

High School Spanish 2

Month	MDE Standards and Benchmarks for World Language					Examples of Formative Assessments	Vocabulary
	Communications	Cultures	Connections	Comparisons	Communities		
Month	<p>1.1 Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	<p>3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p>	<p>4.1 Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>5.1 Use of Language: Students use the language both within and beyond the school setting.</p>	Examples of Formative Assessments	Vocabulary
	<p>1.2 Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.</p>	<p>2.2 Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>3.2 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p>	<p>4.2 Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>5.2 Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
	<p>1.3 Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>						

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First Semester								
Unit 1 ¡De compras!	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics.	2.1.N.H.d Identify and describe current events in a country in which the language is spoken.	3.1.M.a Acquire new content knowledge about familiar topics through the target language.	4.1.M.b: Select grammatical structures recognizing that meaning is not conveyed through direct word-for-word translation from one's own language to the target language.	5.2.N.a Willingly use the target language within the classroom setting.	Oral, Written, Listening, Reading, Homework, Tests, Quizzes	Open-air markets Celia Cruz School uniforms Cuba Well-known Hispanic fashion designers	
	1.2.N.L.d Understand the main idea of an audiopresentation (CD, lecture, radio, podcast, songs/music).	2.1.N.H.b. Name the governmental system(s) and key political figures in a country in which the language is spoken.	3.1.N.a Reinforce previously learned content knowledge through the target language	4.2.N.a Identify basic target culture practices and compare them to one's own.	5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed.			Conjugating verbs, indirect object pronouns, preterit tense of verbs
	1.2.N.L.b: Understand interpersonal communication on topics of personal interests, such as preferences, family life, friends, leisure and school activities, and everyday occurrences.		3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information.	4.1.N.d: Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language.				

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Unit 1 ¡De compras!	1.1.N.SL.h: Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family.						
	1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.						
	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics.						

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Unit 1 ¡De compras!	1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazines and newspaper articles, websites/internet, poetry, or stories.						
Unit 2 Daily Routines	1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.	2.1.A.H.h. Analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken.	3.1.N.a Reinforce previously learned content knowledge through the target language.	4.1.M.b: Select grammatical structures recognizing that meaning is not conveyed through direct word-for-word translation from one's own language to the target language.	5.2.N.a Willingly use the target language within the classroom setting.	Oral, Written, Listening, Reading, Homework, Tests, Quizzes.	The siesta Special customs in Mexico, El Salvador, Costa Rica, & Argentina Tapas in Spain, Perú
Unit 2 Daily Routines	1.2.N.L.b: Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.	2.1.N.H.d Identify and describe current events in a country in which the language is spoken.	3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information.	4.2.N.a Identify basic target culture practices and compare them to one's own.	5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed.		

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Second Semester							
Unit 3 La comida	1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, family, friends, home, and school.	2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services.)	3.1.M.a Acquire new content knowledge about familiar topics through the target language.	4.1.N.d: Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language.	5.2.N.a Willingly use the target language within the classroom setting.	Oral, Written, Listening, Reading, Homework, Tests, Quizzes.	Fruits and vegetables from the Americas Guatemala Ferrán Adrià & El Bulli Typical dishes (ceviche, gazpacho, sancocho) preterit of stem-changing verbs, double object pronouns, comparisons, superlatives.
	1.2.N.L.b: Understand interpersonal communication on topics of personal interests, such as preferences, family life, friends, leisure and school activities, and everyday occurrences.	2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services.)	3.1.N.a Reinforce previously learned content knowledge through the target language	4.2.N.a Identify basic target culture practices and compare them to one's own.	5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed.		

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Unit 4: La fiesta and celebrations.	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics.	2.1.A.H.h. Analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken.	3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture	4.1.M.b: Select grammatical structures recognizing that meaning is not conveyed through direct word-for-word translation from one's own language to the target language.	5.2.N.a Willingly use the target language within the classroom setting.	Oral, Written, Listening, Reading, Homework, Tests, Quizzes.	Holy Week Latin American Celebrations (Bolivia, El Salvador, Ecuador, Honduras, Perú, México, Colombia, Chile)	
	1.1.N.RW.h: Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.	2.1N.F.e Explain the practices and significance of an important: civil or religious holiday AND regional holiday AND personal or family holiday or celebration within a community or culture in which the target language is spoken.	3.1.M.a Acquire new content knowledge about familiar topics through the target language.	4.2.N.a Identify basic target culture practices and compare them to one's own.	5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed.			Irregular preterits, verbs that change meaning in the preterit, pronouns after prepositions
		2.1.N.H.d Identify and describe current events in a country in which the language is spoken.	3.1.N.a Reinforce previously learned content knowledge through the target language					