**Spanish MYP presumed knowledge**

Spanish 2:  
  
At the end of Spanish I, students should be able communication orally and in writing using all structures in an authentic context. Students should be should meet or exceed division standards in writing and speaking as described in the divisions rubrics for speaking and writing.  They should able to function at or above Intermediate Low on the [ACTFL Proficiency Guidelines](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) for listening, speaking, reading and writing.

Subject prounouns  
Subject verb agreement  
Present tense conjugations – regular verbs  
Present tense conjugations – tener, ir, jugar, ser, ,estar  
Ser vs. Estar  
Tener + que +infinitive  
Ir+ a + infinitive   
Greetings  
Telling time  
Numbers and alphabet  
Weather  
Location words  
Likes and dislikes

Spanish 3:  
  
At the end of Spanish II, students should be able communication orally and in writing using all structures in an authentic context. Students should be should meet or exceed division standards in writing and speaking as described in the divisions rubrics for speaking and writing. They should able to function at or above Intermediate High on the [ACTFL Proficiency Guidelines](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) for listening, speaking, reading and writing.

Present tense conjugations regular and irregular  
stem changing verbs  
preterite tense conjugations regular and irregular  
imperfect tense conjugations regular and irregular  
Gerunds   
preterite vs imperfect  
reflexive verbs  
direct object pronouns  
Indirect object pronouns

Spanish 4:  
At the end of Spanish III, students should be able communication orally and in writing using all structures in an authentic context. Students should be should meet or exceed division standards in writing and speaking as described in the divisions rubrics for speaking and writing. They should able to function at or above Advanced Low on the [ACTFL Proficiency Guidelines](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) for listening, speaking, reading and writing.

Preterite vs imperfect  
Subjunctive mood  
commands – affirmative and negative tú, Usted, Ustedes   
por vs. para  
estar + participle  
present perfect  
Past perfect

**Useful resources to study and play in Spanish**

(Games and grammar practice. Sites with \*\* are the best!)

English-Spanish Translation Games

\*\*http://www.languagesonline.org.uk/\*\*

\*\*http://www.education.vic.gov.au/LanguagesOnline/\*\*

Learn Spanish with Lexique Fle

\*\*http://www.quia.com/\*\*

http://www.tapis.com.au/index.asp

BBC Spanish

Cartoonito

\*\*www.classzone.com\*\* (this is the site published by our textbook. This is the best place for test question practice)

Cluewords

Digital Dialects

http://www.edmodo.com

www.wordreference.com

www.studyspanish.com

www.Conjugemos.com

Duolingo – app

General

Brainpop (Spanish version!)

The Spanish Learning Website

FSLActivites

Internet4Classrooms - Spanish

http://www.lsSpanish.com/beginners2.html