li> <li>• 8.1.B Relate the knowledge of other languages to a variety of professions within the world community.</li> <li>• 8.1.C Obtain new information and insights on contemporary social, political, and economic issues across cultures.</li> </ul>		
<p><b>Chapter 10 (S2)</b></p>	<ul style="list-style-type: none"> <li>• Culture- Buenos Aires</li> </ul> <p>Grammar:  Present perfect and irregular past participles  Subjunctive for giving advice and opinions  Subjunctive of –car, -gar, -zar, -ger, and –guir verbs  Preterite, imperfect, present progressive, future, and subjunctive (review)</p> <p>Vocabulary:  Ask for and make recommendations  Ask for and give information</p>	<ul style="list-style-type: none"> <li>• Asking for and making recommendations</li> <li>• Asking for and giving information</li> <li>• Using the present perfect</li> <li>• Using irregular and past participles</li> <li>• Using subjunctive for giving advice and opinions and subjunctive of –car, -gar, -zar verbs</li> <li>• Talking about where you went and what you did</li> <li>• Talking about the latest news</li> <li>• Using the preterite and imperfect</li> <li>• Using the present progressive and the future</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.B Narrate orally and in writing events in areas of personal and public interest;</li> <li>• 1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>• 1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form.</li> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.E Initiate, sustain, and</li> </ul>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• Buenos Aires culture quiz</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>Talk about where you went and what you did Talk about the latest news</p>	<ul style="list-style-type: none"> <li>• Using the subjunctive</li> <li>• Developing reading and writing skills</li> </ul>	<p>bring closure to a variety of communicative tasks or situations.</p> <ul style="list-style-type: none"> <li>• 2.1.D Guess intelligently and respond appropriately.</li> <li>• 2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;</li> <li>• 2.1.H Derive meaning from contexts;</li> <li>• 4.1.A Understand, respond to, and formulate questions and discussion;</li> <li>• 4.1.A Understand, respond to, and formulate questions and discussion.</li> <li>• 5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages.</li> <li>• 6.1.A Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</li> <li>• 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</li> <li>• 7.1.B Acquire knowledge that is only available through other languages and cultures;</li> <li>• 7.1.C Use information acquired through other languages and cultures in the study of other disciplines;</li> <li>• 7.1.E Recognize and demonstrate the concept of multiple cultural languages and cultures;</li> <li>• 7.1.D Use knowledge</li> </ul>	<p>and grade)</p> <ul style="list-style-type: none"> <li>• Article of the week</li> </ul>
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			<p>acquired through other languages and cultures for expansion of personal knowledge and experience.</p> <ul style="list-style-type: none"> <li>• 8.1.B Relate the knowledge of other languages to a variety of professions within the world community.</li> <li>• 9.1.B Identify significant contributions of individuals from other cultures to the internal and external political arena.</li> </ul>		
<p><b>Chapter 1 (S3)</b></p>	<ul style="list-style-type: none"> <li>• Learn about Castilla La Mancha</li> <li>• Talk about the past</li> <li>• Talk about what you liked and used to do</li> <li>• Ask for and give advice</li> <li>• Talk about the future</li> <li>• Preterite</li> <li>• Imperfect</li> <li>• Ser and estar</li> <li>• Subjunctive for hopes and wishes</li> <li>• Pronouns</li> <li>• Comparisons</li> <li>• Demonstrative adjectives</li> <li>• Pronouns</li> <li>• Negative words             <ul style="list-style-type: none"> <li>• Time constructions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary to talk about the past</li> <li>• Use vocabulary to talk about what you liked to do</li> <li>• Conjugate and use the verb ser correctly</li> <li>• Conjugate and use the verb estar correctly</li> <li>• Conjugate and use verbs correctly in the present perfect</li> <li>• Learn how to form verbs in the subjunctive</li> <li>• Learn circumstances for using the subjunctive</li> <li>• Use vocabulary to ask for advice</li> <li>• Use vocabulary to ask about the future</li> <li>• Use vocabulary to respond to inquiries about the future and advice</li> <li>• Use pronouns correctly</li> <li>• Use comparisons</li> <li>• Use demonstrative adjectives</li> <li>• Use demonstrative pronouns</li> <li>• Learn to use negative words and time constructions</li> <li>• Develop listening skills</li> <li>• Develop reading skills</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.A Understand main idea and some details of connected discourse; 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</li> <li>• 1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>• 1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form;</li> <li>• 1.1.G Use another language for personal and public communication needs;</li> <li>• 2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;</li> <li>• 2.1.B Negotiate meaning by asking for and using repetition, clarification, and recombination;</li> <li>• 2.1.C Use circumlocution to express needs, thoughts, ideas, preferences, and opinions;</li> </ul>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• Castilla La Mancha culture</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

		<ul style="list-style-type: none"><li>• Develop writing skills</li></ul>	<ul style="list-style-type: none"><li>• 2.1.E Apply prior knowledge to formulate new ideas;</li><li>• 2.1.G Make and check hypotheses;</li><li>• 2.1.H Derive meaning from contexts; 3.1.A Understand and produce main ideas from narration and description; 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li><li>• 2.1.I Draw conclusions in interactions with individuals from other cultures;</li><li>• 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li><li>• 3.1.C Meet a number of practical writing needs using lists, notes, short letters, and journals;</li><li>• 3.1.D Take notes on oral and written discourse dealing with familiar topics;</li><li>• 3.1.E Express in writing personal information, ideas, thoughts, preferences, and opinions;</li><li>• 4.1.A Understand, respond to, and formulate questions and discussion;</li><li>• 4.1.B Interact successfully in daily social situations;</li><li>• 4.1.C Interact successfully in basic communicative tasks;</li><li>• 4.1.D Request clarification when needed;</li><li>• 5.1.A Participate successfully in work and routine social situations in other cultures;</li><li>• 5.1.B Identify cultural constructs and the way they are reflected in other societies;</li><li>• 5.1.D Understand the main idea and most detail from authentic texts in areas of high interest;</li></ul>	
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			<ul style="list-style-type: none"><li>• 5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages.</li><li>• 6.1.A Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</li><li>• 6.1.B Recognize similarities between one's own language and culture and other languages and cultures and use this knowledge to strengthen an understanding of both;</li><li>• 6.1.C Compare and contrast ways in which people from other cultures interact with each other based on factors such as: topic, age, gender, and social relationship;</li><li>• 6.1.D Apply the growing knowledge of other cultures in relationship to a variety of authentic texts.</li><li>• 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</li><li>• 7.1.B Acquire knowledge that is only available through other languages and cultures;</li><li>• 7.1.C Use information acquired through other languages and cultures in the study of other disciplines; 7.1.D Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience.</li><li>• 8.1.B Relate the knowledge of other languages to a variety of professions within the world community;</li><li>• 8.1.C Obtain new information</li></ul>	
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			<p>and insights on contemporary social, political, and economic issues across cultures;</p> <ul style="list-style-type: none"> <li>• 9.1.C Recognize other cultures as an integral part of the culture of the United States;</li> <li>• 9.1.D Recognize other cultures as an integral part of the culture of the world community.</li> <li>• 9.1.E Describe, analyze, and explain cultural norms.</li> </ul>		
<p><b>Chapter 2</b></p>	<ul style="list-style-type: none"> <li>• Expressing interest and displeasure</li> <li>• Inviting someone to do something</li> <li>• Imperfect tense</li> <li>• Ir+a+ infinitive in the imperfect</li> <li>• Nosotros commands</li> <li>• Describing the ideal friend</li> <li>• Expressing happiness and unhappiness</li> <li>• Object pronouns</li> <li>• Subjunctive with the unknown or nonexistent</li> <li>• Subjunctive with expressions of feelings</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Express interest and displeasure</li> <li>• Invite someone to do something</li> <li>• Describe the ideal friend</li> <li>• Express happiness and unhappiness</li> <li>• Use the imperfect</li> <li>• Use ir + a + infinitive in the imperfect</li> <li>• Use nosotros commands</li> <li>• Use object pronouns</li> <li>• Use subjunctive with the unknown or nonexistent</li> <li>• Use subjunctive with expressions of feelings</li> <li>• Develop listening skills</li> <li>• Develop reading skills</li> <li>• Develop writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.A Understand main idea and some details of connected discourse; 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</li> <li>• 1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>• 1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form;</li> <li>• 1.1.G Use another language for personal and public communication needs;</li> <li>• 2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;</li> <li>• 2.1.B Negotiate meaning by asking for and using repetition, clarification, and recombination;</li> <li>• 2.1.C Use circumlocution to express needs, thoughts, ideas, preferences, and opinions;</li> <li>• 2.1.E Apply prior knowledge to formulate new ideas;</li> <li>• 2.1.G Make and check hypotheses;</li> </ul>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• Castilla La Mancha culture</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

			<ul style="list-style-type: none"><li>• 2.1.H Derive meaning from contexts; 3.1.A Understand and produce main ideas from narration and description; 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li><li>• 2.1.I Draw conclusions in interactions with individuals from other cultures;</li><li>• 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li><li>• 3.1.C Meet a number of practical writing needs using lists, notes, short letters, and journals;</li><li>• 3.1.D Take notes on oral and written discourse dealing with familiar topics;</li><li>• 3.1.E Express in writing personal information, ideas, thoughts, preferences, and opinions;</li><li>• 4.1.A Understand, respond to, and formulate questions and discussion;</li><li>• 4.1.B Interact successfully in daily social situations;</li><li>• 4.1.C Interact successfully in basic communicative tasks;</li><li>• 4.1.D Request clarification when needed;</li><li>• 5.1.A Participate successfully in work and routine social situations in other cultures;</li><li>• 5.1.B Identify cultural constructs and the way they are reflected in other societies;</li><li>• 5.1.D Understand the main idea and most detail from authentic texts in areas of high interest;</li><li>• 5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals</li></ul>	
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			<p>from other cultures using other languages.</p> <ul style="list-style-type: none"><li>• 6.1.A Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</li><li>• 6.1.B Recognize similarities between one's own language and culture and other languages and cultures and use this knowledge to strengthen an understanding of both;</li><li>• 6.1.C Compare and contrast ways in which people from other cultures interact with each other based on factors such as: topic, age, gender, and social relationship;</li><li>• 6.1.D Apply the growing knowledge of other cultures in relationship to a variety of authentic texts.</li><li>• 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</li><li>• 7.1.B Acquire knowledge that is only available through other languages and cultures;</li><li>• 7.1.C Use information acquired through other languages and cultures in the study of other disciplines; 7.1.D Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience.</li><li>• 8.1.B Relate the knowledge of other languages to a variety of professions within the world community;</li><li>• 8.1.C Obtain new information and insights on contemporary social, political, and economic issues across cultures;</li><li>• 9.1.C Recognize other cultures as</li></ul>	
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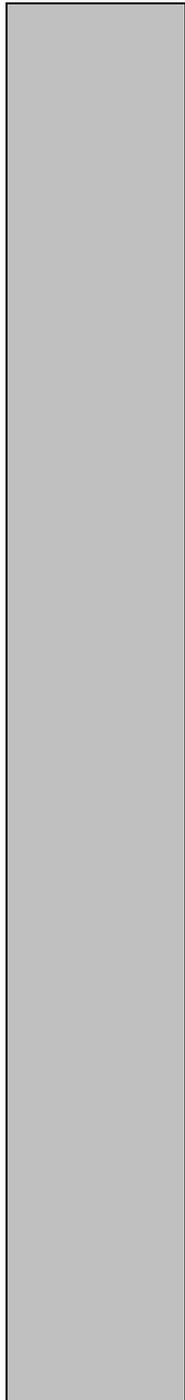
			<p>an integral part of the culture of the United States;</p> <ul style="list-style-type: none"> <li>• 9.1.D Recognize other cultures as an integral part of the culture of the world community.</li> <li>• 9.1.E Describe, analyze, and explain cultural norms.</li> </ul>	
<p><b>Chapter 3</b></p>	<ul style="list-style-type: none"> <li>• Using vocabulary to complain</li> <li>• Using vocabulary to express an opinion</li> <li>• Using verb+ infinitive</li> <li>• Subjunctive with will or wish</li> <li>• Subjunctive with negation or denial</li> <li>• The Culture and customs of the Spanish speaking Carribbean</li> <li>• Using vocabulary to make suggestions</li> <li>• Using vocabulary to apologize</li> <li>• future tense</li> <li>• conditional tense</li> <li>• more uses of the conditional</li> <li>• develop listening, reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to use vocabulary to express an opinion</li> <li>• Students will learn to use vocabulary to disagree</li> <li>• Students will learn to use vocabulary to make suggestions</li> <li>• Students will learn to use vocabulary to apologize</li> <li>• Use verb+ infinitive grammatical structures</li> <li>• Use the subjunctive with will or wish</li> <li>• Use the subjunctive with negation</li> <li>• Use the subjunctive with denial</li> <li>• Use the future tense to talk about what will happen</li> <li>• Use the conditional tense to talk about what might happen</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.A Understand main idea and some details of connected discourse; 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</li> <li>• 1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>• 1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form;</li> <li>• 1.1.G Use another language for personal and public communication needs;</li> <li>• 2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;</li> <li>• 2.1.B Negotiate meaning by asking for and using repetition, clarification, and recombination;</li> <li>• 2.1.C Use circumlocution to express needs, thoughts, ideas, preferences, and opinions;</li> <li>• 2.1.E Apply prior knowledge to formulate new ideas;</li> <li>• 2.1.G Make and check hypotheses;</li> <li>• 2.1.H Derive meaning from contexts; 3.1.A Understand and produce main ideas from narration and description; 3.1.B</li> </ul>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• El caribe culture</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>

			<p>Write simple discourse of more than one paragraph on familiar topics;</p> <ul style="list-style-type: none"><li>• 2.1.I Draw conclusions in interactions with individuals from other cultures;</li><li>• 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li><li>• 3.1.C Meet a number of practical writing needs using lists, notes, short letters, and journals;</li><li>• 3.1.D Take notes on oral and written discourse dealing with familiar topics;</li><li>• 3.1.E Express in writing personal information, ideas, thoughts, preferences, and opinions;</li><li>• 4.1.A Understand, respond to, and formulate questions and discussion;</li><li>• 4.1.B Interact successfully in daily social situations;</li><li>• 4.1.C Interact successfully in basic communicative tasks;</li><li>• 4.1.D Request clarification when needed;</li><li>• 5.1.A Participate successfully in work and routine social situations in other cultures;</li><li>• 5.1.B Identify cultural constructs and the way they are reflected in other societies;</li><li>• 5.1.D Understand the main idea and most detail from authentic texts in areas of high interest;</li><li>• 5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages.</li><li>• 6.1.A Recognize and demonstrate a limited understanding of the</li></ul>	
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			<p>ways in which language reflects culture;</p> <ul style="list-style-type: none"><li>• 6.1.B Recognize similarities between one's own language and culture and other languages and cultures and use this knowledge to strengthen an understanding of both;</li><li>• 6.1.C Compare and contrast ways in which people from other cultures interact with each other based on factors such as: topic, age, gender, and social relationship;</li><li>• 6.1.D Apply the growing knowledge of other cultures in relationship to a variety of authentic texts.</li><li>• 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</li><li>• 7.1.B Acquire knowledge that is only available through other languages and cultures;</li><li>• 7.1.C Use information acquired through other languages and cultures in the study of other disciplines; 7.1.D Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience.</li><li>• 8.1.B Relate the knowledge of other languages to a variety of professions within the world community;</li><li>• 8.1.C Obtain new information and insights on contemporary social, political, and economic issues across cultures;</li><li>• 9.1.C Recognize other cultures as an integral part of the culture of the United States;</li><li>• 9.1.D Recognize other cultures as an integral part of</li></ul>	
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			<p>the culture of the world community.</p> <ul style="list-style-type: none"> <li>9.1.E Describe, analyze, and explain cultural norms.</li> </ul>		
<p><b>Chapter 4</b></p>	<ul style="list-style-type: none"> <li>Asking about the latest news and responding</li> <li>Reacting to news</li> <li>Present progressive</li> <li>Present perfect indicative</li> <li>Present perfect subjunctive</li> <li>Commenting on food</li> <li>Explaining and giving excuses</li> <li>Preterite</li> <li>Se + indirect object pronouns past progressive</li> <li>Past progressive</li> </ul>	<ul style="list-style-type: none"> <li>Ask about the latest news</li> <li>React to news</li> <li>Comment on food</li> <li>Explain and give excuses</li> <li>Use present progressive</li> <li>Use present perfect indicative</li> <li>Use present perfect subjunctive</li> <li>Use preterite</li> <li>Use se + indirect object pronouns</li> <li>Use past progressive</li> </ul>	<ul style="list-style-type: none"> <li>1.1.A Understand main idea and some details of connected discourse; 1.1.C Sustain conversation on familiar topics;</li> <li>1.1.C Sustain conversation on familiar topics;</li> <li>1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</li> <li>1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form;</li> <li>1.1.G Use another language for personal and public communication needs;</li> <li>2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;</li> <li>2.1.B Negotiate meaning by asking for and using repetition, clarification, and recombination;</li> <li>2.1.C Use circumlocution to express needs, thoughts, ideas, preferences, and opinions;</li> <li>2.1.E Apply prior knowledge to formulate new ideas;</li> <li>2.1.G Make and check hypotheses;</li> <li>2.1.H Derive meaning from contexts; 3.1.A Understand and produce main ideas from narration and description; 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li> </ul>	<ul style="list-style-type: none"> <li>Written vocabulary quizzes</li> <li>Written grammar quizzes</li> <li>Application quizzes</li> <li>End of chapter test</li> <li>Book work written activities</li> <li>Sound booth (Linglanguage) speaking practice</li> <li>In-class speaking practice</li> <li>Audio program listening activities</li> <li>In class dialogs</li> <li>El caribe culture</li> <li>Video program activities</li> <li>Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>Article of the week</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

			<ul style="list-style-type: none"><li>• 2.1.I Draw conclusions in interactions with individuals from other cultures;</li><li>• 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li><li>• 3.1.C Meet a number of practical writing needs using lists, notes, short letters, and journals;</li><li>• 3.1.D Take notes on oral and written discourse dealing with familiar topics;</li><li>• 3.1.E Express in writing personal information, ideas, thoughts, preferences, and opinions;</li><li>• 4.1.A Understand, respond to, and formulate questions and discussion;</li><li>• 4.1.B Interact successfully in daily social situations;</li><li>• 4.1.C Interact successfully in basic communicative tasks;</li><li>• 4.1.D Request clarification when needed;</li><li>• 5.1.A Participate successfully in work and routine social situations in other cultures;</li><li>• 5.1.B Identify cultural constructs and the way they are reflected in other societies;</li><li>• 5.1.D Understand the main idea and most detail from authentic texts in areas of high interest;</li><li>• 5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages.</li><li>• 6.1.A Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</li><li>• 6.1.B Recognize similarities</li></ul>	
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between one's own language and culture and other languages and cultures and use this knowledge to strengthen an understanding of both;

- 6.1.C Compare and contrast ways in which people from other cultures interact with each other based on factors such as: topic, age, gender, and social relationship;
- 6.1.D Apply the growing knowledge of other cultures in relationship to a variety of authentic texts.
- 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;
- 7.1.B Acquire knowledge that is only available through other languages and cultures;
- 7.1.C Use information acquired through other languages and cultures in the study of other disciplines; 7.1.D Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience.
- 8.1.B Relate the knowledge of other languages to a variety of professions within the world community;
- 8.1.C Obtain new information and insights on contemporary social, political, and economic issues across cultures;
- 9.1.C Recognize other cultures as an integral part of the culture of the United States;
- 9.1.D Recognize other cultures as an integral part of the culture of the world community.
- 9.1.E Describe, analyze, and explain cultural norms.

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<p><b>Chapter 5</b></p>	<ul style="list-style-type: none"> <li>• Asking for an opinion</li> <li>• Introducing and changing a topic of conversation</li> <li>• Comparisons of equality</li> <li>• Superlatives</li> <li>• Passive se</li> <li>• Passive voice with ser</li> <li>• The culture and customs of the Spanish-speaking Southwestern U.S.</li> <li>• Subjunctive with hopes and wishes</li> <li>• Past perfect</li> <li>• Developing listening, reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary to ask for and give opinions</li> <li>• Use vocabulary to introduce and change a topic of conversation</li> <li>• Use vocabulary to make suggestions and recommendations</li> <li>• Use vocabulary to turn down an invitation</li> <li>• Use comparisons of equality and superlatives</li> <li>• Use the passive voice</li> <li>• Use the subjunctive for hopes and wishes</li> <li>• Use the past perfect</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1.A Understand main idea and some details of connected discourse; 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</li> <li>• 1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>• 1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form;</li> <li>• 1.1.G Use another language for personal and public communication needs;</li> <li>• 2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;</li> <li>• 2.1.B Negotiate meaning by asking for and using repetition, clarification, and recombination;</li> <li>• 2.1.C Use circumlocution to express needs, thoughts, ideas, preferences, and opinions;</li> <li>• 2.1.E Apply prior knowledge to formulate new ideas;</li> <li>• 2.1.G Make and check hypotheses;</li> <li>• 2.1.H Derive meaning from contexts; 3.1.A Understand and produce main ideas from narration and description; 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li> <li>• 2.1.I Draw conclusions in interactions with individuals from other cultures;</li> </ul>	<ul style="list-style-type: none"> <li>• Written vocabulary quizzes</li> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• Southwest culture</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>
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			<ul style="list-style-type: none"><li>• 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li><li>• 3.1.C Meet a number of practical writing needs using lists, notes, short letters, and journals;</li><li>• 3.1.D Take notes on oral and written discourse dealing with familiar topics;</li><li>• 3.1.E Express in writing personal information, ideas, thoughts, preferences, and opinions;</li><li>• 4.1.A Understand, respond to, and formulate questions and discussion;</li><li>• 4.1.B Interact successfully in daily social situations;</li><li>• 4.1.C Interact successfully in basic communicative tasks;</li><li>• 4.1.D Request clarification when needed;</li><li>• 5.1.A Participate successfully in work and routine social situations in other cultures;</li><li>• 5.1.B Identify cultural constructs and the way they are reflected in other societies;</li><li>• 5.1.D Understand the main idea and most detail from authentic texts in areas of high interest;</li><li>• 5.1.E Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages.</li><li>• 6.1.A Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</li><li>• 6.1.B Recognize similarities between one's own language and culture and other languages and cultures and use this knowledge</li></ul>	
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			<p>to strengthen an understanding of both;</p> <ul style="list-style-type: none"> <li>• 6.1.C Compare and contrast ways in which people from other cultures interact with each other based on factors such as: topic, age, gender, and social relationship;</li> <li>• 6.1.D Apply the growing knowledge of other cultures in relationship to a variety of authentic texts.</li> <li>• 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</li> <li>• 7.1.B Acquire knowledge that is only available through other languages and cultures;</li> <li>• 7.1.C Use information acquired through other languages and cultures in the study of other disciplines; 7.1.D Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience.</li> <li>• 8.1.B Relate the knowledge of other languages to a variety of professions within the world community;</li> <li>• 8.1.C Obtain new information and insights on contemporary social, political, and economic issues across cultures;</li> <li>• 9.1.C Recognize other cultures as an integral part of the culture of the United States;</li> <li>• 9.1.D Recognize other cultures as an integral part of the culture of the world community.</li> <li>• 9.1.E Describe, analyze, and explain cultural norms.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Expressing doubt and disbelief</li> <li>• Indicative after expressions of certainty</li> <li>• Subjunctive after expressions of doubt and disbelief</li> <li>• Haber</li> <li>• Asking for information and explaining where you found it</li> <li>• Talking about what you know and don't know</li> <li>• Indefinite expressions</li> <li>• Gender and nouns</li> <li>• Indicative in compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Express doubt and disbelief</li> <li>• Ask about and explain where you found information</li> <li>• Talk about what you know and don't know</li> <li>• Use indicative after expressions of certainty</li> <li>• Use subjunctive after expressions of doubt and disbelief</li> <li>• Use haber</li> <li>• Use indefinite expressions</li> <li>• Use gender of nouns</li> <li>• Use indicative in compound sentences</li> </ul>	<p>some details of connected discourse; 1.1.C Sustain conversation on familiar topics;</p> <ul style="list-style-type: none"> <li>• 1.1.C Sustain conversation on familiar topics;</li> <li>• 1.1.D Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</li> <li>• 1.1.E Initiate, sustain, and bring closure to a variety of communicative tasks or situations;</li> <li>• 1.1.F Express thoughts, ideas, preferences, and opinions in oral and written form;</li> <li>• 1.1.G Use another language for personal and public communication needs;</li> <li>• 2.1.A Understand, interpret, and produce appropriate gestures, facial expressions, and body language;</li> <li>• 2.1.B Negotiate meaning by asking for and using repetition, clarification, and recombination;</li> <li>• 2.1.C Use circumlocution to express needs, thoughts, ideas, preferences, and opinions;</li> <li>• 2.1.E Apply prior knowledge to formulate new ideas;</li> <li>• 2.1.G Make and check hypotheses;</li> <li>• 2.1.H Derive meaning from contexts; 3.1.A Understand and produce main ideas from narration and description; 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li> <li>• 2.1.I Draw conclusions in interactions with individuals from other cultures;</li> <li>• 3.1.B Write simple discourse of more than one paragraph on familiar topics;</li> </ul>	<ul style="list-style-type: none"> <li>• Written grammar quizzes</li> <li>• Application quizzes</li> <li>• End of chapter test</li> <li>• Book work written activities</li> <li>• Sound booth (Linglanguage) speaking practice</li> <li>• In-class speaking practice</li> <li>• Audio program listening activities</li> <li>• In class dialogs</li> <li>• El caribe culture</li> <li>• Video program activities</li> <li>• Collins program type 1, 2 and 3 writings (with praise and grade)</li> <li>• Article of the week</li> </ul>
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			<p>in which people from other cultures interact with each other based on factors such as: topic, age, gender, and social relationship;</p> <ul style="list-style-type: none"><li>• 6.1.D Apply the growing knowledge of other cultures in relationship to a variety of authentic texts.</li><li>• 7.1.A Use other languages to obtain, reinforce, and further knowledge of other disciplines;</li><li>• 7.1.B Acquire knowledge that is only available through other languages and cultures;</li><li>• 7.1.C Use information acquired through other languages and cultures in the study of other disciplines; 7.1.D Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience.</li><li>• 8.1.B Relate the knowledge of other languages to a variety of professions within the world community;</li><li>• 8.1.C Obtain new information and insights on contemporary social, political, and economic issues across cultures;</li><li>• 9.1.C Recognize other cultures as an integral part of the culture of the United States;</li><li>• 9.1.D Recognize other cultures as an integral part of the culture of the world community.</li><li>• 9.1.E Describe, analyze, and explain cultural norms.</li></ul>	
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