

GRADE LEVEL: 9-12

SUBJECT: Spanish II

DATE: 2016-2017

GRADING PERIOD: Quarter 1

MASTER COPY: 5-26-17

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|--|--|---|----------|
| STANDARD 1 COMMUNICATION: Write and speak in a language other than English | | | | | |
| <ul style="list-style-type: none"> • Greetings • Farewells • Information <ul style="list-style-type: none"> – Physical characteristics – Personality characteristics – Simple regular verbs – In-school activities • Opinions <ul style="list-style-type: none"> – Likes and dislikes – Comparisons | <p>2.1.1 Oral expression:</p> <ul style="list-style-type: none"> • Use multiple greetings and farewells in routine social situations, both formal and informal. • Exchange basic information and opinions about self and others. <p>Examples: Personality, characteristics, hobbies, interests, etc.</p> | <ul style="list-style-type: none"> • State daily greetings and farewells. • Describe physical and personality characteristics and nationality using appropriate noun-adjective agreement and the verb to be. • Compare and contrast characteristics of people and things. • Explain activities and likes and dislikes using regular present conjugations. • Discuss classroom activities. | <ul style="list-style-type: none"> • Listening activities • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Student-produced audio recordings • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Verb: to be • Verb: to like • Regular present tense conjugations • Simple, regular verbs • Adjectives <ul style="list-style-type: none"> – Physical traits – Personality traits • Adverbs used to compare • Classroom objects and activities | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|---|---|--|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Physical and personality characteristics – Preferences – In-school activities – School rules – After-school Activities | <p>2.1.2 Oral Request for Information:</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Ask about others' personality and physical characteristics, preferences and activities. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Student-produced audio recordings • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Verb: to be • Verb: to like • Regular present tense conjugations • Simple, regular verbs • Adjectives • Physical traits • Personality traits • Classroom objects and activities | CRITICAL |
| <ul style="list-style-type: none"> • Greetings • Farewells • Information <ul style="list-style-type: none"> – Physical characteristics – Personality characteristics – Simple regular verbs – In-school activities – Pastimes • Opinions <ul style="list-style-type: none"> – Likes and dislikes | <p>2.1.3 Written Expression</p> <ul style="list-style-type: none"> • Exchange routine information and opinions. Example: Write an e-mail to a pen pal, dialogue journals, social media, etc. | <ul style="list-style-type: none"> • Write about oneself using personality and physical characteristics, likes and dislikes, what one does or doesn't do frequently or ever. | <ul style="list-style-type: none"> • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Verb: to be • Verb: to like • Regular pres. tense conjugations • Simple, regular verbs • Adjectives • Adverbs • Physical traits • Personality traits | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|--|---|--|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Descriptions – Simple regular verbs – Likes and dislikes – In-school activities – Extra-curricular activities | <p>2.1.4 Written Request for Information</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Compose and present an interview with another student utilizing skills learned in standards 2.1.1 - 2.1.3. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Verb: to be • Verb: to like • Regular present tense conjugations • Simple, regular verbs • Adjectives • Physical traits • Personality traits • Classroom objects and activities | CRITICAL |
| <ul style="list-style-type: none"> • Key words • Listening strategies • Speaking strategies | <p>2.1.5 Strategies for Maintaining Oral / Written Exchanges:</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. Examples: Identifying key words, using synonyms and antonyms. | <ul style="list-style-type: none"> • Identify question words to extract meaning in conversations and in written questions. | <ul style="list-style-type: none"> • Listening activities • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Question words | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|---|---|---|----------|
| STANDARD 2 COMMUNICATION: Interpret information in a language other than English | | | | | |
| <ul style="list-style-type: none"> • Familiar requests • Commands • Directions • Short passages | 2.2.1 Comprehending Oral Language: <ul style="list-style-type: none"> • Understand and respond to familiar requests, commands, and directions. • Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers. | <ul style="list-style-type: none"> • Interpret and perform requests, commands and instructions. • Distinguish appropriate question words. | <ul style="list-style-type: none"> • Listening activities • Textbook and workbook activities • Oral and written group practices • Student-produced audio recordings • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Question words • Frequently used classroom directions and requests | CRITICAL |
| <ul style="list-style-type: none"> • Short passages <ul style="list-style-type: none"> – Informational texts – Fictional texts • Main ideas • Details | 2.2.2 Comprehending Written Language: <ul style="list-style-type: none"> • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts. | <ul style="list-style-type: none"> • Identify main ideas. • Identify details. • Restate main ideas and details by writing. | <ul style="list-style-type: none"> • Reading comprehension texts • Textbook and workbook activities • Written group practices • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Question words • Synonyms • Antonyms • Cognates | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|---|---|----------|
| <ul style="list-style-type: none"> • Cognates • Reading strategies <ul style="list-style-type: none"> – Context – Purpose | <p>2.2.3 Strategies for Comprehending Oral and Written Languages:</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or word families to extract meaning. • Use strategies such as identifying context and purpose or scanning for specific information to extract meaning. | <ul style="list-style-type: none"> • Apply meanings of new Spanish II vocabulary to familiar words in English. • Interpret meaning of vocabulary based on context. • Implement reading strategies to achieve understanding of written texts. | <ul style="list-style-type: none"> • Listening activities • Reading comprehension texts • Textbook and workbook activities • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Reading strategies • Question words • Cognates among new vocab words • Context clues | CRITICAL |
| <p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p> | | | | | |
| <ul style="list-style-type: none"> • Familiar topics • Basic but complete sentences • Descriptions with details | <p>2.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present rehearsed material on familiar topics. • Speak in complete sentences to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> • Compose, memorize and recite show-and-tell presentation. | <ul style="list-style-type: none"> • Show-and-tell | <ul style="list-style-type: none"> • A souvenir • Verb: to be • Verb: to like • Regular present tense conjugations • Simple, regular verbs • Adjectives | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|---|---|---|----------|
| <ul style="list-style-type: none"> Written paragraphs with details | <p>2.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> Write short paragraphs to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> Compose sentences and paragraphs. | <ul style="list-style-type: none"> Poem Partner Dialogue | <ul style="list-style-type: none"> Verb: to be Verb: to like Regular present tense conjugations Simple, regular verbs Adjectives | CRITICAL |
| <ul style="list-style-type: none"> Grammar usage Pronunciation Intonation | <p>2.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy. Use grammar and syntax with increasing accuracy. | <ul style="list-style-type: none"> Record, listen to, correct and re-record answers. | <ul style="list-style-type: none"> Partner Dialogue Show-and-tell | <ul style="list-style-type: none"> Intonation Accents and special characters | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|--|--|---|----------|
| STANDARD 7 COMPARISONS: Investigate the nature of language and culture | | | | | |
| <ul style="list-style-type: none"> • Cognates • Context | 2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. | <ul style="list-style-type: none"> • Distinguish between cognates and false cognates. | <ul style="list-style-type: none"> • Reading comprehension texts • Textbook and workbook activities • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Cognates • False cognates | CRITICAL |
| <ul style="list-style-type: none"> • Language structures <ul style="list-style-type: none"> – Nouns – Verbs – Adjectives – Adverbs | 2.7.2 Recognize and use level appropriate language structures. | <ul style="list-style-type: none"> • Identify and modify parts of speech. | <ul style="list-style-type: none"> • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Student-produced audio recordings • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Vocabulary used in presenting grammar rules | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|--|--|--|----------|
| <ul style="list-style-type: none"> Idiomatic and Colloquial expressions | <p>2.7.3 Understand and use common idiomatic and colloquial expressions in the target language.</p> | <ul style="list-style-type: none"> Make use of appropriate idiomatic and colloquial expressions. | <ul style="list-style-type: none"> Listening activities Reading comprehension texts Textbook and workbook activities Oral and written group practices Vocabulary quizzes Tests | <ul style="list-style-type: none"> Content specific expressions | CRITICAL |
| <ul style="list-style-type: none"> Forms of address Formal and informal situations | <p>2.7.4 Compare and use authentic forms of address in a variety of social situations, both formal and informal.</p> | <ul style="list-style-type: none"> Recognize when formal address is necessary. Decide among appropriate pronouns for individuals and groups as well as formal and informal situations. | <ul style="list-style-type: none"> Listening activities Textbook and workbook activities Oral and written group practices Grammar quizzes Tests | <ul style="list-style-type: none"> Pronouns | CRITICAL |

GRADE LEVEL: 9-12

SUBJECT: Spanish II

DATE: 2016-2017

GRADING PERIOD: Quarter 2

MASTER COPY: 5-26-17

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|---|--|---|----------|
| STANDARD 1 COMMUNICATION: Write and speak in a language other than English | | | | | |
| <ul style="list-style-type: none"> • Greetings • Farewells • Basic Information <ul style="list-style-type: none"> – Daily routine – Shopping – Time • Opinions <ul style="list-style-type: none"> – Daily routine – Shopping – Clothing | 2.1.1 Oral expression: <ul style="list-style-type: none"> • Use multiple greetings and farewells in routine social situations, both formal and informal. • Exchange basic information and opinions about self and others. Examples: Personality, characteristics, hobbies, interests, etc. | <ul style="list-style-type: none"> • State daily greetings and farewells. • Discuss daily routine, including personal items used. • Describe fashion preferences. • Relate places around town and actions performed there. • Tell what time it is and state when something happened. • State the cost of an item. • Describe articles of clothing. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Project • Audio recording • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Reflexive verbs • Verb: to like • Body parts • Personal care items • Shopping terms • Clothing terms • Regular and irregular present tense conjugation • Stem -changing verbs • Regular and Irregular past tense conjugation • Adjectives <ul style="list-style-type: none"> – Possession • Adverbs | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|--|--|--|---|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Daily routine – Shopping | <p>2.1.2 Oral Request for Information:</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Ask about others' daily routines and the personal care items that others use. • Ask about others' clothing preferences. • Ask where others went/ what they did and when. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Project • Audio recording • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Reflexive verbs • Verb: to like • Body parts • Personal care items • Shopping terms • Clothing terms • Regular and irregular present tense conjugation • Stem -changing verbs • Regular and Irregular past tense conjugation • Poss. Adjectives • Adverbs | CRITICAL |
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Daily routine – Shopping • Opinions <ul style="list-style-type: none"> – Daily routine – Shopping | <p>2.1.3 Written Expression</p> <ul style="list-style-type: none"> • Exchange routine information and opinions. Example: Write an e-mail to a pen pal, dialogue journals, social media, etc. | <ul style="list-style-type: none"> • Write about daily routine, preferences, and personal care items and frequency of these activities. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Project • Tests | <ul style="list-style-type: none"> • Verb: to like • Regular present tense conjugations • Stem-changing verbs • Regular and irregular preterite conjugations • Adjectives • Adverbs | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|--|---|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Daily routine – Shopping | <p>2.1.4 Written Request for Information</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Interview a student about his or her daily routine. • Create dialogue about going shopping, what was bought and why. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Project | <ul style="list-style-type: none"> • Question words • Verb: to like • Regular present tense conjugations • Stem-changing verbs • Regular and irregular preterite conjugations • Adverbs | CRITICAL |
| <ul style="list-style-type: none"> • Key words • Listening strategies • Speaking strategies | <p>2.1.5 Strategies for Maintaining Oral /Written Exchanges:</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. Examples: Identifying key words, using synonyms and antonyms | <ul style="list-style-type: none"> • Identify question words and current and prior vocabulary to extract meaning in conversations and in written questions. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Question words | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|---|---|--|----------|
| STANDARD 2 COMMUNICATION: Interpret information in a language other than English | | | | | |
| <ul style="list-style-type: none"> • Familiar requests • Commands • Directions • Short passages | 2.2.1 Comprehending Oral Language: <ul style="list-style-type: none"> • Understand and respond to familiar requests, commands, and directions. • Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers. | <ul style="list-style-type: none"> • Interpret and perform requests, commands and instructions. • Respond appropriately to question words. | <ul style="list-style-type: none"> • Listening comprehension activities • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Question words • Frequently used classroom directions and requests | CRITICAL |
| <ul style="list-style-type: none"> • Short passages <ul style="list-style-type: none"> – Informational texts – Fictional texts • Main ideas • Details | 2.2.2 Comprehending Written Language: <ul style="list-style-type: none"> • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts. | <ul style="list-style-type: none"> • Identify main ideas. • Identify details. • Restate main ideas and details by writing. • Summarize main ideas by writing. | <ul style="list-style-type: none"> • Reading comprehension texts • Textbook and workbook activities • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Question words • Prior vocabulary • Synonyms/ antonyms/ cognates | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|---|---|---|----------|
| <ul style="list-style-type: none"> • Cognates • Reading strategies <ul style="list-style-type: none"> – Context – Purpose | <p>2.2.3 Strategies for Comprehending Oral and Written Languages:</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or word families to extract meaning. • Use strategies such as identifying context and purpose or scanning for specific information to extract meaning. | <ul style="list-style-type: none"> • Apply meanings of new Spanish II vocabulary to familiar words in English. • Interpret meaning of new vocabulary based on context. • Construct definitions of words using current vocabulary. • Implement reading strategies to achieve understanding of written texts. | <ul style="list-style-type: none"> • Listening comprehension activities • Reading comprehension texts • Textbook and workbook activities • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Reading strategies • Question words • Cognates among new vocab words • Context clues • Circumlocution | CRITICAL |
| <p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p> | | | | | |
| <ul style="list-style-type: none"> • Familiar topics <ul style="list-style-type: none"> – Daily routine • Basic but complete sentences • Descriptions with details | <p>2.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present rehearsed material on familiar topics. • Speak in complete sentences to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> • Speak in complete sentences about oneself. • Present information to classmates. • Present rehearsed interview. • Compose, memorize, and recite show-and-tell presentation. | <ul style="list-style-type: none"> • Project • Interview • Show-and-tell • Audio recordings • Voicemail | <ul style="list-style-type: none"> • A gift • Verb: to be • Verb: to like • Present tense conjugations • Reflexive verbs • Preterite conjugations • Adjectives • Adverbs of frequency | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|--|--|---|-----------|
| <ul style="list-style-type: none"> Written paragraphs with details | <p>2.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> Write short paragraphs to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> Compose a paragraph describing oneself and one's activities. | <ul style="list-style-type: none"> Project Interview Show-and-tell Audio recordings Voicemail | <ul style="list-style-type: none"> Verb: to be Verb: to like Present tense conjugations Reflexive verbs Adjectives Adverbs of frequency | CRITICAL |
| <ul style="list-style-type: none"> Grammar usage Pronunciation Intonation | <p>2.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy. Use grammar and syntax with increasing accuracy. | <ul style="list-style-type: none"> Record, listen to, correct, and re-record answers. | <ul style="list-style-type: none"> Project Interview Show-and-tell Audio recordings Voicemail | <ul style="list-style-type: none"> Intonation Accents and special characters | CRITICAL |
| <p>STANDARD 4 CULTURES: Develop awareness of other cultures</p> | | | | | |
| <ul style="list-style-type: none"> Social practices Communication | <p>2.4.1 Practices</p> <ul style="list-style-type: none"> Describe frequently encountered social practices. Use situation-appropriate verbal and non-verbal communication. | <ul style="list-style-type: none"> Distinguish when to use formal and informal address. | <ul style="list-style-type: none"> Classroom discussion Written responses | <ul style="list-style-type: none"> Formal and informal pronouns | IMPORTANT |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|--|---|---|---|------------|
| <ul style="list-style-type: none"> Products <ul style="list-style-type: none"> Media Literature | 2.4.2 Products <ul style="list-style-type: none"> Describe, in simple terms, products of the target cultures, such as media, films, literature, art, etc. | <ul style="list-style-type: none"> Restate information in signs and advertisements. | <ul style="list-style-type: none"> Classroom discussion Written responses | <ul style="list-style-type: none"> Vocabulary related to shopping | IMPORTANT |
| Standard 5 CONNECTIONS: Make connections to other content areas | | | | | |
| | 2.5.2 Implement content area concepts and skills through relevant activities. Examples: Learn a dance or sport from another culture (Wellness), play or sing a musical piece from the target culture (Fine Arts), etc. | <ul style="list-style-type: none"> Produce an authentic representation of a holiday celebration. | <ul style="list-style-type: none"> Day of the Dead celebration <i>Ofrenda</i> | <ul style="list-style-type: none"> Vocabulary related to Day of the Dead | ADDITIONAL |
| STANDARD 6 CONNECTIONS: Access and connect information through various media | | | | | |
| <ul style="list-style-type: none"> Digital media Resources Vocabulary Reading ability Cultural awareness | 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness. | <ul style="list-style-type: none"> Observe traditional holiday customs using online resources. List items used in celebration of holiday customs. | <ul style="list-style-type: none"> Day of the Dead passage and crossword puzzle Authentic <i>ofrenda</i> (traditional Day of the Dead altar) Day of the Dead celebration Quiz | <ul style="list-style-type: none"> Vocabulary related to Day of the Dead | IMPORTANT |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|---|---|---|-----------|
| <ul style="list-style-type: none"> Digital Media Resources Culture | 2.6.2 Use digital media and culturally authentic resources to study target language and cultures. | <ul style="list-style-type: none"> Acquire new vocabulary for items used in celebration of holiday customs using online resources. | <ul style="list-style-type: none"> Authentic <i>ofrenda</i> (traditional Day of the Dead altar) Day of the Dead celebration Quiz | <ul style="list-style-type: none"> Vocabulary related to Day of the Dead | IMPORTANT |
| STANDARD 7 COMPARISONS: Investigate the nature of language and culture | | | | | |
| <ul style="list-style-type: none"> Cognates Context | 2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning. | <ul style="list-style-type: none"> Distinguish between cognates and false cognates among new vocabulary. | <ul style="list-style-type: none"> Textbook and workbook activities Group and individual practices with overhead | <ul style="list-style-type: none"> Cognates False cognates | CRITICAL |
| <ul style="list-style-type: none"> Language structures <ul style="list-style-type: none"> Nouns Verbs Adjectives Adverbs | 2.7.2 Recognize and use level appropriate language structures. | <ul style="list-style-type: none"> Identify and modify parts of speech to express appropriately in the past tense. | <ul style="list-style-type: none"> Textbook and workbook activities Group and individual practices with overhead | <ul style="list-style-type: none"> Vocabulary used in presenting grammar rules | CRITICAL |
| <ul style="list-style-type: none"> Idiomatic and Colloquial expressions | 2.7.3 Understand and use common idiomatic and colloquial expressions in the target language. | <ul style="list-style-type: none"> Make use of new appropriate idiomatic and colloquial expressions. | <ul style="list-style-type: none"> Textbook and workbook activities Group and individual practices with overhead | <ul style="list-style-type: none"> Content specific expressions | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|--|--|---|------------|
| <ul style="list-style-type: none"> Forms of address Situations <ul style="list-style-type: none"> Formal Informal | 2.7.4 Compare and use authentic forms of address in a variety of social situations, both formal and informal. | <ul style="list-style-type: none"> Recognize when formal address is necessary. Decide among appropriate pronouns for individuals and groups and formal and informal situations. Choose formal address when necessary. | <ul style="list-style-type: none"> Textbook and workbook activities Group and individual practices with overhead | <ul style="list-style-type: none"> Pronouns | CRITICAL |
| <ul style="list-style-type: none"> Celebrations Holidays Cultures | 2.7.6 Recognize and discuss celebrations and holidays of other cultures and compare them to those of the learner's culture. | <ul style="list-style-type: none"> Compare traditional holiday customs with customs in the U.S.A. | <ul style="list-style-type: none"> Day of the Dead reading activity | <ul style="list-style-type: none"> Vocabulary related to Day of the Dead | ADDITIONAL |
| <ul style="list-style-type: none"> Culture <ul style="list-style-type: none"> Contributions | 2.7.7 Identify and describe contributions from the target cultures. | <ul style="list-style-type: none"> Choose items used to celebrate customs. Create a representation of holiday customs. | <ul style="list-style-type: none"> Day of the Dead reading activity | <ul style="list-style-type: none"> Vocabulary related to Day of the Dead | IMPORTANT |
| STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings | | | | | |
| <ul style="list-style-type: none"> Experiences <ul style="list-style-type: none"> School Community | 2.8.1 Share experiences from the world language classroom within the school and/or community. | <ul style="list-style-type: none"> Share photos of holiday customs within the school. | <ul style="list-style-type: none"> <i>Ofrenda</i> Day of the Dead celebration | <ul style="list-style-type: none"> Vocabulary related to Day of the Dead | ADDITIONAL |

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GRADING PERIOD: Quarter 3

MASTER COPY: 5-26-17

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|--|--|---|----------|
| STANDARD 1 COMMUNICATION: Write and speak in a language other than English | | | | | |
| <ul style="list-style-type: none"> • Greetings • Farewells • Basic Information <ul style="list-style-type: none"> – Location – Directions – Personality – Past actions – Celebrations – Weather – Disasters/ emergencies – Injuries • Opinions <ul style="list-style-type: none"> – Past preferences – Responses to events | 2.1.1 Oral expression: <ul style="list-style-type: none"> • Use multiple greetings and farewells in routine social situations, both formal and informal. • Exchange basic information and opinions about self and others. Examples: Personality, characteristics, hobbies, interests, etc. | <ul style="list-style-type: none"> • State daily greetings and farewells. • Discuss location of places in town and how to get there. • State past preferences and actions. • Describe what one was like in the past. • Discuss the weather. • Retell information about past events. • Discuss one's injuries. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Childhood Project • Disaster project • Show-and-tell • Audio recordings • Song | <ul style="list-style-type: none"> • Prior vocabulary • Prepositions of location • Affirmative and Negative Commands • Adjectives • Regular and Irregular Imperfect tense • Adverbs • Weather and disaster vocabulary (fire, tornado, flood, etc.) • Body parts and injuries • Regular and Irregular preterite tense conjugation • Triggers for preterite and imperfect tense | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|--|---|---|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Location – Directions – Past Preferences – Past events – Injuries | <p>2.1.2 Oral Request for Information:</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Ask where a place is located and request how to get there. • Ask about what others were like and what others used to do. • Inquire about events that occurred and their effects. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Childhood Project • Disaster project • Audio recordings • Song | <ul style="list-style-type: none"> • Prior vocabulary • Prepositions of location • Affirmative and Negative Commands • Adjectives • Regular and Irregular Imperfect tense • Adverbs • Weather and disaster vocabulary (fire, tornado, flood, etc.) • Body parts and injuries • Regular and Irregular preterite tense conjugation • Triggers for preterite and imperfect tense | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|--|--|---|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Location – Directions – Past actions – Disastrous events – Injuries • Opinions <ul style="list-style-type: none"> – Past preferences | <p>2.1.3 Written Expression</p> <ul style="list-style-type: none"> • Exchange routine information and opinions. Example: Write an e-mail to a pen pal, dialogue journals, social media, etc. | <ul style="list-style-type: none"> • Write about the location of a place and how to get there. • Write about what one was like, one's past actions. • Write about an event that occurred, its effects and one's injuries. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Email message • Childhood Project • Disaster project • Show-and-tell • Tests | <ul style="list-style-type: none"> • Prior vocabulary • Prepositions of location • Affirmative and Negative Commands • Adjectives • Regular and Irregular Imperfect tense • Adverbs • Weather and disaster vocabulary (fire, tornado, flood, etc.) • Body parts and injuries • Regular and Irregular preterite tense conjugation • Triggers for preterite and imperfect tense | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|---|--|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Childhood behavior and descriptions – Events | <p>2.1.4 Written Request for Information</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Create dialogue about oneself and one's actions as a child. • Interview a student about an event that occurred. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Childhood Project • Disaster project • Audio recordings • Tests | <ul style="list-style-type: none"> • Prior vocabulary • Question words • Preterite and imperfect verbs • Adjectives • Regular and irregular preterite conjugations • Adverbs | CRITICAL |
| <ul style="list-style-type: none"> • Key words • Listening strategies • Speaking strategies | <p>2.1.5 Strategies for Maintaining Oral /Written Exchanges:</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. Examples: Identifying key words, using synonyms and antonyms | <ul style="list-style-type: none"> • Interpret question words, current and prior vocabulary and follow-up questions to maintain conversations and written exchanges. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Email message • Childhood Project • Disaster project • Show-and-tell • Audio recordings • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Prior vocabulary • Question words | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|--|--|---|----------|
| STANDARD 2 COMMUNICATION: Interpret information in a language other than English | | | | | |
| <ul style="list-style-type: none"> • Familiar requests • Commands • Directions • Short passages | 2.2.1 Comprehending Oral Language: <ul style="list-style-type: none"> • Understand and respond to familiar requests, commands, and directions. • Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers. | <ul style="list-style-type: none"> • Interpret and perform requests, commands and instructions. • Respond appropriately to question words. • Develop conversation to demonstrate comprehension. | <ul style="list-style-type: none"> • Listening comprehension activities • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Audio recording • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Prior vocabulary • Question words • Frequently used classroom directions and requests | CRITICAL |
| <ul style="list-style-type: none"> • Short passages <ul style="list-style-type: none"> – Informational texts – Fictional texts • Main ideas • Details | 2.2.2 Comprehending Written Language: <ul style="list-style-type: none"> • Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts. | <ul style="list-style-type: none"> • Identify main ideas. • Identify details. • Restate main ideas and details by writing. • Summarize main ideas by writing. | <ul style="list-style-type: none"> • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Prior vocabulary • Question words • Synonyms/ antonyms/ cognates | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|--|---|----------|
| <ul style="list-style-type: none"> • Cognates • Reading strategies <ul style="list-style-type: none"> – Context – Purpose | <p>2.2.3 Strategies for Comprehending Oral and Written Languages:</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or word families to extract meaning. • Use strategies such as identifying context and purpose or scanning for specific information to extract meaning. | <ul style="list-style-type: none"> • Apply meanings of prior and new Spanish II vocabulary to familiar words in English. • Interpret meaning of new vocabulary based on context. • Construct definitions of words using current vocabulary. • Implement reading strategies and back ground knowledge to achieve understanding of written texts. | <ul style="list-style-type: none"> • Listening comprehension activities • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Audio recording • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Prior vocabulary • Reading strategies • Question words • Cognates among new vocab words • Context clues • Circumlocution | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|--|--|--|----------|
| <p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p> | | | | | |
| <ul style="list-style-type: none"> • Familiar topics • Basic but complete sentences • Descriptions with details | <p>2.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present rehearsed material on familiar topics. • Speak in complete sentences to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> • Give directions to classmates. • Speak in complete sentences about one's childhood behaviors and actions. • Present information to classmates. • Compose, memorize and recite show-and-tell presentation. | <ul style="list-style-type: none"> • Class and partner oral practice • Textbook activities • Childhood Project • Disaster Project • Show-and-tell | <ul style="list-style-type: none"> • Prior vocabulary • Affirmative and Negative commands • Prepositions • A childhood photo • Imperfect and Preterite tense • Adjectives • Adverbs | CRITICAL |
| <ul style="list-style-type: none"> • Written paragraphs with details | <p>2.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> • Write short paragraphs to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> • Write about the location of a place and directions to that place. • Write about one's childhood behaviors and actions. | <ul style="list-style-type: none"> • Textbook activities • Email • Childhood Project • Disaster Project • Show-and-tell | <ul style="list-style-type: none"> • Prior vocabulary • Prepositions • Present, Imperfect and preterite tense • Adjectives • Adverbs | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|--|---|--|-----------|
| <ul style="list-style-type: none"> • Grammar usage • Pronunciation • Intonation | <p>2.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy. • Use grammar and syntax with increasing accuracy. | <ul style="list-style-type: none"> • Record, listen to, correct and re-record answers. • Modify responses to increase comprehensibility. | <ul style="list-style-type: none"> • Class and partner oral practice • Textbook activities • Audio recordings • Show-and-tell | <ul style="list-style-type: none"> • Intonation • Accents and special characters | CRITICAL |
| <p>STANDARD 4 CULTURES: Develop awareness of other cultures</p> | | | | | |
| <ul style="list-style-type: none"> • Social practices • Communication | <p>2.4.1 Practices</p> <ul style="list-style-type: none"> • Describe frequently encountered social practices. • Use situation-appropriate verbal and non-verbal communication. | <ul style="list-style-type: none"> • Describe non-verbal ways to greeting others. • Distinguish when or with whom to use non-verbal communication. | <ul style="list-style-type: none"> • Classroom discussion • Oral and written responses | <ul style="list-style-type: none"> • Formal and informal pronouns • Non-verbal greetings | IMPORTANT |
| <ul style="list-style-type: none"> • Products <ul style="list-style-type: none"> – Celebrations | <p>2.4.2 Products</p> <ul style="list-style-type: none"> • Describe, in simple terms, products of the target cultures, such as media, films, literature, art, etc. | <ul style="list-style-type: none"> • Describe celebrations in the Spanish- speaking world. | <ul style="list-style-type: none"> • Classroom discussion • Oral and written responses | <ul style="list-style-type: none"> • Vocabulary related to celebrations. | IMPORTANT |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|--|--|------------|
| <ul style="list-style-type: none"> Influences on Practices <ul style="list-style-type: none"> history Influences on Products <ul style="list-style-type: none"> Current events | 2.4.3 Perspectives <ul style="list-style-type: none"> Describe influences on practices and products, such as technology, current events, and scientific discoveries, etc. | <ul style="list-style-type: none"> Describe historical practices in celebrations. Describe how celebrations are influenced by current events. | <ul style="list-style-type: none"> Classroom discussion Written responses | <ul style="list-style-type: none"> Vocabulary related to celebrations. | ADDITIONAL |
| Standard 5 CONNECTIONS: Make connections to other content areas | | | | | |
| | 2.5.1 Describe objects and concepts from other content areas. Examples: body parts and exercise (Wellness), money conversion (Math standards) | <ul style="list-style-type: none"> Discuss injuries to the body and treatments. | <ul style="list-style-type: none"> Textbook and workbook activities Disaster project | <ul style="list-style-type: none"> Parts of the body Injuries Treatments | ADDITIONAL |
| STANDARD 6 CONNECTIONS: Access and connect information through various media | | | | | |
| <ul style="list-style-type: none"> Digital media Resources Vocabulary Cultural awareness | 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness. | <ul style="list-style-type: none"> Observe customs from celebrations using online media. Discuss celebrations in different cultures. | <ul style="list-style-type: none"> Classroom discussion | <ul style="list-style-type: none"> Vocabulary related to celebrations in the Spanish-speaking world | IMPORTANT |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|--|---|--|------------------|
| <ul style="list-style-type: none"> • Digital Media • Resources • Culture | <p>2.6.2 Use digital media and culturally authentic resources to study target language and cultures.</p> | <ul style="list-style-type: none"> • Investigate holiday celebrations using online resources. | <ul style="list-style-type: none"> • Classroom discussion | <ul style="list-style-type: none"> • Vocabulary related to celebrations in the Spanish-speaking world | <p>IMPORTANT</p> |
| <p>STANDARD 7 COMPARISONS: Investigate the nature of language and culture</p> | | | | | |
| <ul style="list-style-type: none"> • Cognates • Context | <p>2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.</p> | <ul style="list-style-type: none"> • Distinguish between cognates and false cognates among new vocabulary. • Examine word families to deduce meaning of new words in context. • Evaluate parts of speech to appropriately complete analogies. | <ul style="list-style-type: none"> • Textbook and workbook activities • Teacher-created notes • Group and individual practices with overhead | <ul style="list-style-type: none"> • Cognates • False cognates • Word families • Analogies | <p>CRITICAL</p> |
| <ul style="list-style-type: none"> • Language structures <ul style="list-style-type: none"> – Nouns – Verbs – Adjectives – Adverbs | <p>2.7.2 Recognize and use level appropriate language structures.</p> | <ul style="list-style-type: none"> • Evaluate vocabulary and parts of speech to express with increasing comprehensibility. | <ul style="list-style-type: none"> • Textbook and workbook activities • Teacher-created notes • Group and individual practices with overhead | <ul style="list-style-type: none"> • Prior and current vocabulary used in presenting grammar rules | <p>CRITICAL</p> |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|---|---|---|------------|
| <ul style="list-style-type: none"> Idiomatic and Colloquial expressions | 2.7.3 Understand and use common idiomatic and colloquial expressions in the target language. | <ul style="list-style-type: none"> Make use of prior and new appropriate idiomatic and colloquial expressions. | <ul style="list-style-type: none"> Textbook and workbook activities Teacher-created notes Group and individual practices with overhead | <ul style="list-style-type: none"> Content specific expressions | CRITICAL |
| <ul style="list-style-type: none"> Forms of address Situations <ul style="list-style-type: none"> Formal Informal | 2.7.4 Compare and use authentic forms of address in a variety of social situations, both formal and informal. | <ul style="list-style-type: none"> Decide among appropriate personal pronouns with greater accuracy and increased speed. | <ul style="list-style-type: none"> Textbook and workbook activities Group and individual practices with overhead | <ul style="list-style-type: none"> Pronouns | CRITICAL |
| <ul style="list-style-type: none"> Cultures <ul style="list-style-type: none"> Social patterns | 2.7.5 Compare the social patterns of other cultures and the learner's own culture. | <ul style="list-style-type: none"> Compare nonverbal greetings and common gestures. | <ul style="list-style-type: none"> Textbook and workbook activities Group and individual practices with overhead | <ul style="list-style-type: none"> Gestures | ADDITIONAL |
| <ul style="list-style-type: none"> Celebrations Holidays Cultures | 2.7.6 Recognize and discuss celebrations and holidays of other cultures and compare them to those of the learner's culture. | <ul style="list-style-type: none"> Compare traditional celebrations with those in the U.S.A. | <ul style="list-style-type: none"> Textbook and workbook activities Textbook and online articles Digital media | <ul style="list-style-type: none"> Vocabulary related celebrations in the Spanish-speaking world | ADDITIONAL |
| <ul style="list-style-type: none"> Culture <ul style="list-style-type: none"> Contributions | 2.7.7 Identify and describe contributions from the target cultures. | <ul style="list-style-type: none"> Identify and describe celebrations. | <ul style="list-style-type: none"> Textbook and workbook activities Textbook and online articles Digital media | <ul style="list-style-type: none"> Vocabulary related celebrations in the Spanish-speaking world | IMPORTANT |

GRADE LEVEL: 9-12

SUBJECT: Spanish II

DATE: 2016-2017

GRADING PERIOD: Quarter 4

MASTER COPY: 5-26-17

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|--|--|--|----------|
| STANDARD 1 COMMUNICATION: Write and speak in a language other than English | | | | | |
| <ul style="list-style-type: none"> • Greetings • Farewells • Basic Information <ul style="list-style-type: none"> – Food – Food preparation – Vacation activities – Travel plans • Opinions <ul style="list-style-type: none"> – Food Preferences – Reasons for actions – Travel preferences – Suggestions for travel | 2.1.1 Oral expression: <ul style="list-style-type: none"> • Use multiple greetings and farewells in routine social situations, both formal and informal. • Exchange basic information and opinions about self and others. Examples: Personality, characteristics, hobbies, interests, etc. | <ul style="list-style-type: none"> • State daily greetings and farewells. • Discuss food preferences. • State instructions for making a preferred dish. • Defend actions. • Discuss preferred vacation activities. • State travel plans. • Give travel recommendations and suggestions. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Show-and-tell presentations • Vocabulary quizzes • Grammar quizzes • Tests • Listening activities • Cooking project • Travel project | <ul style="list-style-type: none"> • Prior vocabulary • Affirmative and Negative Commands (tú, Ud., Uds.) • Ingredients, tools and processes for preparing food • Impersonal conjugation • Preposition: por • Travel vocabulary • Regular and irregular subjunctive conjugation | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|---|---|--|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Food preparation – Vacation activities – Travel Recommendations | <p>2.1.2 Oral Request for Information:</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Ask about ingredients and food preparation. • Request information about vacation plans. • Inquire about travel recommendations and suggestions. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Show-and-tell presentations • Vocabulary quizzes • Grammar quizzes • Tests • Listening activities | <ul style="list-style-type: none"> • Prior vocabulary • Ingredients, tools and processes for preparing food • Travel vocabulary • Regular and irregular subjunctive conjugation | CRITICAL |
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Food preparation – Vacation activities – Travel recommendations • Opinions <ul style="list-style-type: none"> – Food preferences – Vacation preferences | <p>2.1.3 Written Expression</p> <ul style="list-style-type: none"> • Exchange routine information and opinions. Example: Write an e-mail to a pen pal, dialogue journals, social media, etc. | <ul style="list-style-type: none"> • Write about one's preferred food and how to prepare it. • Write about what one likes to do on vacation. • Write about travel suggestions. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Cooking project • Travel project | <ul style="list-style-type: none"> • Prior vocabulary • Affirmative and Negative Commands (tú, Ud., Uds.) • Ingredients, tools and processes for preparing food • Travel vocabulary • Regular and irregular subjunctive conjugation | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|---|--|---|----------|
| <ul style="list-style-type: none"> • Information <ul style="list-style-type: none"> – Food and food preparation – Vacation activities – Travel plans | <p>2.1.4 Written Request for Information</p> <ul style="list-style-type: none"> • Make requests and ask questions for information. | <ul style="list-style-type: none"> • Inquire about new foods, ingredients and preparation. • Inquire about travel recommendations. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Reading comprehension activity- recipe • Vocabulary quizzes • Grammar quizzes • Cooking project • Travel project | <ul style="list-style-type: none"> • Prior vocabulary • Ingredients, tools and processes for preparing food • Impersonal conjugation • Travel vocabulary • Regular and irregular subjunctive conjugation | CRITICAL |
| <ul style="list-style-type: none"> • Key words • Listening strategies • Speaking strategies | <p>2.1.5 Strategies for Maintaining Oral /Written Exchanges:</p> <ul style="list-style-type: none"> • Use speaking and listening strategies that facilitate communication. Examples: Identifying key words, using synonyms and antonyms | <ul style="list-style-type: none"> • Consider question words, current and prior vocabulary and follow-up questions to maintain extended conversations and written exchanges. | <ul style="list-style-type: none"> • Textbook and workbook activities • Oral and written group practices • Listening activities • Audio recordings | <ul style="list-style-type: none"> • Current and Prior Vocabulary • Question words | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|--|---|---|----------|
| STANDARD 2 COMMUNICATION: Interpret information in a language other than English | | | | | |
| <ul style="list-style-type: none"> Familiar requests Commands Directions Short passages | 2.2.1 Comprehending Oral Language: <ul style="list-style-type: none"> Understand and respond to familiar requests, commands, and directions. Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers. | <ul style="list-style-type: none"> Interpret and perform requests, commands and instructions found in a recipe. Interpret suggestions about traveling. Respond appropriately to question words. Develop conversation to demonstrate comprehension. | <ul style="list-style-type: none"> Listening comprehension activities Reading comprehension texts Textbook and workbook activities Oral and written group practices Audio recordings Vocabulary quizzes Grammar quizzes Tests | <ul style="list-style-type: none"> Prior vocabulary Question words Frequently used classroom directions and requests Food vocabulary Travel vocabulary | CRITICAL |
| <ul style="list-style-type: none"> Short passages <ul style="list-style-type: none"> Informational texts Fictional texts Main ideas <ul style="list-style-type: none"> Steps in a recipe Travel suggestions Details <ul style="list-style-type: none"> Ingredients Rules for travel | 2.2.2 Comprehending Written Language: <ul style="list-style-type: none"> Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts. | <ul style="list-style-type: none"> Identify main ideas. Identify details. Restate main ideas and details by writing. Summarize main ideas by writing. | <ul style="list-style-type: none"> Reading comprehension texts Textbook and workbook activities Oral and written group practices Vocabulary quizzes Grammar quizzes Tests | <ul style="list-style-type: none"> Prior and current vocabulary Question words Prior vocabulary Synonyms/ antonyms/ cognates | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|--|---|----------|
| <ul style="list-style-type: none"> • Cognates • Reading strategies <ul style="list-style-type: none"> – Context – Purpose | <p>2.2.3 Strategies for Comprehending Oral and Written Languages:</p> <ul style="list-style-type: none"> • Use cognates, familiar vocabulary, or word families to extract meaning. • Use strategies such as identifying context and purpose or scanning for specific information to extract meaning. | <ul style="list-style-type: none"> • Apply meanings of prior and new Spanish II vocabulary to familiar words in English. • Interpret meaning of new vocabulary based on context. • Construct definitions of words using current vocabulary. • Implement reading strategies and back ground knowledge to achieve understanding of written texts. | <ul style="list-style-type: none"> • Listening comprehension activities • Reading comprehension texts • Textbook and workbook activities • Oral and written group practices • Audio recording • Vocabulary quizzes • Grammar quizzes • Tests | <ul style="list-style-type: none"> • Prior vocabulary • Reading strategies • Question words • Cognates among new vocab words • Context clues • Circumlocution | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|--|--|--|----------|
| <p>STANDARD 3 COMMUNICATION: Present information in a language other than English</p> | | | | | |
| <ul style="list-style-type: none"> • Familiar topics • Basic but complete sentences • Descriptions with details | <p>2.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present rehearsed material on familiar topics. • Speak in complete sentences to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> • Give directions about food preparation. • Speak in complete sentences about one's travel plans. • Present information to classmates. • Compose, memorize and recite show-and-tell presentation. | <ul style="list-style-type: none"> • Class and partner oral practice • Textbook activities • Cooking project • Travel Project • Show-and-tell presentations | <ul style="list-style-type: none"> • Prior vocabulary • Affirmative and Negative commands • Food vocabulary • Travel vocabulary • Regular and irregular subjunctive conjugation | CRITICAL |
| <ul style="list-style-type: none"> • Written paragraphs with details | <p>2.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> • Write short paragraphs to describe objects, self, and others in greater detail. | <ul style="list-style-type: none"> • Write about the preparation of a dish. • Write about one's recommendations for vacation. | <ul style="list-style-type: none"> • Textbook activities • Cooking project • Travel project • Show-and-tell | <ul style="list-style-type: none"> • Prior vocabulary • Food vocabulary • Travel vocabulary • Commands • Subjunctive | CRITICAL |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|---|---|--|-----------|
| <ul style="list-style-type: none"> • Grammar usage • Pronunciation • Intonation | <p>2.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy. • Use grammar and syntax with increasing accuracy. | <ul style="list-style-type: none"> • Record, listen to, correct and re-record answers. • Modify responses to increase comprehensibility. | <ul style="list-style-type: none"> • Class and partner oral practice • Textbook activities • Audio recordings • Show-and-tell | <ul style="list-style-type: none"> • Intonation • Accents and special characters | CRITICAL |
| <p>STANDARD 4 CULTURES: Develop awareness of other cultures</p> | | | | | |
| <ul style="list-style-type: none"> • Social practices <ul style="list-style-type: none"> – Meals – Eating practices • Communication <ul style="list-style-type: none"> – gestures | <p>2.4.1 Practices</p> <ul style="list-style-type: none"> • Describe frequently encountered social practices. • Use situation-appropriate verbal and non-verbal communication. | <ul style="list-style-type: none"> • Describe non-verbal ways to respond to others. • Distinguish when or with whom to use non-verbal communication. • Describe types of meals and eating practices. | <ul style="list-style-type: none"> • Classroom discussion • Oral and written responses | <ul style="list-style-type: none"> • Formal and informal pronouns • Gestures | IMPORTANT |
| <ul style="list-style-type: none"> • Products <ul style="list-style-type: none"> – Cuisine | <p>2.4.2 Products</p> <ul style="list-style-type: none"> • Describe, in simple terms, products of the target cultures, such as media, films, literature, art, etc. | <ul style="list-style-type: none"> • Describe popular foods in the Spanish- speaking world. | <ul style="list-style-type: none"> • Classroom discussion • Oral and written responses | <ul style="list-style-type: none"> • Vocabulary related to meals and foods | IMPORTANT |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|---|---|---|---|------------|
| <ul style="list-style-type: none"> • Influences on Practices <ul style="list-style-type: none"> – food preparation • Influences on Products <ul style="list-style-type: none"> – history – geography | 2.4.3 Perspectives <ul style="list-style-type: none"> • Describe influences on practices and products, such as technology, current events, and scientific discoveries, etc. | <ul style="list-style-type: none"> • Examine how foods help define culture. • Discover practices of food preparation. • Describe traditions of meals and cuisine. • Discuss how geography influences ingredients. | <ul style="list-style-type: none"> • Classroom discussion • Written responses | <ul style="list-style-type: none"> • Vocabulary related to meals and foods | ADDITIONAL |
| Standard 5 CONNECTIONS: Make connections to other content areas | | | | | |
| | 2.5.1 Describe objects and concepts from other content areas. Examples: body parts and exercise (Wellness), money conversion (Math standards) | <ul style="list-style-type: none"> • Discuss the Food Guide Pyramid and recommendations for healthy food choices. • Convert measurements from standard units to metric units. | <ul style="list-style-type: none"> • Textbook and workbook activities | <ul style="list-style-type: none"> • Food guide pyramid • Standard and metric units | ADDITIONAL |
| STANDARD 6 CONNECTIONS: Access and connect information through various media | | | | | |
| <ul style="list-style-type: none"> • Digital media • Resources • Vocabulary • Cultural awareness | 2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness. | <ul style="list-style-type: none"> • Review recipes using digital media. • Review different methods of food preparation using digital media. | <ul style="list-style-type: none"> • Classroom discussion • Classroom notes • Written activities | <ul style="list-style-type: none"> • Vocabulary related to foods in the Spanish-speaking world | IMPORTANT |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|---|---|------------------|
| <ul style="list-style-type: none"> • Digital Media • Resources • Culture | <p>2.6.2 Use digital media and culturally authentic resources to study target language and cultures.</p> | <ul style="list-style-type: none"> • Recognize new vocabulary when using online resources. | <ul style="list-style-type: none"> • Classroom discussion • Classroom notes • Written activities | <ul style="list-style-type: none"> • Vocabulary related to foods in the Spanish-speaking world | <p>IMPORTANT</p> |
| <p>STANDARD 7 COMPARISONS: Investigate the nature of language and culture</p> | | | | | |
| <ul style="list-style-type: none"> • Cognates • Context | <p>2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.</p> | <ul style="list-style-type: none"> • Distinguish between cognates and false cognates among new vocabulary. • Examine word families to deduce meaning of new words in context. | <ul style="list-style-type: none"> • Textbook and workbook activities • Teacher-created notes • Group and individual practices with overhead | <ul style="list-style-type: none"> • Cognates • False cognates • Word families | <p>CRITICAL</p> |
| <ul style="list-style-type: none"> • Language structures <ul style="list-style-type: none"> – Nouns – Verbs – Adjectives – Adverbs | <p>2.7.2 Recognize and use level appropriate language structures.</p> | <ul style="list-style-type: none"> • Evaluate vocabulary and parts of speech to express with increasing comprehensibility. | <ul style="list-style-type: none"> • Textbook and workbook activities • Teacher-created notes • Group and individual practices with overhead | <ul style="list-style-type: none"> • Prior and current vocabulary used in presenting grammar rules | <p>CRITICAL</p> |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|---|---|---|---|------------|
| <ul style="list-style-type: none"> • Idiomatic and Colloquial expressions | <p>2.7.3 Understand and use common idiomatic and colloquial expressions in the target language.</p> | <ul style="list-style-type: none"> • Make use of prior and new appropriate idiomatic and colloquial expressions. | <ul style="list-style-type: none"> • Textbook and workbook activities • Teacher-created notes • Group and individual practices with overhead | <ul style="list-style-type: none"> • Content specific expressions | CRITICAL |
| <ul style="list-style-type: none"> • Forms of address • Situations <ul style="list-style-type: none"> – Formal – Informal | <p>2.7.4 Compare and use authentic forms of address in a variety of social situations, both formal and informal.</p> | <ul style="list-style-type: none"> • Decide among appropriate personal pronouns with greater accuracy and increased speed. | <ul style="list-style-type: none"> • Textbook and workbook activities • Group and individual practices with overhead | <ul style="list-style-type: none"> • Pronouns | CRITICAL |
| <ul style="list-style-type: none"> • Cultures <ul style="list-style-type: none"> – Social patterns | <p>2.7.5 Compare the social patterns of other cultures and the learner’s own culture.</p> | <ul style="list-style-type: none"> • Compare travel customs. | <ul style="list-style-type: none"> • Textbook and workbook activities • Group and individual practices with overhead | <ul style="list-style-type: none"> • Vocabulary related to travel | ADDITIONAL |
| <ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> – Contributions | <p>2.7.7 Identify and describe contributions from the target cultures.</p> | <ul style="list-style-type: none"> • Identify and describe popular foods native to the Spanish-speaking world. | <ul style="list-style-type: none"> • Textbook and workbook activities • Textbook and online articles | <ul style="list-style-type: none"> • Vocabulary related celebrations in the Spanish-speaking world | IMPORTANT |

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|--|--|---|---|---|------------|
| STANDARD 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings | | | | | |
| <ul style="list-style-type: none"> • Influences <ul style="list-style-type: none"> – Language – Culture – Community | 2.8.2 Recognize and show the influences of the target language and/or cultures on the learner’s own community. | <ul style="list-style-type: none"> • Compile a list of ingredients. | <ul style="list-style-type: none"> • Project | <ul style="list-style-type: none"> • Food vocabulary | ADDITIONAL |
| <ul style="list-style-type: none"> • Evidence <ul style="list-style-type: none"> – Language – Knowledge – Personal enrichment | 2.8.3 Show evidence of becoming a lifelong learner by using the target language and cultural knowledge for personal enrichment. | <ul style="list-style-type: none"> • Propose a travel itinerary for a trip abroad. | <ul style="list-style-type: none"> • Project | <ul style="list-style-type: none"> • Travel vocabulary | ADDITIONAL |

| LITERACY IN SCIENCE AND TECHNICAL SUBJECTS | | | | | |
|---|--|--|--|--|--|
| CONTENT | STANDARD INDICATORS | SKILLS | | | |
| LST.1: LEARNING OUTCOMES | | | | | |
| <ul style="list-style-type: none"> • Science and technical texts | 9-10.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10. | <ul style="list-style-type: none"> • Read and comprehend grade-level texts. | | | |

| CONTENT | STANDARD INDICATORS | SKILLS | | | |
|---|--|--|--|--|--|
| <ul style="list-style-type: none"> • Tasks • Purposes • Audiences | 9-10.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • Write for different purposes and audiences. | | | |
| LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING) | | | | | |
| <ul style="list-style-type: none"> • Central Ideas • Explanation / Depiction • Process or Concept • Summary | 9-10.LST.2.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text. | <ul style="list-style-type: none"> • Determine text's central idea. • Identify the text's presentation. • Summarize the text. | | | |
| LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) | | | | | |
| <ul style="list-style-type: none"> • Author's purpose • Author's question | 9-10.LST.3.3: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | <ul style="list-style-type: none"> • Identify author's purpose. • Define author's question addressed in text. | | | |

| CONTENT | STANDARD INDICATORS | SKILLS | | | |
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| LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) | | | | | |
| <ul style="list-style-type: none"> • Quantitative or technical information • Visual form | <p>9-10.LST.4.1: Translate quantitative or technical information expressed in words in a text into visual form (e.g., <i>a table or chart</i>) and translate information expressed visually or mathematically (e.g., <i>in an equation</i>) into words.</p> | <ul style="list-style-type: none"> • Convert written data into visual form. | | | |
| LST.5: WRITING GENRES (WRITING) | | | | | |
| <ul style="list-style-type: none"> • Written arguments | <p>9-10.LST.5.1: Write arguments focused on discipline-specific content.</p> | <ul style="list-style-type: none"> • Write arguments. | | | |
| <ul style="list-style-type: none"> • Informative texts • Technical processes • Descriptions • Conclusions | <p>9-10.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</p> | <ul style="list-style-type: none"> • Write informative texts that include descriptions and conclusions. | | | |

| CONTENT | STANDARD INDICATORS | SKILLS | | | |
|--|---|--|--|--|--|
| LST.6: THE WRITING PROCESS (WRITING) | | | | | |
| <ul style="list-style-type: none"> • Technology • Writing products | <p>9-10.LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> | <ul style="list-style-type: none"> • Write using various digital platforms to organize and display information. | | | |
| LST.7: THE RESEARCH PROCESS (WRITING) | | | | | |
| <ul style="list-style-type: none"> • Research assignments • Multiple sources | <p>9-10.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <ul style="list-style-type: none"> • Research to answer a question or solve a problem. • Revise inquiry based on research results. • Synthesize multiple sources. | | | |
| <ul style="list-style-type: none"> • Evidence as support | <p>9-10.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p> | <ul style="list-style-type: none"> • Read informational texts. • Record evidence to use as support for inquiry. | | | |

