

Language Goals

Grade level	6th	7th	8th	9th	10th	11th	12th
Course offerings	Reading Language Arts, Science, Social	Spanish I (Reading), Science, Social	Spanish II (Reading), Social Studies	Spanish 3 PAP Imm.	Spanish 4 AP/DC/IMM	Spanish 5 AP Literature	Spanish 6
Subject verb agreement strategies Develop and use a system of gestures to indicate person and number when teaching conjugation AND correcting errors.	Students monitor and self correct when speaking and writing, achieving greatest accuracy in the present tense. In content classes, students use targeted content specific and content compatible VERBS accurately.	Teachers monitor and provide feedback on subject verb agreement on writing assignments, with special attention to accuracy in present tenses. Students color code drafts, highlighting verb and subject the same color.	Teachers monitor and provide feedback on subject verb agreement with special attention to past tenses on writing assignments. Students color code drafts, highlighting verb and subject the same color.	Continue with correction and monitoring strategies, encouraging self correction in past tenses for narration as well as compound tenses (present perfect and present progressive).	Continue with correction and monitoring strategies to develop increased accuracy in past tenses and subjunctive.	Monitor and provide corrective feedback, especially hypothetical situations.	Monitor and provide corrective feedback, especially hypothetical situations.
Subject/verb agreement content Provide feedback on targeted tenses especially.	Students identify conjugated verbs (in all tense) and their subjects in context while reading. Students accurately produce present tense forms of common verbs in classroom interaction.	Present tense, including stem changing and spell changing verbs. Commands (formal and informal).	Preterit and imperfect tenses, including irregular preterite of common verbs. Conjugation of reflexive verbs, including pronouns.	Perfect tenses (present and past perfect), present subjunctive (in noun clauses expressing influence, doubt, commentary), simple future tense.	Past subjunctive, conditional, perfect subjunctive.	Individualized instruction based on needs.	Review language needed for narration and detailed description, based on student errors. Build Advanced speaking and writing skills. Eliminate basic errors. (<i>ser/estar; tú/usted</i>)
<i>Gender/Adjective agreement strategies</i> <i>Create content vocabulary lists.</i> <i>Identify "tricky" words for gender study in Spanish class (e.g. el mapa, el diagrama, el tema)</i>	Use accurate gender agreement with articles (el/la/los/las/un/una/unos/unas), adjetivos como (mucho/mucha/muchos/muchas/poco/poca/pocos/pocas) and descriptive adjectives (rojo/roja/rojos/rojas/interesante/interesantes, etc.).	Use accurate gender agreement with demonstratives (este, esta, estos, estas, ese, esa, esos, esas) and other determiners (otro, otra, otros, otras, muchos, algunos, etc.).	Use accurate gender and number agreement between nouns and possessive adjectives (mi/mis/tu/tus/su/sus/nuestro/nuestra/nuestro/nuestras) and possessive pronouns (mío, míos, mía, mías, tuyo..., suyo..., nuestro)	Use patterns to increase accuracy of gender and agreement. (words ending in -ción, dad, tud) Learn some words whose meaning changes based on gender.	Integrate gender with word family studies (abstract nouns like hermandad, necesidad, etc.)	Individualized instruction based on needs.	Review and practice based on error analysis.
Gender/adjective agreement content	Identify adjectives and nouns they modify in context. Correct common errors (el problema, not la problema)	Patterns for gender: Words ending in -ción, tad, tud are feminine. Focus practice and assessment on content vocabulary with these patterns.	Review and add common irregular nouns like la foto, el día, etc.	Patterns for gender: cognates ending in "ma," (el dilemma, tema, etc.) compound words (el sacapuntas); words that change meaning depending on gender.	Review patterns for gender; expand vocabulary. Review and practice based on error analysis.	Review and practice based on error analysis.	Review and practice based on error analysis.

Gustar pattern verbs Progress from memorized phrases to an understanding of these verbs as indirect object pronoun sentence pattern. Use of personal "a" identifies object.	Accurately eExpress likes and dislikes using gustar, encantar. (Me gusta/n; te gusta/n; le gusta/n; nos gusta/n; les gusta/n) with proper verb endings and indirect object pronouns.	Express likes and dislikes, adding caer bien, caer mal to talk about people; chocar, interesar, to talk about interests and doler, + noun for things that hurt.	Review previous. Talk about responsibilities with tocar to me toca lavar los platos. Conceptualize with indirect object pronouns, and personal "a".	Review previous. Add gustar-pattern verbs that express reactions (parecer, cansar, preocupar, repugnar, aburrir, etc.) and quantities: (faltar, sobrar, quedar, bastar).	<i>Express ... Likes, dislikes, interests and tastes: (add convenir, hacer gracia, placer, complacer, irritar, etc.)</i>	Monitor and provide corrective feedback.	Monitor and provide corrective feedback.
SER vs. ESTAR and other tricky "pairs"	Present tense conjugations of ser and estar. Teach "Use estar for location and present progressive. Ser for most everything else." PEDIR vs. PREGUNTAR or HACER UNA PREGUNTA	Ser for all definitions, telling the essence e.g. character traits, physical description. In content areas, correct. "Titicaca ES un lago, está en los Andes." Teach SALIR vs. DEJAR;	Estar for changes in state, or perception of current state. (¿Qué rica está la comida!) Teach: SABER vs. CONOCER	Review. Add ser for the location of an event (El concierto es en el auditorio.) Estar with participles. Está muerto, está roto.	Words that change meaning with ser and estar. Está aburrido vs. es aburrido.	Review and practice based on error analysis.	Review and practice based on error analysis.
Pronoun system - subject and object pronouns; object of preposition	Concept of person and number. Subject pronouns. (yo, tú, Usted, él, ella, nosotros, ellos). There is no subject pronoun "it". Subject pronouns only used for emphasis or to clarity. Identify subject of sentence, even when subject not expressed in a pronoun.	Subject vs. Objects. (sujeto vs. complemento. Direct object (me, te, lo-la, nos los-las) and indirect object (me, te, le, nos, les) pronouns. Placement of object pronouns BEFORE the conjugated verb. Identify subject of sentence, even when subject not expressed in a pronoun.	Double object pronouns. Dámelo. Te la voy a dar mañana, Voy a dártela mañana, etc. Identify subject of sentence, even when subject not expressed in a pronoun.	Pronombres tónicos, after prepositions, a mí, a ti, a él, a ella a Usted, a ellos, include conmigo, contigo, consigo). Identify subject of sentence, even when subject not expressed in a pronoun.	Study of parts of speech and sentence structure.		
Reflexive verbs and other uses of "se"	Use of reflexive verbs where English uses "get" + adjective ... cansarse, aburrirse, mojarse, preocuparse, vestirse, levantarse, etc. RECIPROCAL REFLEXIVE. Teach ss to use reflexives to express "each other" (eg se aman, se odian, se ayudan, etc.) when talking about characters in a book. Nos ayudamos.	Study and practice VERBS WITH DIFFERENT MEANINGS WHEN REFLEXIVE: ir vs. irse, dormir vs. dormirse, probar vs. probarse, cambiar vs. cambiarse.	Study TRUE REFLEXIVES - "myself" levantarse, bañarse, etc. with commands, etc. Include pronoun placement. Expressing unintended actions: se me cayó, se me olvidó, se me acabó, etc.	Study GRAMMATICAL REFLEXIVES like preocuparse, enterarse, olvidarse, etc. Passive "se" and impersonal "se"	REFLEXIVE VERBS THAT EXPRESS TO BECOME ponerse, hacerse, convertirse en ...		

Register - formal vs. informal Increase awareness of register by noting use of tú vs. Usted in dialogues in literature.	Teach "tú" and "Usted" with subject pronouns. Use role play to provide opportunities to practice formal address; have students interact with adult native speakers using formal address (e.g. interviews).	Practice varying register when teaching commands.	Introduce concepts of "voceo" and the vosotros form (variability around the Spanish speaking world).	Introduce some conventions of formal and informal written correspondence. Saludos Querido/Estimado despedido Besos y abrazos/Atentamente; El motivo de la presente es... Le escribo para expresar...	Reinforce formal written correspondence (AP Email response task)		
Logical connectors	for sequence in narration	review sequence; add cause and consequence	comparison and concession (however, although, not... but ...)		conjunctions requiring the subjunctive (
FREQUENT ERRORS	dinero vs. moneda "soy trabajando"	sobreuso de "agarrar"	sujeto vs. complemento, sobreuso de "se"	buen vs. bien			
Conceptos y vocabulario gramaticales	sustantivo, adjetivo, concordancia, masculino, femenino, singular plural						
	verbo en infinitivo, verbo conjugado, raíz, terminación, sujeto, sujeto implícito	sujeto vs complemento					
Cohesive devices							