

UNIT I

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:

- Responding to and initiating greetings and farewells
- Spelling and providing names
- Explaining Spanish name formation and how Spanish-speaking children get their names
- Sharing descriptions of people and their personalities
- Talking about the school day and describing classes and school activities
- Using the numbers 0 to 99 to count, provide phone numbers, and tell how many people or objects are in the room
- Using ordinal numbers to talk about school schedules
- Telling time
- Finding out when something takes place and using the calendar to talk about dates
- Talking about the weather and seasons
- Expressing likes and dislikes about everyday activities
- Talking about classroom objects and classes
- Following the classroom routine
- Locating the Spanish-speaking countries of the Caribbean, and Mexico on a map.

STANDARD 1.0: COMMUNICATION Communicate in languages other than English.

Goal 1.1 Interpersonal

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Indicator: Students engage in brief exchanges about personal interests in the target language.

Objectives In the target language, students will be able to:

- a. Ask and answer simple questions related to family and self.
- b. Exchange personal preferences, emotions, and opinions.
- c. Express personal needs.
- d. Ask for repetition and repeat to ensure understanding.
- e. Exchange brief messages, emails, postcards, and letters.
- f. Give and follow simple directions.

Goal 1.2 Interpretive

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

Indicator: Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Objectives In the target language, students will be able to:

- a. Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.

- b.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- c.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

Goal 1.3 Presentational

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Indicator: Students make short presentations and write simple communications on very familiar topics in the target language.

Objectives In the target language, students will be able to:

- a.** Write and deliver short descriptions about very familiar topics of personal interest.
- b.** Tell or write a brief story, journal entry, or blog.
- c.** Present songs, short poems, impromptu skits, or dialogues.

STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.

Goal 2.1 Practices and Perspectives

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Indicator: Students identify and describe practices and perspectives of the cultures studied.

Objectives Students will be able to:

- a.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- b.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- c.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- d.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

Goal 2.2 Products and Perspectives

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Indicator: Students identify and describe the products within the cultures studied.

Objectives Students will be able to:

- a.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- b.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- c.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

- d. Identify countries, regions, and geographic features where the target language is spoken.

STANDARD 3.0: CONNECTIONS **Connect with other disciplines and acquire information.**

Goal 3.1 Across Disciplines

Students reinforce and further knowledge of other content areas through a language other than English.

Indicator: Students access new information and reinforce existing knowledge of other content areas through the target language.

Objectives Students will be able to:

- a. Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- b. Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

Goal 3.2 Added Perspectives

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Indicator: Students examine various topics from the perspectives of cultures where the language is spoken.

Objectives Students will be able to:

- a. Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- b. Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

STANDARD 4.0: COMPARISONS **Develop insight into the nature of language and culture.**

Goal 4.1 Language

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

Indicator: Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

Objectives Students will be able to:

- a. Compare basic grammatical structures between the target language and English.
- b. Compare and use the sound-symbol association between the target language and English.
- c. Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- d. Compare and identify the use of idiomatic expressions between the target language and English.

- e. Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.

Goal 4.2 Culture

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Indicator: Students identify and compare the products, practices, and perspectives from the target cultures to their own.

Objectives Students will be able to:

- a. Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- b. Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 5.1 Practical Applications

Students use the language both within and beyond the school setting.

Indicator: Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

Objectives Students will be able to:

- a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- b. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
- c. Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).

Goal 5.2 Personal Enrichment

Students use the language for personal enjoyment and enrichment.

Indicator: Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

Objectives Students will be able to:

- a. Participate in activities to learn more about languages and cultures through various media.
- b. Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

LANGUAGE STRUCTURES**Goal 1.0 Control of Language Structures**

The student will control language by applying select language structures orally and in writing in the target language.

Objectives – The student will be able to:

- a.** Pronounce and use the Spanish alphabet, sound system, and accents.
- b.** Apply agreement rules for number and gender of nouns and their modifiers (definite and indefinite articles and adjectives).
- c.** Express likes and dislikes with the correct form of *gusta*.
- d.** Use infinitives after *gustar*.
- e.** Use selected expressions of agreement (*a mí también, a mí tampoco*).
- f.** Use the correct form of the subject pronouns *yo, tú, usted, él, ella, nosotros(as), vosotros(as), ustedes, ellos, ellas*.
- g.** Differentiate between formal and informal address and use *tú* and *usted* correctly.
- h.** Apply the correct form of *-ar* verbs.
- i.** Use *hay* to express “there is” or “there are.”
- j.** Apply the verb forms *tengo* and *tienes*.
- k.** Use correct structure for affirmative, negative, declarative, and interrogative sentences.
- l.** Use selected interrogative expressions (*¿Qué?, ¿Cuál?, ¿Cuántos –as, ¿Cómo?, ¿Quién?*).
- m.** Use selected negative expressions (*no...nada, no...tampoco, ni...ni*).

UNIT 2

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:

- Talking about where things are located in the classroom
- Expressing and supporting likes, dislikes, and preferences about foods and beverages
- Describing meals, foods and beverages
- Talking about being hungry and thirsty
- Discussing ways to maintain one's health
- Saying how often and when something occurs.

STANDARD 1.0: COMMUNICATION Communicate in languages other than English.

Goal 1.1 Interpersonal

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Indicator: Students engage in brief exchanges about personal interests in the target language.

Objectives In the target language, students will be able to:

- g.** Ask and answer simple questions related to family and self.
- h.** Exchange personal preferences, emotions, and opinions.
- i.** Express personal needs.
- j.** Ask for repetition and repeat to ensure understanding.
- k.** Exchange brief messages, emails, postcards, and letters.
- l.** Give and follow simple directions.

Goal 1.2 Interpretive

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

Indicator: Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Objectives In the target language, students will be able to:

- d.** Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.
- e.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- f.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

Goal 1.3 Presentational

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Indicator: Students make short presentations and write simple communications on very familiar topics in the target language.

Objectives In the target language, students will be able to:

- d.** Write and deliver short descriptions about very familiar topics of personal interest.
- e.** Tell or write a brief story, journal entry, or blog.
- f.** Present songs, short poems, impromptu skits, or dialogues.

STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.

Goal 2.1 Practices and Perspectives

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Indicator: Students identify and describe practices and perspectives of the cultures studied.

Objectives Students will be able to:

- e.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- f.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- g.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- h.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

Goal 2.2 Products and Perspectives

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Indicator: Students identify and describe the products within the cultures studied.

Objectives Students will be able to:

- e.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- f.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- g.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
- h.** Identify countries, regions, and geographic features where the target language is spoken.

STANDARD 3.0: CONNECTIONS Connect with other disciplines and acquire information.

Goal 3.1 Across Disciplines

Students reinforce and further knowledge of other content areas through a language other than English.

Indicator: Students access new information and reinforce existing knowledge of other content areas through the target language.

Objectives Students will be able to:

- c.** Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- d.** Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

Goal 3.2 Added Perspectives

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Indicator: Students examine various topics from the perspectives of cultures where the language is spoken.

Objectives Students will be able to:

- c.** Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- d.** Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

STANDARD 4.0: COMPARISONS Develop insight into the nature of language and culture.

Goal 4.1 Language

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

Indicator: Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

Objectives Students will be able to:

- f.** Compare basic grammatical structures between the target language and English.
- g.** Compare and use the sound-symbol association between the target language and English.
- h.** Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- i.** Compare and identify the use of idiomatic expressions between the target language and English.
- j.** Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.

Goal 4.2 Culture

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Indicator: Students identify and compare the products, practices, and perspectives from the target cultures to their own.

Objectives Students will be able to:

- c. Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- d. Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES **Participate in multilingual communities at home and around the world.**

Goal 5.1 Practical Applications

Students use the language both within and beyond the school setting.

Indicator: Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

Objectives Students will be able to:

- d. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- e. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
- f. Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).

Goal 5.2 Personal Enrichment

Students use the language for personal enjoyment and enrichment.

Indicator: Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

Objectives Students will be able to:

- d. Participate in activities to learn more about languages and cultures through various media.
- e. Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- f. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

LANGUAGE STRUCTURES

Goal 1.0 Control of Language Structures

The student will control language by applying select language structures orally and in writing in the target language.

Objectives – The student will be able to:

- a. Apply the correct forms of *-er*, and *-ir* verbs in the present tense.
- b. Apply the correct forms of *estar* and its use with selected prepositions of location.

- c.** Use the adverbs of frequency: *mucho*, *nunca*, *siempre*, *todos los días*, and *cada día*.
- d.** Apply agreement rules for plurals of nouns, articles, and adjectives.
- e.** Use the possessive adjectives *mi* and *tu*.
- f.** Express likes and dislikes with the correct form of *gusta(n)* and *encanta(n)*.
- g.** Use *prefiero* to indicate a preference.
- h.** Apply the correct forms of *ser* and its use with selected adjectives.

UNIT 3

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:

- Requesting basic information about pastimes, leisure activities and sports, and responding appropriately
- Talking about going places
- Saying how often and when something occurs
- Extending, accepting, and declining invitations
- Expressing plans for the near future
- Identifying family members
- Describing how people are related to one another
- Talking about family size
- Requesting and stating age
- Describing physical traits
- Discussing the influence of Spanish colonization on certain regions of the United States
- Examining the size of the Spanish-speaking population in the United States and the contributions of Spanish-speaking peoples to this country
- Discussing the *quinceañera*.

STANDARD 1.0: COMMUNICATION Communicate in languages other than English.

Goal 1.1 Interpersonal

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Indicator: Students engage in brief exchanges about personal interests in the target language.

Objectives In the target language, students will be able to:

- m.** Ask and answer simple questions related to family and self.
- n.** Exchange personal preferences, emotions, and opinions.
- o.** Express personal needs.
- p.** Ask for repetition and repeat to ensure understanding.
- q.** Exchange brief messages, emails, postcards, and letters.
- r.** Give and follow simple directions.

Goal 1.2 Interpretive

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

Indicator: Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Objectives In the target language, students will be able to:

- g.** Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.

- h.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- i.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

Goal 1.3 Presentational

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Indicator: Students make short presentations and write simple communications on very familiar topics in the target language.

Objectives In the target language, students will be able to:

- g.** Write and deliver short descriptions about very familiar topics of personal interest.
- h.** Tell or write a brief story, journal entry, or blog.
- i.** Present songs, short poems, impromptu skits, or dialogues.

STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.**Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Indicator: Students identify and describe practices and perspectives of the cultures studied.

Objectives Students will be able to:

- i.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- j.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- k.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- l.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

Goal 2.2 Products and Perspectives

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Indicator: Students identify and describe the products within the cultures studied.

Objectives Students will be able to:

- i.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- j.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- k.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

1. Identify countries, regions, and geographic features where the target language is spoken.

STANDARD 3.0: CONNECTIONS **Connect with other disciplines and acquire information.**

Goal 3.1 Across Disciplines

Students reinforce and further knowledge of other content areas through a language other than English.

Indicator: Students access new information and reinforce existing knowledge of other content areas through the target language.

Objectives Students will be able to:

- e. Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- f. Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

Goal 3.2 Added Perspectives

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Indicator: Students examine various topics from the perspectives of cultures where the language is spoken.

Objectives Students will be able to:

- e. Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- f. Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

STANDARD 4.0: COMPARISONS **Develop insight into the nature of language and culture.**

Goal 4.1 Language

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

Indicator: Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

Objectives Students will be able to:

- k. Compare basic grammatical structures between the target language and English.
- l. Compare and use the sound-symbol association between the target language and English.
- m. Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- n. Compare and identify the use of idiomatic expressions between the target language and English.

- o. Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.

Goal 4.2 Culture

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Indicator: Students identify and compare the products, practices, and perspectives from the target cultures to their own.

Objectives Students will be able to:

- e. Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- f. Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.**Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

Indicator: Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

Objectives Students will be able to:

- g. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- h. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
- i. Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).

Goal 5.2 Personal Enrichment

Students use the language for personal enjoyment and enrichment.

Indicator: Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

Objectives Students will be able to:

- g. Participate in activities to learn more about languages and cultures through various media.
- h. Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- i. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

LANGUAGE STRUCTURES**Goal 1.0 Control of Language Structures**

The student will control language by applying select language structures orally and in writing in the target language.

Objectives – The student will be able to:

- a.** Apply the correct form of *ir a*, *ir al*, and *ir a* + infinitive.
- b.** Apply the correct forms of *venir de* and *venir del*.
- c.** Apply the correct form of *tener* in the present tense and review expressions with *tener*: *hambre*, *sed*, *ganas de*, *que*, and ___ años.
- d.** Apply the correct form of the (*u-ue*) stem changing verb *jugar* in the present tense.
- e.** Express possession with *de* and use possessive adjectives.
- f.** Apply the present tense forms of *querer* (*quiero*, *quieres*) and *poder* (*puedo*, *puedes*) as lexical items.
- g.** Apply *me gustaría*, *te gustaría*, *conmigo*, and *contigo* as lexical items.
- h.** Use the correct structure for affirmative, negative, declarative, and interrogative sentences.
- i.** Use interrogative expressions (*¿Qué?*, *¿Cuál?*, *¿Cómo?*, *¿Quién?*, *¿Dónde?*, *¿Adónde?*, *¿De dónde?*, *¿Cuándo?*, *¿Por qué?*).

UNIT 4

UNIT OVERVIEW: Students will meet the curricular goals and objectives by:

- Sharing descriptions of residences and their furnishings
- Talking about the location of places
- Giving advice to another person
- Requesting and providing directions
- Talking about household chores, activities, and errands
- Identifying articles of clothing and describing what others are wearing by name and color
- Talking about how an outfit looks
- Shopping for clothing and interacting with a salesclerk
- Indicating specific items to be purchased
- Using the numbers up to 1,000,000 to count, discuss prices and conduct currency conversions
- Examining units of currency in Spanish-speaking countries.

STANDARD 1.0: COMMUNICATION Communicate in languages other than English.

Goal 1.1 Interpersonal

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Indicator: Students engage in brief exchanges about personal interests in the target language.

Objectives In the target language, students will be able to:

- s.** Ask and answer simple questions related to family and self.
- t.** Exchange personal preferences, emotions, and opinions.
- u.** Express personal needs.
- v.** Ask for repetition and repeat to ensure understanding.
- w.** Exchange brief messages, emails, postcards, and letters.
- x.** Give and follow simple directions.

Goal 1.2 Interpretive

Students will understand and interpret the target language in its spoken and written form on a variety of topics.

Indicator: Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

Objectives In the target language, students will be able to:

- j.** Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning from spoken and written texts that are on very familiar topics.
- k.** Identify the main idea and some supporting details from authentic spoken and written texts that have visual support.
- l.** Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

Goal 1.3 Presentational

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Indicator: Students make short presentations and write simple communications on very familiar topics in the target language.

Objectives In the target language, students will be able to:

- j.** Write and deliver short descriptions about very familiar topics of personal interest.
- k.** Tell or write a brief story, journal entry, or blog.
- l.** Present songs, short poems, impromptu skits, or dialogues.

STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.**Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

Indicator: Students identify and describe practices and perspectives of the cultures studied.

Objectives Students will be able to:

- m.** Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations, such as:
- n.** Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.
- o.** Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.
- p.** Identify the historic and/or contemporary influences that underlie selected cultural practices.

Goal 2.2 Products and Perspectives

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Indicator: Students identify and describe the products within the cultures studied.

Objectives Students will be able to:

- m.** Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied.
- n.** Identify selected contributions, notable figures, and historic events from the cultures studied.
- o.** Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
- p.** Identify countries, regions, and geographic features where the target language is spoken.

STANDARD 3.0: CONNECTIONS Connect with other disciplines and acquire information.

Goal 3.1 Across Disciplines

Students reinforce and further knowledge of other content areas through a language other than English.

Indicator: Students access new information and reinforce existing knowledge of other content areas through the target language.

Objectives Students will be able to:

- g.** Use limited vocabulary and structures in the target language to increase knowledge of other content areas.
- h.** Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.

Goal 3.2 Added Perspectives

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Indicator: Students examine various topics from the perspectives of cultures where the language is spoken.

Objectives Students will be able to:

- g.** Describe perspectives gained from teacher-prepared and selected authentic print and non-print materials written in the target language.
- h.** Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.

STANDARD 4.0: COMPARISONS Develop insight into the nature of language and culture.**Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

Indicator: Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

Objectives Students will be able to:

- p.** Compare basic grammatical structures between the target language and English.
- q.** Compare and use the sound-symbol association between the target language and English.
- r.** Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English.
- s.** Compare and identify the use of idiomatic expressions between the target language and English.
- t.** Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.

Goal 4.2 Culture

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Indicator: Students identify and compare the products, practices, and perspectives from the target cultures to their own.

Objectives Students will be able to:

- g.** Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.
- h.** Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.

STANDARD 5.0: COMMUNITIES **Participate in multilingual communities at home and around the world.**

Goal 5.1 Practical Applications

Students use the language both within and beyond the school setting.

Indicator: Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

Objectives Students will be able to:

- j.** Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.
- k.** Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.
- l.** Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).

Goal 5.2 Personal Enrichment

Students use the language for personal enjoyment and enrichment.

Indicator: Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

Objectives Students will be able to:

- j.** Participate in activities to learn more about languages and cultures through various media.
- k.** Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.
- l.** Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.

LANGUAGE STRUCTURES

Goal 1.0 Control of Language Structures

The student will control language by applying select language structures orally and in writing in the target language.

Objectives – The student will be able to:

- a.** Use comparative and superlative expressions.
- b.** Apply the correct forms of *o-ue* stem-changing verbs (*dormir, poder, volver*).
- c.** Use prepositions of location (*detrás de, enfrente de, lejos de, cerca de, al lado de, entre, a la derecha de, a la izquierda de*).
- d.** Differentiate between *ser* and *estar*.
- e.** Apply the correct forms of *tener frío, tener calor, tener ganas de*, and *tener que*.
- f.** Apply the correct forms of *hacer* and *poner*.
- g.** Apply the correct form of affirmative *tú* commands.
- h.** Express numbers from 1 to 1,000,000 correctly.
- i.** Apply the correct forms of *e-ie* stem changing verbs (*pensar, querer, preferir*)