

**MIAMI TRACE LOCAL SCHOOLS**

**Content Area: Spanish 2**

**Grade Level: 9-12 (10)**

**Textbook: En Español Mcdougal Littel**

<b>Quarter/Week</b>	<b>Standard</b>	<b>Benchmark-</b>	<b>Indicators/Objectives</b>	<b>Instructional Activities</b>	<b>Assessment</b>
<b>Etapa Preliminar (weeks 1-8)</b>	<b>Communication</b>	<b>E. Interact in a wide range of situations using culturally authentic language and gestures. I. Create presentations on a range of original or authentic expressive products.</b>	<b>10.6 Use appropriate language and gestures in culturally authentic social context. 10.11 Present an age appropriate song, story of poem from the target language culture.</b>	<b>Role Play in conversation with introductions and personal information. Create a character and describe his/her life in the target language culture.</b>	<b>Oral response to student dialog.  Written Response Class Presentation</b>
	<b>Cultures</b>	<b>B. Participate in and discuss a wide variety of cultural practices.</b>	<b>10.2 Interpret and use verbal and nonverbal cultural cues in a variety of situations.  9.2 Participate in age appropriate cultural practices.</b>	<b>Role Play (see above)  Class Discussion and demonstration of salsa music and dance</b>	<b>Teacher observation of cultural practices such as personal space, eye contact, etc. Oral Response and participation in class discussion</b>
	<b>Connections</b>	<b>B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</b>	<b>10.3 Examine how cultural institutions have changed over time.</b>	<b>Read and discuss Hispanic political influences in US cities with large Hispanic populations.</b>	<b>Oral Feedback and written response.</b>
	<b>Comparisons</b>	<b>A. Analyze and discuss linguistic structures and conventions of the target language and English.</b>	<b>10.1 Analyze and discuss how various linguistic elements are represented in the target language and English.</b>	<b>Use manipulatives to demonstrate and practice word order, agreement, telling time, etc.</b>	<b>Quiz using manipulatives in response to oral/written questions.</b>
	<b>Communities</b>	<b>D. Report information about and personal reactions to various products, media, and services of the target culture.</b>	<b>10.6 Use media in the target language for enjoyment and give a review to others.</b>	<b>View lesson video</b>	<b>Written/Verbal comprehension questions</b>
<b>Unidad 1 Etapa 1 (weeks 9-16)</b>	<b>Communication</b>	<b>A. Interact using extended spoken, signed or written communication by providing and obtaining information.</b>	<b>10.1 Discuss current events and issues.</b>	<b>Use preterite tense of regular and irregular verbs to discuss recent events.</b>	<b>Written/Oral textbook and workbook practice activities</b>

	<b>Cultures</b>	<b>D. Analyze, discuss and report on significant contributions from the target culture.</b>	<b>10.5 Explain the contributions of the target culture in literature and the fine arts.</b>	<b>Identify aspects of Hispanic life through murals in the US.</b>	<b>Visual Identification and Explanation Quiz</b>
	<b>Connections</b>	<b>A. Investigate, analyze and present concepts from across disciplines</b>	<b>10.2 Explain interdisciplinary topics.</b>	<b>Use airport vocabulary and procedures to simulate real life travel scenario.</b>	<b>Vocabulary Quiz Travel Scenario Presentation</b>
	<b>Comparisons</b>	<b>B. Analyze and explain how the target language and English express meaning through variations in style.</b>	<b>11.2 Analyze and explain how the target language and English express such forms as time and tense relationships.</b>	<b>Use manipulatives to conjugate regular and irregular verbs into the preterite tense.</b>	<b>Verbal and Written practice Written test</b>
	<b>Communities</b>	<b>B. Perform original or authentic works for a school or community event.</b>	<b>10.3 Perform original or authentic works for a school or community event.</b>	<b>Create travel brochure for Spanish speaking community in US</b>	<b>Rubric for presentation</b>
<b>Unidad 1 Etapa 2 (weeks 17-24)</b>	<b>Communication</b>	<b>G. Use a variety of reading and listening strategies to derive meaning from texts.</b>	<b>10.8 Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.</b>	<b>Listen to dialog between students in a museum setting and a description of a museum experience.</b>	<b>Verbal/Written response - Answer and elaborate on comprehension questions from dialog.</b>
	<b>Cultures</b>	<b>D. Analyze, discuss and report on significant contributions from the target culture.</b>	<b>9.7 Discuss the contributions of famous people from the target culture.</b>  <b>10.5 Explain the contributions of the target culture in literature and the fine arts.</b>	<b>Explore the life and contributions of a Hispanic artist. Analyze works of art using authentic language.</b>  <b>Analyze and discuss Hispanic art in the target language.</b>	<b>Verbal/ Written summary/report on contributions and perspectives of the artist.</b>  <b>Oral Evaluation with rubric. (By creating a museum setting featuring a showcase of works by the chosen artist students will be able to interact in the target language.)</b>

	<b>Connections</b>	<b>B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</b>	<b>10.4 Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.</b>	<b>Students visit and gather authentic menus from Hispanic restaurants in order to select and research one authentic dish from the menu.</b>	<b>Oral Report and Written description: Have a “foods day” with each student giving a brief description in the target language of the dish they have prepared.</b>
	<b>Comparisons</b>	<b>D. Discuss the concept of culture through analysis of products, practices, and perspectives of the target culture and students own culture.</b>	<b>9.7 Explain how products, practices and perspectives of the target culture vary from those of the students’ own culture (e.g., sports, celebrations, school).</b>	<b>Students compare the experience of eating in an American restaurant to eating in a Hispanic restaurant.</b>	<b>Written evaluation of essay in target language about a trip in the past to two different restaurants (students’ favorite American restaurant and Hispanic restaurant.)</b>
	<b>Communities</b>	<b>A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.</b>	<b>10.2 Participate in collaborative projects with language students of other grade levels or school districts.</b>	<b>Organize and hold international dinner for all grade levels of foreign language classes. Dinner will showcase authentic Hispanic dishes and art/music.</b>	<b>Rubric- Deadlines/participation in event and assigned activities</b>
<b>Unidad 1 Etapa 3 (weeks 25-32)</b>	<b>Communication</b>	<b>F. Follow complex oral, signed or written directions and requests.</b>	<b>10.7 Follow directions, instructions and requests.</b>	<b>TPR- Students answer questions orally using demonstrative adjectives and pronouns. Ex. ¿Prefieres esta fruta? No, prefiero ésa.</b>	<b>Oral/Written Quiz</b>
	<b>Cultures</b>	<b>C. Analyze, discuss and report on a wide variety of products and perspectives.</b>	<b>10.4 Explain and discuss products of the target culture that may be unfamiliar or misunderstood. 11.5 Examine media from the target culture to determine social, political and economic trends.</b>	<b>Students view newspapers in Spanish and discuss similarities/differences to newspapers in U.S. Report findings to class.</b>	<b>Oral Feedback</b>

	<b>Connections</b>	<b>B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</b>	<b>11.3 Identify prominent figures from the target culture and discuss their contributions.</b>	<b>Read and discuss culture information about Jon Secada and Miami (Cuban culture)</b>	<b>Oral feedback, Written Comprehension Questions</b>
	<b>Comparisons</b>	<b>A. Analyze and discuss linguistic structures and conventions of the target language and English</b>	<b>9.1 Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates and gender).</b>	<b>Students receive index card stating country and will be able to state their origin and nationality applying grammar rules.</b>	<b>Verbal practice/ Written Quiz</b>
	<b>Communities</b>	<b>D. Report information about and personal reactions to various products, media and services of the target culture.</b>	<b>9.5 Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, and climate).</b>	<b>Research given country and create presentation about weather, travel, attractions, etc.</b>	<b>Written Report and Oral Presentation</b>
<b>Unidad 2 Etapa 1</b>	<b>Communication</b>	<b>B. Express a wide range of feelings and emotions, and discuss and support opinions.</b>	<b>10.3 Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports)</b>	<b>Create dialog using reflexive verbs (e.g. apologize, worry, realize, etc)</b>	<b>Written Quiz</b>
	<b>Cultures</b>	<b>C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.</b>	<b>9.5 Explain objects, images and symbols of the target culture.</b>	<b>Read indigenous Mexican legend and apply to current beliefs or customs into Mexican society.</b>	<b>Class discussion/ Written Quiz</b>
	<b>Connections</b>	<b>A. Investigate, analyze and present concepts from across disciplines.</b>	<b>10.2 Explain interdisciplinary topics.</b>	<b>Discuss environmental issues plaguing Mexico City as well as causes (overpopulation, emission regulations)</b>	<b>Class discussion/essay</b>

	<b>Comparisons</b>	<b>A. Analyze and discuss linguistic structures and conventions of the target language and English.</b>	<b>10.1 Analyze and discuss how various linguistic elements are represented in the target language and English.</b>	<b>Situational discussion: Student draw index cards with situation and respond appropriately using reflexive verbs.</b>	<b>Verbal response/written quiz</b>