Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_

**WL POWER STANDARDS:**

1. Students are able to express, in spoken and written language - basic greetings, farewells, courtesies, likes, dislikes, emotions and agreements/disagreements.
2. Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange.
3. Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.
4. Students will be able to give basic information about self and others.
5. Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.
6. Students are able to identify geographical locations such as countries, cities and features.
7. Students compare and identify patterns and behavior of target culture as well as their own.
8. Compare basic elements of the target language with their own, recognizing differences in sound, writing, cognates, intonation

**UNIDAD 1, ETAPA 1—¡Bienvenido a Miami!**

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| --- | --- | --- | --- | --- |
| **Standard** | Date:  |  |  |  |
|  | Objectives: Can I… | Pre-eval | Post-eval | Reteach |
| 1, 2, 4, 8 | Greet others formally and informally? |  |  |  |
| 1, 2, 4, 8 | Introduce others |  |  |  |
| 2, 4, | Say where I am from and where others are from? |  |  |  |
| 2, 4 | Say where I live? |  |  |  |
| 2, 4 | Say what profession different people are? |  |  |  |
| 1, 2, 4 | Say what I like to do and what others like to do? |  |  |  |
| 3, 8 | Read a paragraph about a person and pick out the important facts: name, where they are from,, what profession they are? |  |  |  |
| 3 | Listen to a person talk about himself and identify what he likes to do, where he lives, and where he is from? |  |  |  |
| 5, 7 | Explain differences in the way people greet each other in Spanish speaking countries? |  |  |  |
| 5, 7 | Explain why people in Spanish speaking countries have 2 last names? |  |  |  |
| 6 | Identify parts of the United States with a lot of native Spanish speakers? |  |  |  |
| 6, 7 | Identify Hispanic influences in the United States? |  |  |  |
| 8 | Recognize cognates, differences in pronunciation, words with similar roots, as compared to English |  |  |  |

My goal for unit 1, chapter 1 is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**UNIDAD 1, ETAPA 2—Mis buenos amigos**

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| --- | --- | --- | --- | --- |
| **Standard** | Date:  |  |  |  |
|  | Objectives: Can I… | Pre-eval | Post-eval | Reteach |
| 2, 4 | Describe the personality of myself and others? |  |  |  |
| 2, 4 | Describe the appearance of myself and others? |  |  |  |
| 2, 4 | Describe what I’m wearing and what others are wearing? |  |  |  |
| 2, 4, 8 | Describe clothing (color of clothing)? |  |  |  |
| 1, 2, 4 | Tell what type of clothing I like and dislike to wear? |  |  |  |
| 3, 8 | Read a paragraph and identify the main point? |  |  |  |
| 3 | Listen to a person describe himself and identify what he is like and what he likes to do? |  |  |  |
| 5, 7 | Explain Hispanic influences in San Antonio? |  |  |  |
| 6, 7 | Identify where the Hispanic influences come from? |  |  |  |
| 8 | Identify adjectives, articles, nouns, and cognates related to the chapter themes |  |  |  |

My goal for unit 1, chapter 2 is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**UNIDAD 1, ETAPA 3—Te presento a mi familia**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Date:  |  |  |  |
|  | Objectives: Can I… | Pre-eval | Post-eval | Reteach |
| 1, 2, 4 | Say who is in my family? |  |  |  |
| 1, 2, 4 | Say how I’m related to the members of my family? |  |  |  |
| 1, 2, 4 | Ask and tell ages of friends and family members? |  |  |  |
| 1, 2, 4 | Ask and tell birthdays of friends and family members? |  |  |  |
| 1, 2, 4 | Give dates? |  |  |  |
| 1, 2, 4 | Say who something belongs to? |  |  |  |
| 3 | Read a paragraph and pick out details and main ideas? |  |  |  |
| 3 | Listen to a person describe his family and identify the members of the family and what they are like? |  |  |  |
| 5, 7 | Explain the tradition of a “Quinceañera”? |  |  |  |
| 5, 7 | Explain the Day of the Dead and how it compares to Halloween? |  |  |  |
| 5, 7 | Identify how New Years is celebrated in different countries? |  |  |  |
| 5, 7 | Discuss El Día de los Reyes? |  |  |  |
| 6 | Identify on a map where the countries are that celebrate the holidays discussed above? (México, Ecuador, España) |  |  |  |
| 8 | Make comparisons in word use, nouns, expressions, dates, cognates, and verb usage as it relates to the theme |  |  |  |

My goal for unit 1, chapter 3 is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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