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

**WL POWER STANDARDS:** Read the 8 standards below:

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

**TO DO:** Read the goals/objectives below for the unit being studied, and look over the language standards each is referred to. Then pre-evaluate yourself using this code: N = not yet / S = sometimes / A = always. Later, you will post-evaluate yourself again. Finally, write a GOAL at the bottom.

**UNIDAD 2, ETAPA 1—Un día de clases**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Objetivos: Can I …** | Pre-eval | Post-eval | Reteach |
| 2, 4 | Say what classes I have? |  |  |  |
| 1, 2, 4 | Describe my classes? |  |  |  |
| 2, 4 | Say what supplies I use in each class? |  |  |  |
| 2, 4 | Say what I do using –ar verbs? |  |  |  |
| 2, 4 | Say how often I do things? |  |  |  |
| 2, 4 | Say what I have to do and what is necessary to do? |  |  |  |
| 3 | Read a survey and survey results in Spanish and answer questions about them? |  |  |  |
| 3 | Listen to a person talk about his/her school schedule and identify what classes he/she has and likes, what classes are hard/easy, and what he needs for each class? |  |  |  |
| 5, 7 | Explain differences in schools in the U.S. and schools in Spanish speaking countries? |  |  |  |
| 6 | Identify Mexico City on a map? |  |  |  |
| 6, 7 | Identify important cultural features/landmarks/food/ traditions in Mexico & its capital? |  |  |  |
| 7, 8 | Recognize differences and similarities in vocabulary use, cognates, grammar rules, writing, and cultural practices? |  |  |  |

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

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**UNIDAD 2, ETAPA 2— ¡Un horario difícil!**  Scale = not yet / S = sometimes / A = always.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Objetivos: Can I…** | Pre-eval | Post-eval | Reteach |
| 2, 4 | Say what time it is? |  |  |  |
| 2, 4 | Say at what time I have different classes? |  |  |  |
| 2, 4 | Say where I and others are going? |  |  |  |
| 2, 4 | Say where I and others are? |  |  |  |
| 1, 2, 4 | Say what I like to eat for snack? |  |  |  |
| 1, 2, 4 | Ask questions using who, what, when, where, why, and how? |  |  |  |
| 3 | Read a paragraph about popular Mexican snacks and identify these snacks? |  |  |  |
| 3 | Listen to a person describe his schedule and identify when he does different activities? |  |  |  |
| 5, 7 | Explain differences in time and schedules in Spanish speaking countries and the U.S.? |  |  |  |
| 6, 8 | Recognize differences and similarities between vocabulary for snacks, foods, meal times, schedules and other traditions? |  |  |  |

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**UNIDAD 2, ETAPA 3—Mis actividades** Scale = not yet / S = sometimes / A = always.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Objetivos: Can I…** | Pre-eval | Post-eval | Reteach |
| 2, 4 | Say what I am going to do after school? |  |  |  |
| 2, 4 | Say what I am doing using –er and –ir verbs? |  |  |  |
| 2, 4 | Say who I know, what I make, and what I hear? |  |  |  |
| 2, 4 | Put events in order and use sequencing words? |  |  |  |
| 1, 2, 4 | Say that I’m hungry or thirsty? |  |  |  |
| 3 | Read a paragraph about after school activities and explain what the most popular activities are? |  |  |  |
| 3 | Listen to a person describe his after school plans and summarize what he is going to do? |  |  |  |
| 5, 6, 7 | Explain the history of El Zócalo & el bosque de Chapultepec, and locate the city where these are located? |  |  |  |
| 5, 7 | Describe similarities and differences in after-school activities in the U.S. and in Spanish speaking countries? |  |  |  |
| 6, 7 | Explain features in art, transportation, history of Mexico C. |  |  |  |
| 7, 8 | Make comparisons in between folk tales, language expressions (tener sed), irregular verb forms, word use, etc |  |  |  |

My goal for unit 2, chapter 3 is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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