

## Spanish I

Spanish I is a required class. It is also an introduction to the Spanish language and how to learn a language. This course is heavy on vocabulary and putting the vocabulary into everyday conversation. The course quickly has students participating in paired drills and mini-conversations. The course covers the following themes in relation to the Spanish language, introduction of self, description of self, shopping, hobbies, and vacation. It also gives students a culture understanding of how students in Spanish speaking countries view these themes. Finally, the course gives students the process of learning a new language.

### **Course Goals:**

- Students will be able to locate the main countries in which Spanish is spoken and have a general understanding of the Hispanic culture to be able to relate with people of Hispanic origin.
- Students will be able to carry on a basic conversation or write about everyday happenings in Spanish with few grammatical errors.
- Students will gain a better understanding of the Hispanic culture throughout the Spanish speaking world, how it relates to them, and how it has shaped the United States.

### **Curriculum:**

- Jonesville High School has chosen the *PASO A PASO* curriculum. I believe this is a very well constructed curriculum that combines various proven techniques to teach Spanish. It also includes many opportunities for the students to practice Spanish through writing and conversation drills.

### **Course Overview In Class:**

- Lesson
- Group work
- Paired conversation
- Games
- Individual work
- Vocabulary and grammar quizzes at twice once a week

- Chapter test every 2 to 3 weeks

### **Course Overview Out of Class:**

- Homework most nights
- 2 to 3 projects per trimester
- Oral Presentations

## **WORLD LANGUAGES CONTENT STRANDS AND STANDARDS**

### **STRAND 1: COMMUNICATION**

*Communicate in World Languages*

**Standard 1.1** Interpersonal Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

**Standard 1.2** Interpretive Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3** Presentational Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

### **STRAND 2: CULTURE**

*Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1** Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2** Products and Perspectives Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### **STRAND 3: CONNECTIONS**

*Connect with Other Disciplines and Acquire Information*

**Standard 3.1** Knowledge Students reinforce and further their knowledge of other disciplines through the world language.

**Standard 3.2** Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

**STRAND 4: COMPARISONS**

*Develop Insight into the Nature of Language and Culture*

**Standard 4.1** Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2** Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**STRAND 5: COMMUNITIES**

*Participate in Multilingual Communities at Home and Around the World*

**Standard 5.1** Use of Language Students use the language both within and beyond the school setting.

**Standard 5.2** Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p>	<ol style="list-style-type: none"> <li>1. I can locate the Spanish speaking countries of the world.</li> <li>2. I can describe how Spanish and the Hispanic culture have influenced the United States and English.</li> <li>3. I can understand how learning a foreign language especially Spanish can benefit me personally</li> <li>4. I can explain what a cognate is and give examples.</li> <li>5. I can greet and say goodbye to a person</li> <li>6. I can tell the difference between tu and usted and properly use both depending upon who I am talking to.</li> </ol>	<p>Pg.7 Greetings and introduction Pg.10 Formal greetings, where you are from. Pg. 13 Classroom items Pg. 14 Alphabet Pgs.16,17 Days, Months, Numbers, when things take place</p>	<p>Listening question Speaking drills Written response to both verbal and written questions. Map Quiz of the Spanish speaking countries. Observation of paired drills Individual conversation</p>	<p>Maps Paso A Paso text book Paso A Paso workbook Pronunciation sheets Vocabulary lists Quizlets Schoology</p>

<p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<ol style="list-style-type: none"> <li>7. I can say how I am</li> <li>8. I can ask someone their name and introduce myself.</li> <li>9. I can count to 30</li> <li>10. I can name the days of the weeks and months and use this to say when things take place.</li> <li>11. I can say when my birthday is and ask others about their birthdays</li> <li>12. I can name different items around the classroom</li> <li>13. I can say where I am from and ask others where they are from</li> <li>14. I can use the Spanish alphabet to tell someone how to spell a word and I can listen to a word being spelled and spell it correctly.</li> </ol>			
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**Course Title:** Spanish I

**Unit Title:** Chapter 1 Y tú. Como Eres

**Length of Unit** 14 days

**Grade Level:** 9-12

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of</p>	<ol style="list-style-type: none"> <li>1. I can talk about teen activities and the concept of friendship in Spanish-speaking countries.</li> <li>2. I can say the activities I like to do and don't like to do.</li> <li>3. I can ask someone what they like and do not like to do.</li> <li>4. I cans what you are like or what someone else is like.</li> <li>5. I can ask someone what he or she is like.</li> <li>6. I can describe my characteristics or others.</li> <li>7. I can to correctly use adj. to describe myself and others</li> <li>8. I can describe a girl and boy by using the proper adj. ending</li> <li>9. I can use neither nor to say what I don't like</li> <li>10. I can compare what I like with what I don't like</li> <li>11. I can describe myself</li> </ol>	<p>Pgs. 30-31</p> <p>Pgs. 34-35</p>	<p>Listening question</p> <p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Vocabulary quizzes and tests.</p> <p>Observation of paired drills</p> <p>Individual conversation</p>	<p>Paso A Paso text book</p> <p>Paso A Paso workbook</p> <p>Flash cards</p> <p>Vocabulary lists</p> <p>Quizlets</p> <p>Schoology</p>

<p>other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>stating my likes and dislikes and what I am like as a person.</p>			
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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the</p>	<ol style="list-style-type: none"> <li>1. I can talk about the similarities and differences between a Mexican and a U.S. high school</li> <li>2. I can list school subjects I am taking.</li> <li>3. I can name all school subjects and name the hours 1<sup>st</sup> through 8<sup>th</sup></li> <li>4. I can tell time and say when things begin and end.</li> <li>5. I can ask and tell when something takes place.</li> <li>6. I can talk about school supplies</li> <li>7. I can talk about what I and others need for classes</li> <li>8. I can express possession</li> <li>9. I can express quantity</li> <li>10. I can talk about locations.</li> <li>11. I can talk about school subjects</li> <li>12. I can ask and tell time.</li> <li>13. I can say at what time something takes place.</li> <li>14. I can tell who performs and action.</li> <li>15. I can talk about school supplies and subjects</li> <li>16. I can talk about what school supplies people need for different subjects.</li> </ol>	<p>Pgs. 58-59 School subjects, hours, and supplies.</p> <p>Pgs. 62-63 Time</p> <p>Pg. 71 personal pronouns.</p> <p><b>Infinitive</b>= to +the verb</p> <p><b>Ar verbs</b>=all verbs ending in ar</p>	<p>Listening question</p> <p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Vocabulary quizzes and tests.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Video Under the Same Moon to discuss the issue of illegal immigration.</p> <p>Collage describing yourself and your likes and dislikes.</p>	<p>Paso A Paso text book</p> <p>Paso A Paso workbook</p> <p>Flash cards</p> <p>Vocabulary lists</p> <p>Quizlets</p> <p>Schoology</p>



<p>culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>17. Students will be able to name the subject pronouns.</p> <p>18. I can correctly change an AR verb to its correct present tense form.</p> <p>19. I can use the present tense to talk about what is happening in the present and near future.</p> <p>20. I can describe a noun and how it is used in Spanish.</p>			
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Course Title: Spanish I

Length of Unit 14 days

Unit Title: Chapter 3 Los Pasatiempos

Grade Level: 9-12

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the</p>	<ol style="list-style-type: none"> <li>1. I can tell where someone is going</li> <li>2. I can say when and with whom you do an activity</li> <li>3. I can talk about activities I do.</li> <li>4. I can compare leisure time activities in Spanish-speaking countries with those in the U.S.</li> <li>5. I can tell where someone is.</li> <li>6. I can extend, accept, or decline invitations.</li> <li>7. I can tell someone how I feel.</li> <li>8. I can express surprise, enthusiasm, or disappointment.</li> <li>9. I can correctly conjugate the verb Ir to say where I and others go.</li> <li>10. I can correctly conjugate the verb estar to say where things are located and how I and others feel.</li> <li>11. I can use ir+a+infinitive to say what I and</li> </ol>	<p>Pgs. 90-91 places and seasons.</p> <p>Pgs.94-95 activities and feelings.</p> <p>The verb IR to go.</p> <p>The verb estar to be.</p> <p>Con=with</p>	<p>Listening question</p> <p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Vocabulary quizzes and tests.</p> <p>Observation of paired drills</p> <p>Individual conversation</p>	<p>Paso A Paso text book</p> <p>Paso A Paso workbook</p> <p>Flash cards</p> <p>Vocabulary lists</p> <p>Quizlets</p> <p>Schoology</p>

<p>distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>others are going to do.</p> <p>12. I can use the preposition con and a subject pronoun to say who I am going with.</p>			
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Course Title: Spanish I

Unit Title: Chapter 4 Que Prefieres Comer

Length of Unit 14 days

Grade Level: 9-12

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the</p>	<ol style="list-style-type: none"> <li>1. I can talk about foods and drinks</li> <li>2. I can indicate hunger or thirst</li> <li>3. I can express an opinion on food and drink</li> <li>4. I can name the fruits, vegetables and drinks from the vocabulary.</li> <li>5. I can give my opinion on food.</li> <li>6. I can say that I am hungry or thirsty and make a suggestion to what I or others should eat.</li> <li>7. I can properly make a noun plural.</li> <li>8. I can properly make adj. plural and use an adj.</li> <li>9. I can properly use an ER verb in all its forms.</li> <li>10. To Compare and contrast eating customs</li> </ol>	<p>Pgs122-123 meals and foods</p> <p>Pgs.126-127 fruits vegetables and drinks</p> <p>138 Er verb chart</p>	<p>Listening question</p> <p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Vocabulary quizzes and tests.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Chromebooks</p> <p>Kahoots</p> <p>Food project</p>	<p>Paso A Paso text book</p> <p>Paso A Paso workbook</p> <p>Flash cards</p> <p>Vocabulary lists</p> <p>Quizlets</p> <p>Schoology</p>

<p>distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	in Spanish-speaking countries and the U.S.			
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**Course Title:** Spanish I                      **Unit Title:** Chapter 5 Como es tu familia  
**Length of Unit** 14 days                      **Grade Level:** 9-12                      **Page** 150 **of** 179

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present</p>	<ol style="list-style-type: none"> <li>1. I can talk about family members</li> <li>2. I can tell someone’s name.</li> <li>3. I can ask and tell how old someone is.</li> <li>4. I can indicate possession</li> <li>5. I can talk about what someone likes.</li> <li>6. I can count to 100</li> <li>7. I can describe my family members.</li> </ol>	<p>Pgs 154-155 Family and numbers.</p> <p>Pgs. 158-159 Physical Characteristics.</p> <p>167 Tener chart.</p> <p>169 Ser chart</p>	<p>Listening question</p> <p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Vocabulary quizzes and tests.</p> <p>Observation of paired drills</p> <p>Individual conversation</p>	<p>Paso A Paso text book</p> <p>Paso A Paso workbook</p> <p>Flash cards</p> <p>Vocabulary lists</p> <p>Quizlets</p> <p>Schoology</p>

<p>information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<ol style="list-style-type: none"> <li>8. I can describe other people.</li> <li>9. I can describe animals and things.</li> <li>10. I can name a dog and a cat.</li> <li>11. I can indicate possession and number.</li> <li>12. I can correctly conjugate the verb tener and ser in the present tense.</li> <li>13. I can use possessive adjs. To say what I and others own.</li> </ol>	<p>170 Possessive adjs.</p>	<p>Chromebooks</p> <p>Kahoots</p> <p>Self-brochure to introduces oneself and family to the world.</p>	
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**Course Title:** Spanish I                      **Unit Title:** Chapter 6 Que desea Ud.?  
**Length of Unit** 14 days                      **Grade Level:** 9-12                      **Page** 180 **of** 207

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive</p>	<ol style="list-style-type: none"> <li>1. I can compare where people shop for cloths in Spanish-speaking countries and in the USA.</li> <li>2. I can talk about articles of clothing, colors, and prices.</li> <li>3. I can describe clothes</li> <li>4. I can talk about shopping</li> <li>5. I can assist a customer in a store.</li> <li>6. I can talk about shopping and places to shop for clothing.</li> <li>7. I can talk about when things happen</li> <li>8. I can say where things are located</li> </ol>	<p>Pgs 184-185 cloths and colors</p> <p>Pgs. 190-191 Stores and adjs.</p> <p>202 demonstrative adjs.</p> <p>205 direct object pronouns</p>	<p>Listening question</p> <p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Vocabulary quizzes and tests.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Chromebooks</p> <p>Kahoots</p> <p>Skits</p> <p>Posters for clothing store</p>	<p>Paso A Paso text book</p> <p>Paso A Paso workbook</p> <p>Flash cards</p> <p>Vocabulary lists</p> <p>Quizlets</p> <p>Schoology</p>

<p>viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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**Course Title:** Spanish I                      **Unit Title:** Chapter 7 Adonde vas a ir de vacaciones?  
**Length of Unit** 14 days                      **Grade Level:** 9-12                      **Page** 216 **of** 239

Standards & Benchmarks	Essential Questions, Learning	Key Vocabulary	Suggested Assessment	Possible Resources
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	Targets & “I can” Statements			
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available</p>	<ol style="list-style-type: none"> <li>1. I can talk about vacation.</li> <li>2. I can about places to visit and things to do on vacation</li> <li>3. I can say what I want and would like to do.</li> <li>4. I say where I and others went.</li> <li>5. I can say when events occur.</li> <li>6. I can plan a vacation.</li> <li>7. I can name the items to take on vacation</li> <li>8. I can describe the weather and ask about the weather.</li> <li>9. I can correctly use the verb poders to say what I and others can do.</li> <li>10. I can use para + inf.</li> <li>11. I can correctly use the verbs querer and pensar to say what I want and plan to do.</li> </ol>	<p>Pgs 220-221 Things to do</p> <p>Pgs. 224-225 weather and things to take</p> <p>233 verb chart Poder</p> <p>235 para + inf.</p> <p>236 Querer &amp; Pensar chart.</p>	<p>Listening question</p> <p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Vocabulary quizzes and tests.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Chromebooks</p> <p>Kahoots</p> <p>Skits</p> <p>Posters for clothing store</p>	<p>Paso A Paso text book</p> <p>Paso A Paso workbook</p> <p>Flash cards</p> <p>Vocabulary lists</p> <p>Quizlets</p> <p>Schoology</p>

<p>through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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