

Independent School District of Boise City

Spanish 2

District Course #0422

Course Description

Open to: 9, 10, 11, 12 One Year Course

Prerequisite: Spanish 1, and Instructor/Counselor Approval (Out-of-District students must pass the Spanish 1, Semester 2 EOC.)

Content: Students will continue the study of the Spanish language and culture. All skills of listening, speaking, reading and writing will be emphasized.

Adopted Materials

Title: *Realidades 2*

Authors: Boyles, Met, Sayers, Eubanks Wargin, et al

Publisher: Pearson Prentice Hall

Year: 2004

Use foreign language workbooks, audio/video tapes and other teacher resource materials which accompany the adopted texts as appropriate.

Grades

The grade that a student receives in this course is a reflection of how the student has performed in two areas: the assimilation and the acquisition of performance skills. The course grade is calculated from scores obtained on unit tests, projects and activities (reading, writing, listening and oral language production), homework, and a semester End of Course (EOC) exam. Progress reports provide the student and parents with a measure of their performance and reflect progress in three main areas: unit tests, projects/activities, and homework completed.

The EOC counts as 10% of the student's final semester grade and determines whether or not the student has met the State Standards in Humanities for this particular course. It consists of a written exam evaluating listening, grammatical, cultural and reading proficiencies. Teachers are encouraged to supplement the semester evaluation with additional listening, speaking and cultural evaluations.

Special Notes

The District World Language Department requires the use of the *Realidades 1* and *2* textbook ancillaries to help facilitate student exposure to multiple sources and authentic realia. To supplement the textbook, an appendix of required vocabulary and grammar structures is provided. Some vocabulary from the Spanish 1 appendix is included in italics for review purposes. The District World Language Department recommends the use of the target language as much as possible for classroom instruction and activities.

Course Scope

Course Scope for Semester 1

Unit 1	¿Cómo eres, y qué recuerdas?	2 Weeks
Unit 2	La vida estudiantil	5 Weeks
Unit 3	¿Cómo te preparas?	3 Weeks
Unit 4	Un evento especial: ¡Vamos de compras!	6 Weeks
Unit 5	Investigamos a las personas famosas	2 Weeks

Course Scope for Semester 2

Unit 6	Mi comunidad	5 Weeks
Unit 7	Recuerdos del pasado: La niñez y las celebraciones	4 Weeks
Unit 8	Hubo un accidente	4 Weeks
Unit 9	La cocina y los restaurantes	3 Weeks
Unit 10	Los destinos culturales	2 Weeks

Spanish 2		District Reference 0422
Unit 1	¿Cómo eres, y qué recuerdas?	Semester 1, 2 weeks

Instructional Objective		Standard Reference	
0422.01 Use adjectives of nationality to describe the origin of people who speak Spanish.		N1.1, 1.2, 1.3, 2.1, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.4, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and use adjectives of nationality, making them agree in number and gender.	<i>Realidades 2</i> , (R2), pp. 3, 6, 7, Appendix	EOC, TMA (Teacher-Made Assessment)
02	Generate a list of Spanish-speaking people students know and discuss their nationalities.	R2, TE pp. 54-56, Appendix	TMA
03	Discuss perspectives on the use of the word “ americano ” in the U.S.A. and the Spanish-speaking world.	WWW	TMA

Instructional Objective		Standard Reference	
0422.02 Describe oneself and investigate activities and interests of classmates.		N1.1, 1.2, 1.3, 4.1, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.2, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Ask and answer questions using a variety of -ar, -er, -ir , and irregular verbs to become familiar with classmates.	R2, pp. 5, 9, 10, Appendix	EOC, TMA
02	Use adverbs of frequency to survey classmates on their preferred activities and how often they are done.	R2, p. 10, Appendix	TMA
03	Watch a video or look at pictures then describe where people are and what they are doing at the present time (estar + present progressive).	R2, p. 504, Appendix	EOC, TMA
04	Explain where people go using ir + a + place and what people are going to do using ir + a + infinitive .	R2, pp. 11, 42-43, Appendix	EOC, TMA
05	Describe people's interests and obligations using tener + que + infinitive .	R2, pp. 15, 22, Appendix	EOC, TMA
06	Discuss opportunities for students to use Spanish outside the classroom.	WWW	TMA

Spanish 2		District Reference
		0422
Unit 2	La vida estudiantil	Semester 1, 5 weeks

Instructional Objective		Standard Reference	
0422.03 Describe what students do in school.		N1.1, 1.2, 1.3, 2.1, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize and use classroom vocabulary and expressions to discuss classroom rules with classmates.	R2, pp. 18, 19, 26, 34-35, 40, Appendix	EOC, TMA
02	Review and compare and contrast student schedules and classroom behavior in the U.S.A. and Spanish-speaking countries.	RI, pp. 78, 80, 92, 106, 113, 116, 214, TE73, 75, 79, 85,	TMA

		WWW	
03	Conjugate and use new irregular yo form verbs.	R2, pp. 32, 40, 155, Appendix	EOC, TMA
04	Conjugate e - i stem-changing verbs in the present tense in all six forms.	R2, pp. 27, 40, 507, Appendix	EOC, TMA
05	Review and use o - ue stem-changing verbs.	R2, pp. 27-28, 40, Appendix	EOC, TMA
06	Discuss classroom activities and experiences using stem-changing verbs and irregular yo form verbs.	R2, p. 23, Appendix	EOC, TMA
07	Apply affirmative and negative words to ask and answer questions and compare experiences about classes and subjects.	R2, pp. 31, 40, 503, Appendix	EOC, TMA
<p style="text-align: center;">Instructional Objective</p> 0422.04 Describe student participation in extracurricular activities.		<p style="text-align: center;">Standard Reference</p> N1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize extracurricular activities.	R2, pp. 46-47, 50, 68, Appendix	EOC, TMA
02	Identify participants of extracurricular activities from your school community and the Spanish-speaking world.	R2, pp. 46-47, 50, 68, Appendix	EOC, TMA
03	Conjugate and use the verbs saber and conocer and compare and contrast their uses.	R2, pp. 56, 68, Appendix	EOC, TMA
04	Survey your classmates about who they know and what they know how to do.	R2, p. 57	TMA
05	Form comparisons of equality (tanto como; tan + adj/adv + como; tanto(a)/tantos(as) + noun + como) and compare oneself to others.	R2, pp. 53, 68, Appendix	EOC, TMA
06	Discuss and compare people or activities that are equal to each other.	R2, pp. 53-54	EOC, TMA
07	Recognize the superlative in Spanish (el/la/los/las + noun + más/menos + adjective) including the four irregular forms.	R2, p. 53, Appendix	EOC, TMA
08	Discuss and compare talents of classmates and famous people using the superlative.	R2, p. 53	EOC, TMA
09	Read in Spanish about school activities, sports and clubs in Spanish-speaking countries and compare them to those in the U.S.A.	R2, pp. 51, 54, 60-65, WWW	EOC, TMA

Spanish 2		District Reference 0422
Unit 3	¿Cómo te preparas?	Semester 1, 3 weeks

Instructional Objective		Standard Reference	
0422.05 Describe one's daily routine and activities.		N1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize and identify body parts vocabulary.	<i>R1</i> , p. 9, Appendix	EOC, TMA
02	Memorize common reflexive verbs and pronouns and practice correct usage in communicative activities.	<i>R2</i> , pp. 74-75, 78-82, 96, 514, Appendix	EOC, TMA
03	Form adverbs from adjectives using the suffix “-mente.”	<i>R2</i> , p. 79, Appendix	EOC, TMA
04	Memorize sequencing words and expressions.	Appendix	EOC, TMA
05	Describe one's daily routine / activities using adverbs, sequencing words and expressions.	<i>R2</i> , p. 82, Appendix	EOC, TMA

Spanish 2		District Reference 0422
Unit 4	Un evento especial: ¡Vamos de compras!	Semester 1, 6 weeks

Instructional Objective		Standard Reference	
0422.06 Identify and describe common articles of clothing, accessories, and gifts.		N1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize vocabulary for articles of clothing, accessories, and gifts.	<i>R2</i> , pp. 102-103, 124, Appendix	EOC, TMA
02	Name appropriate articles of clothing worn during each season or for special events.	<i>R2</i> , p. 112, Appendix	EOC, TMA
03	Compare and contrast clothing choices for formal and informal events in the U.S.A. and Spanish-speaking world.	<i>R2</i> , p. 79	TMA

04	Memorize and practice the meanings and usage of the 12 demonstrative adjectives .	R2, pp. 114-115, 124, Appendix	EOC, TMA
05	Use adjectives and demonstrative adjectives to identify and describe clothing and gift items.	R2, pp. 114-116, Appendix	EOC, TMA
Instructional Objective 0422.07 Demonstrate how to purchase clothing, accessories, and gifts.		Standard Reference N1.1, 1.2, 1.3, 2.1, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize and use vocabulary to express opinions while shopping and making purchases.	Appendix	EOC, TMA
02	Compare clothing, accessories and gifts one intends to purchase for an occasion using new shopping vocabulary.	R2, p. 109, Appendix	EOC, TMA
03	Conjugate and use new o - ue stem-changing verbs and places to shop.	R2, pp. 27, 40, Appendix	EOC, TMA
04	Recognize and use the numbers 101-1,000,000.	R2, p. 99, Appendix	EOC, TMA
05	Use cuesta(n) and demonstrative adjectives to practice making purchases.	R1, pp. 323, 342, Appendix	EOC, TMA
06	Demonstrate familiarity with shopping practices in the Spanish-speaking world.	R2, pp. 109, 115, WWW	EOC, TMA
07	Role-play a problem situation about selecting and purchasing a gift.	R1, Ch. 7A, 7B, R2, Ch. 2A, 2B, Appendix	EOC, TMA
Instructional Objective 0422.08 Describe a past shopping experience.		Standard Reference N1.1, 1.2, 1.3, 4.1, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.4.1, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Conjugate regular -ar, -er and -ir verbs in the preterite in all six forms.	R2, pp. 110, 124, Appendix	EOC, TMA
02	Make spelling changes in the preterite of the yo form for verbs ending in -car, -gar, -zar .	R2, p. 110, Appendix	EOC, TMA
03	Memorize and use time expressions that indicate	R1, p. 370, Appendix	EOC, TMA

	the preterite tense.		
04	Role-play shopping situations and problems using both present and preterite tenses.	R1, Ch. 7A, 7B, R2, Ch. 2A, 2B, Appendix	TMA
05	Read and discuss an article in Spanish on clothing.	R2, p. 118-119, WWW	EOC, TMA

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Unit 5	Investigamos a las personas famosas.	Semester 1, 2 weeks

Instructional Objective 0422.09 Identify and describe famous Hispanics		Standard Reference N1.1, 1.2, 1.3, 3.1, 4.1, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.3.1.1, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Research influential Hispanics.	R2, TE pp. 52-56, Appendix, WWW	TMA
02	Describe famous people including origin, talents, interests, influence and contributions.	R2, TE pp. 52-56, Appendix, WWW	TMA
03	Share findings with classmates via print media, visual media, or oral presentations.	WWW	TMA

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Unit 6	Mi Comunidad	Semester 2, 5 weeks

Instructional Objective 0422.10 Discuss locations within the city.		Standard Reference N1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3, 2.3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize and identify common places in a Hispanic community and city vocabulary (i.e. <i>el Zócalo, la plaza, la glorieta</i>).	R2, pp. 130-131, 152, 158-159, 162, 180, Appendix	EOC, TMA
02	Memorize prepositions used to express location.	R2, pp. 154,	EOC, TMA

		Appendix	
03	Ask and answer questions about the locations of common places in a town or city.	R2, pp. 163, Appendix	EOC, TMA
04	Identify modes of transportation used to get to various locations.	R2, pp. 154, 169, 180, Appendix	EOC, TMA
05	Compare and contrast how best to travel from one place to another in the U.S.A. and in Spanish-speaking countries.	R2, pp. 180, 409, Appendix	EOC, TMA
06	Recognize irregular forms of present progressive .	R2, pp. 171, 180, Appendix	EOC, TMA
07	Describe city scenes using the present progressive and city vocabulary.	R2, p. 171, Appendix, WWW	EOC, TMA
Instructional Objective		Standard Reference	
0422.11 Discuss outings in the city.		N1.1, 1.2, 1.3, 4.1, 5.1, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.1, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.2, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Conjugate the irregular verb ir “to go” in the preterite in all six forms.	R2, pp. 152, 140, Appendix	EOC, TMA
02	Describe where one went to do certain activities / errands.	R2, p. 140, Appendix	EOC, TMA
03	Describe places within the local community where students can use Spanish.	WWW	TMA
04	Memorize the 8 direct object pronouns , their meanings and placement.	R2, pp. 138, 180, 501, Appendix	EOC, TMA
05	Answer questions using direct object pronouns about what one saw, found or bought while running errands.	R2, p. 138, Appendix	EOC, TMA
06	Conjugate the irregular verbs estar, hacer, poder, tener in the preterite in all six forms.	R2, p. 142, Appendix	EOC, TMA
07	Explain why one could not do certain things / activities.	R2, pp. 142, 143	EOC, TMA
Instructional Objective		Standard Reference	
0422.12 Give and follow directions in a city.		N1.1, 1.2, 1.3, 4.1, WL2.1.1.1, 2.1.1.2, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.3.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Memorize and use verbs and expressions needed to reach a destination.	R2, pp. 158-159, 162, 180, Appendix	EOC, TMA
02	Form the singular familiar affirmative commands of regular verbs.	R2, pp. 158-159, 168, 505, Appendix	EOC, TMA
03	Memorize irregular singular familiar affirmative commands .	R2, pp. 168, 180, 505, Appendix	EOC, TMA
04	Use singular familiar affirmative commands of regular and irregular verbs in a community setting.	R2, pp. 164, 168-169, Appendix	EOC, TMA
05	Give and follow directions from one specified location to another.	R2, pp. 168, Appendix	EOC, TMA
06	Read and answer basic questions about an article or brochure in Spanish related to getting around the city.	R2, pp. 174-175, WWW	EOC, TMA

Spanish 2		District Reference 0422
Unit 7	Recuerdos del pasado: La niñez y las celebraciones	Semester 2, 4 weeks

Instructional Objective		Standard Reference	
0422.13 Describe one's childhood activities, personality traits and physical characteristics.		N1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.3.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize childhood vocabulary.	R2, pp. 186-187, 190, 208, 213, 234, Appendix	EOC, TMA
02	Conjugate regular -ar , -er , and -ir verbs in the imperfect tense in all six forms.	R2, pp. 194, 208, Appendix	EOC, TMA
03	Conjugate the three irregular verbs ir , ser and ver in the imperfect tense in all six forms.	R2, pp. 196, 208, Appendix	EOC, TMA
04	Memorize and use time expressions to describe habitual or repetitive actions in the past.	Appendix	EOC, TMA
05	Memorize and use reflexive verbs in the past tense.	R2, pp. 212, 225, 288, 514, Appendix	EOC, TMA
06	Using the imperfect tense, describe yourself as a child including personality traits, physical characteristics and favorite activities.	R2, pp. 194, 196, 205, 208, 234, Appendix	EOC, TMA
07	Become familiar with at least one childhood song	R1, p. 190, R2, pp.	TMA

	or rhyme.	29, 89, 144, 193, 204, 254, 308, 416, 459, WWW	
Instructional Objective 0422.14 Describe people, places and situations in the past.		Standard Reference N1.1, 1.2, 1.3, 2.1, 3.2, 4.1, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.1, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize special events vocabulary.	R2, pp. 212-213, 216, 234, Appendix	EOC, TMA
02	Use indirect object pronouns to express for whom an action is intended.	R2, pp. 199, 208, Appendix	EOC, TMA
03	Describe an event including who was there and the location.	R2, pp. 120, 194, 196, 217-219, 248- 249, 276, Appendix	EOC, TMA
04	Describe how people interacted with each other at special events using verbs of reciprocal action .	R2, pp. 224-225, Appendix	EOC, TMA
05	Tell what happened at an event using the preterite.	R2, pp. 110, 124, 140, 142, 255, Appendix	EOC, TMA
06	Read information in Spanish on holiday celebrations and cultural events and compare them to one's own celebrations.	R2, pp. 84, 120, 212- 213, 218, 223, 226- 230, WWW	EOC, TMA

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Unit 8	Hubo un accidente	Semester 2, 4 weeks

Instructional Objective 0422.15 Describe the symptoms of injuries and illness.		Standard Reference N1.1, 1.2, 1.3, 3.1, 4.1, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.4.1, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize new body vocabulary and terminology related to injury and illness.	R2, pp. 266-267, 288, Appendix	EOC, TMA

02	Memorize and use the verb doler and indirect object pronouns to describe one's pain.	R2, pp. 199, 208, Appendix	EOC, TMA
03	Ask and answer questions about injuries and pain.	Appendix	EOC, TMA
04	Memorize and use the verb sentirse in both the present and past tenses.	R2, pp. 288, 507, Appendix	EOC, TMA
Instructional Objective		Standard Reference	
0422.16 Describe the events surrounding an accident or incident.		N1.1, 1.2, 1.3, 3.1, 4.1, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.3.4, 2.1.4.1, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize and use additional irregular preterite verbs (dar, decir, poner, traer, venir, and hubo) to talk about accidents and treatment.	R2, pp. 248, 266-268, 274, 288, 510, 512, Appendix	EOC, TMA
02	Conjugate and use i-y spelling-change preterite verbs.	R2, pp. 250, 262, 508-509, Appendix	EOC, TMA
03	Memorize vocabulary related to accidents and their treatments.	R2, pp. 266-267, 288, Appendix	EOC, TMA
04	Review using indirect object pronouns to talk about the treatment one receives.	R2, pp. 199, 208, 288, Appendix	EOC, TMA
05	Read in Spanish about an accident, natural disaster or other health topics; then answer basic questions.	R2, pp. 241, 247, 252-253, 255-258, 271, 275-276, 278-280, 282-283, 385, WWW	EOC, TMA
06	Review circumstances and time expressions that indicate the use of the appropriate past tense.	R1, p. 370, R2, pp. 194, 208, 219, 234, 248, 272, Appendix	EOC, TMA
07	Describe the events surrounding an accident or incident using the imperfect tense.	R2, pp. 248-249, 288, Appendix	EOC, TMA
08	Describe what one was doing when an accident or incident occurred.	R2, pp. 277, 288, Appendix	EOC, TMA
09	Role-play a scenario in which someone is sick or injured and someone offers help.	R2, Ch. 5A, 5B, Appendix	TMA

Spanish 2		District Reference 0422
Unit 9	La cocina y los restaurantes	Semester 2, 3 weeks

Instructional Objective		Standard Reference	
0422.17 Compare and contrast traditional foods from Spanish-speaking countries.		N1.1, 1.2, 1.3, 2.1, 2.2, WL3.1, 3.2, 4.1, 4.2, 2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.3.4, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3, 2.3.2.1, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review food vocabulary from Spanish I and memorize additional food related vocabulary.	R2, pp. 344, 348-349, 370, 374-375, 396, Appendix	EOC, TMA
02	Discuss food preferences and methods of preparation.	R2, pp. 378, 380-381, Appendix	TMA
03	Read recipes written in Spanish and answer basic questions.	R2, pp. 349, 355, 358, 364-366, WWW	EOC, TMA
04	Research the preparation of a traditional food dish from a Spanish-speaking country.	R2, pp. 378, 380-381, WWW	TMA
05	Compare and contrast common ingredients and methods of food preparation in the Spanish-speaking world.	R2, pp. 352, 355, 358, 362, 364, 366, 378, 380-381, 392, WWW	TMA
06	Read and discuss material in Spanish related to food or food preparation.	R2, pp. 364-365, 392, WWW	EOC, TMA
Instructional Objective		Standard Reference	
0422.18 Participate in conversations in a restaurant setting.		N1.1, 1.2, 1.3, 2.2, 4.1, 5.1, 5.2, WL2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.4.1, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.1, 2.2.2.2, 2.2.2.3, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Memorize and use table setting, meal, and restaurant vocabulary.	R2, pp. 344, 348-349, 370, 374-375, 396, Appendix	EOC, TMA
02	Read authentic menus, restaurant ads or dialogues and answer basic questions.	R2, pp. 362-363	EOC, TMA
03	Demonstrate culturally appropriate restaurant behavior using new vocabulary and expressions.	Appendix, WWW	EOC, TMA

04	Use stem-changing preterite verbs to describe a real or imaginary restaurant experience.	R2, pp. 302, 316, 507, Appendix	EOC, TMA
05	Describe restaurant experiences using comparisons and superlatives.	R2, 53, 68, Appendix, WWW	EOC, TMA
06	Create a restaurant setting dialogue that includes how to order food and drink, ask for the check and pay the bill.	R1, Ch. 5B, R2, Ch. 7A, 7B, Appendix	TMA
07	Role-play restaurant scenarios with classmates using both present and past tense verbs.	R1, Ch. 5B, R2, Ch. 7A, 7B, Appendix	TMA
08	Discuss restaurants in the local community where students can use Spanish.	WWW	

Spanish 2		District Reference 0422
Unit 10	Los destinos culturales	Semester 2, 2 weeks

Instructional Objective		Standard Reference	
0422.19 Discover cultural destinations in the Spanish-speaking world.		N1.1, 1.2, 1.3, 2.1, 2.2, WL3.1, 3.2, 4.1, 4, 2, 2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4, 2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.3.4, 2.1.4.1, 2.1.4.2, 2.2.1.1, 2.2.1.2, 2.2.1.3, 2.2.2.3, 2.3.1.1, 2.3.2.1, 2.3.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Investigate a cultural destination in the Spanish-speaking world and select at least one of the following topics to research: Art and Architecture Bullfighting Cuisine Ecotourism Folk art History Museums Music and Dance Nature, i.e. volcanoes, rainforests	R2, p. 148, 390-391, 421, TE 52-56, WWW	TMA
02	Prepare a descriptive travel brochure in Spanish to inform potential travelers of must-see attractions and must-do activities using affirmative “tú” commands , and verb expressions using infinitives (i.e. ir a, hay que, tener que, deber).	R2, pp. 19, 43, 147, 168, 399, 415, 433, 445, 505, WWW	TMA

National Standards for World Languages Learning

COMMUNICATION-Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES-Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS-Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS-Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES-Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES - LEVEL 1**

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
- 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).
- 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).
- 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).
- 7-12.WL1.1.1.5 Recognize number and gender signals.
- 7-12.WL1.1.1.6 Distinguish between formal and informal address.

Goal 1.2: Speaking

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
- 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.
- 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.
- 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.
- 7-12.WL1.1.3.3 Associate the written text with spoken forms.
- 7-12.WL1.1.3.4 Recognize cognates and borrowed words.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).
- 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.
- 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.
- 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the

target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).
- 7-12.WL1.2.1.2 Derive meaning from word order.
- 7-12.WL1.2.1.3 Recognize appropriate verb endings in the present tense.
- 7-12.WL1.2.1.4 Compare linguistic elements among languages.
- 7-12.WL1.2.1.5 Recognize systematic changes in word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.
- 7-12.WL1.2.2.2 Use appropriate verb endings in the present tense to convey meaning.
- 7-12.WL1.2.2.2 Modify sentences to express positive and negative aspects.
- 7-12.WL1.2.2.3 Organize components of statements, questions, and commands to convey meaning.

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.
- 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
- 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.
- 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVEL 2**

The student is expected to know content and apply skills from Level 1.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Goal 1.1: Listening

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.
- 7-12.WL2.1.1.2 Follow general classroom instruction in the target language.
- 7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.
- 7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).

Goal 1.2: Speaking

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.
- 7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).
- 7-12.WL2.1.2.3 Read texts aloud.
- 7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.

Goal 1.3: Reading

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.
- 7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.
- 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.
- 7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.

Goal 1.4: Writing

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.4.1 Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures.
- 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.1.1 Recognize appropriate verb endings in all tenses learned.
- 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.
- 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., "I like hamburgers," "I prefer hamburgers to hotdogs").
- 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4**

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Goal 1.1: Listening

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.
- 7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.
- 7-12.WL3.1.1.3 Gather key information from longer passages.
- 7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 7-12.WL3.1.1.5 Comprehend authentic speech.

Goal 1.2: Speaking

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.
- 7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).
- 7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).

Goal 1.3: Reading

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.3.1 Acquire new vocabulary through reading.
- 7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.
- 7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).
- 7-12.WL3.1.3.4 Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.
- 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 7-12.WL3.2.1.2 Recognize appropriate verb endings in all tenses and voices learned.
- 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.
- 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
- 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

Goal 3.2: Geographical Context

- 7-12.WL3.3.2.1 Discuss geography in context of class themes.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.