

Course of Study: Spanish 2

To provide a basic introduction to Spanish language and culture

Serves as an introduction to the language. Listening, speaking, and vocabulary development are stressed during the first year. Reading and writing skills are initiated to aid in transition to second year studies. An awareness of Spanish culture is fostered. The purchase of a workbook is required.

Communication

| Standard and Benchmark | Grade 10 Indicators | Clear Learning Targets | Strategies/Resources |
|---|--|---|---|
| <p>Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.</p> | <p>Interpersonal 1. Discuss current events and issues (e.g., immigration, environmental concerns).</p> <p>Interpersonal 2. Create, explain, and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).</p> | <p>I can discuss current events as they pertain to the following vocabulary acquired in Spanish 1 or through-out the second year of studies, including: greetings, goodbyes, numbers, days of the week, likes, pronouns, countries, classroom vocabulary, physical descriptions, personality descriptions, clothes, colors, family, possessive adjectives, months, school subjects, computer vocabulary, time, question, words, places in a school, recreation activities, emotions , telephone vocabulary, sports, comparisons, weather, seasons, geographic descriptions, snacks, city, transportation, jewelry, music, handicrafts, money, gifts, restaurant, place settings, food, house, chores, quantities, farm, ordinal numbers, and animals.</p> <p>I can use Spanish to play games in groups such as “Catch-phrase,” “Jeopardy,” and “Go-fish.”</p> | <p>textbook, workbook, CD’s, videos/DV internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> <p>teacher, classroom activities, realia, va games</p> |
| <p>Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.</p> | <p>Interpersonal 3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).</p> | <p>I can talk and write about simple things that I like and dislike, that I just did, that I did, that I have to do, and that I’m going to do [gustar, acabar de, preterit/imperfect, tener que, ir a].</p> | <p>textbook, workbook, CD’s, videos/DV internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |
| <p>Benchmark C: Use a wide range of strategies to negotiate meaning.</p> | <p>Interpersonal 4. Clarify meaning (e.g., elaboration,</p> | <p>I can use question words such as qué, quién, dónde, a dónde, de dónde, cómo, cuánto. I</p> | <p>textbook, workbook, CD’s, videos/DV internet, flashcards, various games,</p> |

| | | | |
|--|---|--|--|
| | questioning). | can also turn verbs into interrogatives. | classroom activities, puzzles, teacher, realia |
| Benchmark D: Give and follow a series of complex directions. | Interpersonal 5. Give and follow directions, instructions, and requests (e.g., changing a tire, treating an injury). | I can ask for things necessary in a classroom. I can understand the teacher when they instruct the class to perform daily tasks and learning activities. | textbook, workbook, CD's, videos/DV internet, flashcards, various games, classroom activities, puzzles, teacher, realia |
| Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures. | Interpersonal 6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation). | I can integrate typical Spanish-speaking greetings or other demonstrative expressions of cordiality in skits and class presentations. | textbook, workbook, CD's, videos/DV internet, and teacher |
| Benchmark F: Follow complex oral, signed or written directions and requests. | Interpretive 7. Follow directions, instructions, and requests (e.g., using voice mail, travel options). | I can understand the teacher when they instruct the class to perform daily tasks and learning activities. | textbook, workbook, CD's, videos/DV internet, flashcards, various games, classroom activities, puzzles, teacher, realia |
| Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts. | Interpretive 8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience. | I can read the dialogues, textbook skits, work book activities, and children's books. I can infer the meaning of unfamiliar terms by context. I can identify root words in and construe meaning about prefixes and suffixes. | textbook, workbook, CD's, videos/DV internet, flashcards, various games, classroom activities, puzzles, teacher, realia |
| Benchmark H: Analyze information from a variety of oral, written, and visual sources by summarizing, critiquing, and explaining texts. | Presentational 9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events). Presentational 10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories). | I can explain the main points from an auditory or written sample of Spanish in writing or verbally. I can compare short stories either verbally or in writing. | textbook, workbook, CD's, videos/DV internet, flashcards, various games, classroom activities, puzzles, teacher, realia textbook, workbook, CD's, videos/DV internet, flashcards, various games, classroom activities, puzzles, teacher, and children's books |

| | | | |
|---|---|---|--|
| <p>Benchmark I: Create presentations on a range of original or authentic expressive products.</p> | <p>Presentational 11. Present on age-appropriate song, story, or poem from the target language culture.</p> | <p>I can relate a Spanish song to a cultural topic presented in class in writing.</p> | <p>textbook, video, DVD, internet, teacher</p> |
| <p>Benchmark J: Present information and ideas on a range of topics.</p> | <p>Presentational 12. Write and present a speech on a cultural or historic topic, or on a personal experience.</p> <p>Presentational 13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).</p> | <p>I can talk about my home, my family, and what I did in middle school.</p> <p>I can write a letter similar to popular syndicated columns in newspapers giving advice.</p> | <p>textbook, workbook, teacher</p> <p>textbook, workbook, teacher</p> |
| <p>Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.</p> | <p>Presentational 14. Apply age-appropriate writing process strategies (pre-writing, drafting, revising, editing, publishing).</p> | <p>I can write on simple topics including vocabulary such as: greetings, goodbyes, numbers, days of the week, likes, pronouns, countries, classroom, vocabulary, physical descriptions, personality descriptions, clothes, colors, family, possessive adjectives, months, school subjects, computer vocabulary, time, question, words, places in a school, recreation activities, emotions, telephone vocabulary, sports, comparisons, weather, seasons, geographic descriptions, snacks, city, transportation, jewelry, music, handicrafts, money, gifts, restaurant, place settings, food, house, chores, quantities, farm, ordinal numbers, and animals.</p> | <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |

Cultures

| Standard and Benchmark | Grade 10 Indicators | Clear Learning Targets | Strategies/Resources |
|---|--|---|---|
| <p>Benchmark A: Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture.</p> | <p>Practices 1. Analyze and discuss behavior patterns of peers in the target culture.</p> | <p>I can compare my life experiences to the children depicted in “Al otro lado” or another similar movie that provides a snapshot view of the lives of youth in Spanish-speaking countries.</p> | <p>DVD, internet, teacher</p> |
| <p>Benchmark B: Participate in and discuss a wide variety of cultural practices.</p> | <p>Practices 2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).</p> <p>Practices 3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).</p> | <p>I can infer Latino prerogatives about the body and interactions with others from basic instruction in Spanish dances.</p> <p>I can understand common restaurant practices in Spanish-speaking countries.</p> | <p>CD, Internet, Teacher</p> <p>textbook, workbook, CD’s, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |
| <p>Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.</p> | <p>Products 4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).</p> | <p>I can explain the production of coca leaves in Andean countries. I can discuss the value of fair trade coffee. I can demonstrate basic knowledge about agricultural exports such as bananas.</p> | <p>internet, DVD, teacher</p> |
| <p>Benchmark D: Analyze, discuss and report on significant contributions from the target culture.</p> | <p>Products 5. Explain the contributions of the target culture in literature and the fine arts.</p> <p>Products 6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).</p> | <p>I can discuss the contributions of artists such as Pablo Picasso, Salvador Dali, and Antoni Gaudi.</p> <p>I can explain the impact of fashion, food, music, and immigration on U.S. culture.</p> | <p>internet, DVD, teacher, books</p> <p>internet, DVD, teacher, books</p> |

Connections

| Standard and Benchmark | Grade 10 Indicators | Clear Learning Targets | Strategies/Resources |
|--|---|--|---|
| <p>Benchmark A: Investigate, analyze, and present concepts from across disciplines.</p> | <p>Integrated Studies 1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).</p> <p>Integrated Studies 2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).</p> | <p>I can discuss the social welfare systems, and standards of living of some Spanish-speaking countries and compare them to the United States. I can talk about different definitions of poverty.</p> <p>I can discuss some issues that immigrants from Latin America face in the United States. I can talk about the precarious state of rainforests and other world-heritage ecosystems in Spanish-speaking countries.</p> | <p>internet, DVD, teacher</p> <p>internet, DVD, teacher</p> |
| <p>Benchmark B: Investigate, analyze, and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</p> | <p>New Viewpoints 3. Examine how cultural institutions have changed over time (e.g., family, education, government).</p> <p>New Viewpoints 4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.</p> | <p>I can explain how the government in Spain radically changed in the 20th century.</p> <p>I can understand some lyrics from popular and contemporary Spanish-speaking songs.</p> | <p>internet, DVD, teacher</p> <p>internet, CD, teacher</p> |

Comparisons

| Standard and Benchmark | Grade 10 Indicators | Clear Learning Targets | Strategies/Resources |
|--|---|--|---|
| <p>Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.</p> | <p>Linguistic Comparisons 1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).</p> | <p>I can remember subject pronouns, ser, indirect object pronouns, gustar, definite articles, indefinite articles, tener, general possessive adjectives, specific possessive adjectives, direct object pronouns, tener que, hay que, estar, ir, ar verbs, er verbs, ir verbs, time, ir+a+infinitive, conocer, hacer, ver, oír, poder, querer, venir, acabar+de+infinitive, comparisons, e-ie stem changing verbs, jugar, the present progressive, weather expressions, and tener expressions in Spanish from first year language studies.</p> <p>I can use regular and irregular affirmative and negative commands, double object pronouns, pronoun placement with verb phrases and positive commands, decir and salir in the present, o-ue and e-i stem-changing verbs in the present, regular preterit tense verbs, car/gar/zar in the preterit, e-i stem-changing verbs in the preterit, verbs like “leer” in the preterit, “uir” verbs in the preterit, irregular verbs like hacer/ dar/ ir/ ser/ estar/ tener/ andar/ decir/ traer/ poner/ poder/ querer/ venir/ caber/ ver/ saber, reflexive verbs in the present and preterit tenses, superlatives, demonstrative adjectives, the imperfect tense, common uses of the imperfect and preterit tenses, and a basic introduction to plural commands and the subjunctive tense.</p> | <p>textbook, workbook, CD’s, videos/DVD internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |
| <p>Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.</p> | <p>Linguistic Comparisons 2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students’ own language (e.g, Hay moros en</p> | <p>I can use weather expressions, tener expressions, and gustar in Spanish.</p> | <p>textbook, workbook, CD’s, videos/DVD internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |

| | | | |
|---|---|---|--|
| | <p>la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening.=The walls have ears.; Revenons aux moutons./Let's get back to the sheep.=Let's get back to work).</p> | | |
| <p>Benchmark C: Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ.</p> | <p>Cultural Comparisons 3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.</p> <p>Cultural Comparisons 4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.</p> | <p>I can compare Spanish-edition children's stories in Spanish to Spanish/Hispanic myths or fables and discuss characters and themes.</p> <p>I can discuss the different values of products and definitions of standards-of-living.</p> | <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, and books</p> <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |
| <p>Benchmark D: Discuss the concept of culture through analysis of products, practices, and perspectives of the target culture and students' own culture.</p> | <p>Concept of Culture 5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.</p> | <p>I can talk about machismo and sexism in Spanish-speaking countries, and explain how such social norms are reflected in advertising, TV., and cinema. I can compare these representations to U.S. advertising, TV, and cinema.</p> | <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, and magazines</p> |

Communities

| Standard and Benchmark | Grade 10 Indicators | Clear Learning Targets | Strategies/Resources |
|--|---|--|---|
| <p>Benchmark A: Provide information or services to individuals, the school, or the community using knowledge of the target language and culture.</p> | <p>Outreach 1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).</p> <p>Outreach 2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).</p> | <p>I can participate in a foreign language picnic and choose my favorite Spanish songs/dances/ food/ or artistic expressions to share with other foreign language students.</p> <p>I can prepare for the foreign language picnic by collaborating on projects with other Spanish classes.</p> | <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |
| <p>Benchmark B: Perform original or authentic works for a school or community event.</p> | <p>Outreach 3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p> | <p>I can participate in a foreign language picnic and choose my favorite Spanish songs/dances/ or artistic expressions to share with other foreign language students.</p> | <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |
| <p>Benchmark C: Sustain communication with people locally and around the world.</p> | <p>Outreach 4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.</p> | <p>I can read and submit blog entries on websites devoted to Spanish-speaking icons and celebrities.</p> | <p>DVD, CD, internet, teacher</p> |
| <p>Benchmark D: Report information about and personal reactions to various products, media, and services of the target culture.</p> | <p>Enrichment and Enjoyment 5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).</p> <p>Enrichment and Enjoyment 6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others).</p> | <p>I can explore issues pertaining to the history of Spanish speaking countries as depicted in movies such as "The Mission" or other similar movies that represent significant moments in the development of Spanish-speaking societies.</p> <p>I can comment on narratives and/or text studied in class in writing or verbally.</p> | <p>DVD, internet, teacher</p> <p>textbook, DVD, CD, internet</p> |

| | | | |
|--|--|---|--|
| | <p>Enrichment and Enjoyment</p> <p>7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.</p> | <p>I can read and submit blog entries on websites devoted to Spanish-speaking icons and celebrities.</p> | <p>DVD, CD, internet, teacher</p> |
| <p>Benchmark E: Attend, participate in , or view target culture events and describe to others.</p> | <p>Enrichment and Enjoyment</p> <p>8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others).</p> | <p>I can read and submit blog entries on websites devoted to Spanish-speaking icons and celebrities. I can describe the running of the bulls and la Tomatina.</p> | <p>DVD, CD, internet</p> |
| <p>Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.</p> | <p>Career Exploration and Skills</p> <p>9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.</p> <p>Career Exploration and Skills</p> <p>10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).</p> | <p>Based on the professions vocabulary unit, I can describe which jobs benefit from proficiency in Spanish.</p> <p>I can read brief job descriptions and gain a greater awareness for the utility and usefulness of Spanish as a skill.</p> | <p>internet, newspaper, teacher</p> <p>internet, newspaper, teacher</p> |
| <p>Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.</p> | <p>Career Exploration and Skills</p> <p>11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacations).</p> | <p>I can write persuasively about lifestyles and products of Spanish-speaking countries produced in agrarian regions.</p> | <p>textbook, workbook, CD's, videos/DVD, internet, flashcards, various games, classroom activities, puzzles, teacher, realia</p> |

40 Grade 10 indicators