

Virtual Learning Academy
Jefferson County Educational Service Center
Academic Content Standards
Spanish II

Lesson 01

Basic greetings

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| C. Use a wide range of strategies to negotiate meaning. (09-12) |
| 04. Clarify meaning (e.g., elaboration, questioning). (10) |
| J. Present information and ideas on a range of topics. (09-12) |
| 13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job). (10) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| D. Report information about and personal reactions to various products, media and services of the target culture. (09-12) |
| 05. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

Lesson 02

Adjective placement and agreement

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| C. Use a wide range of strategies to negotiate meaning. (09-12) |
| 04. Clarify meaning (e.g., elaboration, questioning). (10) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| B. Perform original or authentic works for a school or community event. (09-12) |
| 03. Perform original or authentic works for a school or community event (e.g., sing, dance, act). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

Lesson 03

Adverbs

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| B. Express a wide range of feelings and emotions, and discuss and support opinions. (09-12) |
| 03. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports). (10) |
| C. Use a wide range of strategies to negotiate meaning. (09-12) |
| 04. Clarify meaning (e.g., elaboration, questioning). (10) |
| G. Use a variety of reading and listening strategies to derive meaning from texts. (09-12) |
| 08. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience. (10) |

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| H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12) |
| 09. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events). (10) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| D. Report information about and personal reactions to various products, media and services of the target culture. (09-12) |
| 05. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay). (10) |
| 06. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others. (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

Lesson 04

Prepositions and the verb estar

Standard Benchmark and Indicator

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| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 03. Examine how cultural institutions have changed over time (e.g., family, education, government). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| B. Participate in and discuss a wide variety of cultural practices. (09-12) |
| 03. 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). (10) |

Lesson 05

The verb ser

Standard Benchmark and Indicator

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| and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 03. Examine how cultural institutions have changed over time (e.g., family, education, government). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| B. Participate in and discuss a wide variety of cultural practices. (09-12) |
| 03. 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). (10) |

Lesson 06

Present tense of –er and –ir verbs

Standard Benchmark and Indicator

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| for publication. (09-12) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| B. Perform original or authentic works for a school or community event. (09-12) |
| 03. Perform original or authentic works for a school or community event (e.g., sing, dance, act). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or |
| B. Analyze and explain how the target language and English express meaning |

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| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 03. Examine how cultural institutions have changed over time (e.g., family, education, government). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| B. Participate in and discuss a wide variety of cultural practices. (09-12) |
| 03. 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). (10) |

Lesson 07

Expressions like me gusta, Idiom, Formal singular commands, Positive & Negative

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| Standard Benchmark and Indicator |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| G. Develop evaluative tools and implement group strategies to complete tasks and solve problems. (09-12) |
| 11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture. (09-12) |
| 04. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen). (10) |

Lesson 08

Direct object pronouns, Idiom, Stem-changing verbs

Standard Benchmark and Indicator

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| (09-12) |
| 03. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |

Lesson 09

Evaluation

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| Standard Benchmark and Indicator |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |

Lesson 10

Indirect object pronouns, Idiom, Reflexive verbs

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| Standard Benchmark and Indicator |
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| services of the target culture. (09-12) |
| 06. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others. (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |

Lesson 11

Personal pronouns, Idiom, Present, The verb 'oír'

Standard Benchmark and Indicator

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| D. Report information about and personal reactions to various products, media and |
| 06. Use media (e.g., print media, movies, TV, Internet) in the target language for |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language |
| 01. Analyze and discuss how various linguistic elements are represented in the target |
| B. Analyze and explain how the target language and English express meaning |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of |
| C. Analyze and discuss how products, practices and perspectives of the students' |
| 03. Compare elements such as plot, theme and/or character from literary works (e.g., |

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| culture. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

Lesson 12

Interrogative pronouns, Idiom, El pretérito, El Día de los Muertos

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| Standard Benchmark and Indicator |
| S01. Communication: Communicate in languages other than English. |
| J. Present information and ideas on a range of topics. (09-12) |
| 12. Write and present a speech on a cultural or historic topic, or on a personal experience. (10) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12) |
| 01. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 06. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government). (10) |

Lesson 13

From Definite Articles to Spanish Clothing

Standard Benchmark and Indicator

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| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12) |
| 04. 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. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture. (09-12) |
| 04. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen). (10) |

Lesson 14

Negative Phrasing, Preterite Tense, Christopher Columbus and Exports

Standard Benchmark and Indicator

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| A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12) |
| 01. Discuss current events and issues (e.g., immigration, environmental concerns). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There |
| S03. Connections: Connect with other disciplines and acquire information. |
| A. Investigate, analyze and present concepts from across disciplines. (09-12) |
| 01. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems). (10) |
| 02. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |

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| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 06. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government). (10) |

Lesson 15

Use Spanish to Review Idioms, Body Vocabulary and Increase Medical Vocabulary

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| Standard Benchmark and Indicator |
| S01. Communication: Communicate in languages other than English. |
| H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12) |
| 09. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events). (10) |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| D. Report information about and personal reactions to various products, media and services of the target culture. (09-12) |
| 05. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |

Lesson 16

Using Spanish to Review and Extend Weather Vocabulary

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12) |
| 01. Discuss current events and issues (e.g., immigration, environmental concerns). (10) |
| G. Use a variety of reading and listening strategies to derive meaning from texts. (09-12) |
| 08. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience. (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| A. Investigate, analyze and present concepts from across disciplines. (09-12) |
| 02. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population). (10) |

Lesson 17

Reviewing Adjectives, Comparing Forms of Verbs and Learning About Baseball in the Dominican Republic

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12) |
| 09. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you |

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| 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (09-12) |
| 01. Analyze and discuss behavior patterns of peers in the target culture. (10) |

Lesson 18: Mid-Term Evaluation

N/A

Lesson 19

Using Spanish for Future Planning

Standard Benchmark and Indicator

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| for publication. (09-12) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| D. Report information about and personal reactions to various products, media and services of the target culture. (09-12) |
| 05. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay). (10) |
| F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options. (09-12) |

Spanish 2
Lesson 27

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| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 03. Examine how cultural institutions have changed over time (e.g., family, education, government). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (09-12) |
| 01. Analyze and discuss behavior patterns of peers in the target culture. (10) |

Lesson 20

Using Spanish To Review Telling Time and Continue a Party Planning Project

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| Standard Benchmark and Indicator |
| S01. Communication: Communicate in languages other than English. |
| H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12) |
| 09. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events). (10) |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |

Lesson 21

Review of Progressive Tenses, Object Pronouns and Describing Festivities Location

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| Standard Benchmark and Indicator |
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| A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (09-12) |
| 01. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| B. Participate in and discuss a wide variety of cultural practices. (09-12) |
| 02. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact). (10) |

Lesson 22

Use Spanish to Review Adjectives and Participles

Standard Benchmark and Indicator

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| and English. (09-12) |
| 01. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |

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| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| B. Participate in and discuss a wide variety of cultural practices. (09-12) |
| 02. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact). (10) |

Lesson 23

From Conjunctions to Employment Information

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| Standard Benchmark and Indicator |
| S01. Communication: Communicate in languages other than English. |
| B. Express a wide range of feelings and emotions, and discuss and support opinions. (09-12) |
| 03. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports). (10) |
| J. Present information and ideas on a range of topics. (09-12) |
| 13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job). (10) |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |

Lesson 24

Review of Preposition 'a', Past Participles and Future Perfect Tense

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (09-12) |
| 10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories). (10) |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| E. Attend, participate in or view target culture events and describe to others. (09-12) |
| 08. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others. (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (09-12) |
| 03. 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. (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 03. Examine how cultural institutions have changed over time (e.g., family, education, government). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

Lesson 25

Review of Preposition 'de', Simple Tenses and Color Choices

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S04. Comparisons: Develop insight into the nature of language and culture. |

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| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |

Lesson 26

Reviewing Verbs, Compound Tenses and Rules of Etiquette

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| Standard Benchmark and Indicator |
| S01. Communication: Communicate in languages other than English. |
| G. Use a variety of reading and listening strategies to derive meaning from texts. (09-12) |
| 08. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience. (10) |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| B. Participate in and discuss a wide variety of cultural practices. (09-12) |
| 03. 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). (10) |

Lesson 27: Quarterly Evaluation

N/A

Lesson 28

Using Spanish to Review Clauses and Learn About the Subjunctive Mood

| Standard Benchmark and Indicator |
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| S01. Communication: Communicate in languages other than English. |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

Lesson 29

Infinitive Forms of Commands and Subjunctive Mood After Expressions of Emotion

| Standard Benchmark and Indicator |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S01. Communication: Communicate in languages other than English. |
| A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12) |
| 02. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft). (10) |
| D. Give and follow a series of complex directions. (09-12) |
| 05. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury). (10) |
| F. Follow complex oral, signed or written directions and requests. (09-12) |
| 07. Follow directions, instructions and requests (e.g., using voice mail, travel options). (10) |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |

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| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 06. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government). (10) |

Lesson 30

Review of 'yo' Form, Present Tense, '-cer, -cir' Verbs

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| Standard Benchmark and Indicator |
| S01. Communication: Communicate in languages other than English. |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09-12) |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

Lesson 31

Use Spanish to Review Clothing Vocabulary and Reading About Style in Spain

Standard Benchmark and Indicator

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| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (09-12) |
| 01. Analyze and discuss behavior patterns of peers in the target culture. (10) |

Lesson 32

Use Spanish to Review Comparative Forms of Adjectives and Uses of the Subjunctive Mood

Standard Benchmark and Indicator

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| S05. Communities: Participate in multilingual communities and cultures at home and |
| D. Report information about and personal reactions to various products, media and |
| 05. Explore target culture communities and share information on, and reactions to, |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language |
| 01. Analyze and discuss how various linguistic elements are represented in the target |
| B. Analyze and explain how the target language and English express meaning |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture |
| 03. Examine how cultural institutions have changed over time (e.g., family, education, |
| S02. Cultures: Gain knowledge and understanding of other cultures. |
| D. Analyze, discuss and report on significant contributions from the target culture. (09- |
| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |

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| 05. Explain the contributions of the target culture in literature and the fine arts. (10) |
| 06. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government). (10) |

Lesson 33

Review Reflexive Verbs and Study the Impersonal Use of the Pronoun 'se'

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| Standard Benchmark and Indicator |
| S01. Communication: Communicate in languages other than English. |
| K. Apply age-appropriate writing process strategies to produce a variety of documents for publication. (09-12) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| D. Report information about and personal reactions to various products, media and services of the target culture. (09-12) |
| 05. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay). (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| A. Analyze and discuss linguistic structures and conventions of the target language and English. (09-12) |
| 01. 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). (10) |
| B. Analyze and explain how the target language and English express meaning through variations in style. (09-12) |
| 02. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en 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). (10) |
| S03. Connections: Connect with other disciplines and acquire information. |
| B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (09-12) |
| 04. 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. (10) |

Lesson 34

Researching the Elements of Spanish Culture

Standard Benchmark and Indicator

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|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Interact using extended spoken, signed or written communication by providing and obtaining information. (09-12) |
| 01. Discuss current events and issues (e.g., immigration, environmental concerns). (10) |
| S05. Communities: Participate in multilingual communities and cultures at home and around the world. |
| D. Report information about and personal reactions to various products, media and services of the target culture. (09-12) |
| 07. Contact target culture organizations (e.g., Internation (10) |
| S04. Comparisons: Develop insight into the nature of language and culture. |
| D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture. (09-12) |
| 05. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture. (10) |

Lesson 35: Quarterly Evaluation

N/A

Lesson 36: Second-Semester Final Project

N/A