

STANDARD	SKILLS
<p>MLI . IP1 . G (Review) Nationalities & SPANISH Speaking Countries.</p>	<p><u>Students will be able to:</u></p> <ol style="list-style-type: none"> 1. Provide at least 6 different Hispanic nationalities. 2. Provide and spell at least 8 Spanish speaking Countries. 3. Provide and spell 4 different continents (Sp. II book p. 82)
<p>MLII . INT2A Differentiate among increasingly complex Statements, Questions and Exclamations</p>	<p><u>Students will be able to:</u> Make Statements, Questions and Exclamations (Sp II book p.14) & Comparatives & Superlatives (p. 304)</p>
<p>MLII . P2B Demonstrate comprehension of material using the Verbs and tenses learned in Level I.</p>	<p><u>Students will be able to:</u> Use Indicative tenses including:</p> <ol style="list-style-type: none"> 1. The Simple Present Tense (p.17) 2. The Progressive Present Tense (board and website support) 3. The Simple Past tense (Regular) 4. The Simple Past Tense (Irregular)(p.38, 39, 40, 41, 42/ R.29) 5. The Stem-Changing Verbs (p.21) 6. The Pronouns (Direct / Indir. / Reflex) 7. The Reflexive Verbs (Web Site)
<p>MLII . 1P1D Give Descriptions</p>	<p><u>Students will be able to</u> Describe location of people and places using the verb "Estar" (Web Site Visual)</p>
<p>MLII . 1P1E Give and follow directions and instructions</p>	<p><u>Students will be able to</u> Express age using the Verb "Tener" (p.9)</p>
<p>MLII . 1P2B Use Simple paraphrasing to comprehend and to Relate messages.</p>	<p><u>Students will be able to</u> Express age using the Verb "Tener" (p.9)</p>
<p>MLII. 1P1B Express feeling and Emotions using the Verb "Estar" and the Verb "Gustar"</p>	<p><u>Students will be able to</u> Describe professions, time, origin, location and feelings using the verbs</p>

	"Ser" and "Estar" (p.10) Express location and directions using the Verb ""Estar" (p.10)
MLII . 1P1C Write Short Organized compositions using Visual and technological Support.	<u>Students will be able to</u> Write a composition using the indicative tenses including Regular and Irregular Verbs. (p. 23)
MLII . P1B Give brief, Organized oral presentation using Visual and technological Support.	<u>Students will be able to</u> Present themselves out loud using the indicate tenses indicating Regular and Irregular Verbs.
MLII. INT1A Identify main ideas and essential details when Reading and Listening.	<u>Students will be able to</u> Understand Spoken and Visual Dialogs (Web Site Support)
MLII . INT2B Interpret basic questions, body language and intonation that clarify a message.	<u>Students will be able to</u> Give advice and the suggestions using the subjunctive Present. (p. 232)
MLII . 1P2A Initiate, Participate in, and close an oral or written exchange.	<u>Students will be able to</u> Express wishes and doubts using the subjunctive present. (p. 306)
MLII . INT1C Comprehend and follow oral and written instructions.	<u>Students will be able to</u> Relate to past actions using the Single Past, the Imperfect tense and the past progressive (p. 137) (p. 135)
MLII . IP1A Express needs and preferences.	<u>Students will be able to</u> <ol style="list-style-type: none"> 1. Express their needs and preferences using The Subjunctive Present (Regular & Irregular) 2. Use the Reflexive Verbs and pronouns (p. 114) 3. The Direct object. pronoun (Web site Based) 4. The Indirect object. pronoun (Web site Based) 5. The Double object. pronoun (p. 161)
MLII . 1P2D Express need and preferences based on certainty and uncertainty.	<u>Students will be able to</u> <ol style="list-style-type: none"> 1. Demonstrate Novice-Mid to Novice high proficiency in oral and written presentation. 2. Demonstrate Novice-Mid to Novice high proficiency in oral and written exchanges.
MLII . 1P1D Express future verbal and written needs.	<u>Students will be able to</u>

	Use the Future Tense to Express future actions (p. 334)
MLII . CU1B Identify patterns of behavior typically associated with cultures such as shopping customs leisure activities and celebration of national holidays.	<u>Student will be able</u> <ol style="list-style-type: none"> 1. To name all the major Mexican holidays along with social behaviors among the Hispanic countries. 2. To date those events as well. 3. Video / Documentary Support. 4. To use Affirmative & Negative commands (p. 208; p. 210)
MLII . CU1B Participate in real or simulated cultural events such as family activities and holiday celebrations.	<u>Student will be able to</u> Express the frequency of events using the adverbs ending in "-mente"
MLII . CCC2A Compare and contrast traditions such as holidays, foods and celebrations.	<u>Student will be able to</u> Compare and contrast cultural differences between Hispanic countries and North America. (handshaking & Kissing on the cheek)
MLII . CCC2C Compare and contrast the geography of counties of the target language and the Students own country and discuss its impact on culture.	<u>Student will be able to</u> Use Usted and Ustedes Commands NOSOTROS COMMANDS
MLIII. CCC2B Compare cultural differences.	<u>Student will be able to</u> <ol style="list-style-type: none"> 1. Recognize the historical background and signification of the Indians from Central and South America (Aztecs, Incas, Mayas, Toltecs, Olmecs) 2. Understand the cultural influences brought to South America at a social and spiritual level.
MLII . CCC3A Compare vocabulary usage and structural patterns of the target language with English.	<u>Student will be able to</u> Relate Verbs to nouns in order to understand the roots of the words.
MLII . CCC3B Use level appropriate idiomatic expressions in the target language.	<u>Student will be able to</u> Relate the past to the present using the present perfect.
MLII. CCC1B Relate information acquired in order to compare other	<u>Student will be able to</u> Use past participles both as part of the present perfect and as adjective.

subjects with subjects discussed in the language class.		
MLII . CCC4B Illustrate how the target language and culture(s) studied are evident in and through the media, entertainment and technology.	<u>Student will be able to</u> Compare and realize the importance of the body parts and other health related words as applied to the health and indication class as well.	
MLII . CCC5B Understand the impact of major current events of the target culture.	<u>Student will be able to</u> Use the future tense IN ORDER to express his thoughts projected in the future in relation to major currents and events in the targeted cultures.	