Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tu hora de clase: \_\_\_\_\_\_\_\_

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. Students compare basic elements of the target language to their own, recognizing differences in sound, writing, cognates and intonation.

**UNIDAD 3, ETAPA 1— Mi tiempo libre --------** mark the appropriate box

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Can I… | Not yet | Sometimes | Always |
| 2, 4 | Extend, accept or decline invitations.  |  |  |  |
| 1, 2, 4 | Express feelings using the correct emotion & verb? |  |  |  |
| 2, 4 | Say what just happened? |  |  |  |
| 2, 4 | Say what I or others do using phrases with hacer?  |  |  |  |
| 2, 4 | Say where you are coming from? |  |  |  |
| 2, 4 | Describe several leisure activities? |  |  |  |
| 1 | Express my likes & dislikes and those of others? |  |  |  |
| 3 | Read a short passage, understands the main ideas and answer questions about the reading? |  |  |  |
| 2 | Engage in a short conversational dialogue or in a phone conversation? |  |  |  |
| 3 | Listen to a person talk about his leisure time activities and identify what activities he does and when? |  |  |  |
| 5, 7 | Explain differences in leisure activities between the U.S. and Spanish speaking countries such as Puerto Rico? |  |  |  |
| 6 | Identify Puerto Rico and San Juan on a map? |  |  |  |
| 6 | Talk about at least three places of interest or tourist destinations in San Juan, or Puerto Rico? |  |  |  |

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

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**UNIDAD 2, ETAPA 2—¡Un horario difícil!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Can I… | Not yet | Sometimes | Always |
| 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.? |  |  |  |

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

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**UNIDAD 2, ETAPA 3—Mis actividades**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard | Can I… | Not yet | Sometimes | Always |
| 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 and locate on a map the city where it is located? |  |  |  |
| 5, 7 | Describe similarities and differences in after-school activities in the U.S. and in Spanish speaking countries? |  |  |  |

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

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