Grades 9-12 Spanish Heritage Learners II
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
QUARTER 1				
Textbook: El Español para nosotros – Nivel 2 **Capítulo 1"Lo Indígena" P. (2-24)**				
Topics: **History/Culture:** • The Incas and the Aztecs • "Poblaciones Indígenas de Latinoamérica" **Political Terms:** • El gobierno y política • Gobiernos democráticos (demócratas) • La constitución • Gobiernos autocráticos • Trujillo and his government in Dominican Republic **Language functions and structure:** • Irregular verbs in the preterite tense, the verb decir • How to us regionalisms in Spanish & English **Literature:** • Poem: ¿Quién sabe? • Vocabulary, biography, reading comprehension • Poem: Walimai • Vocabulary, biography, reading comprehension	**<u>World Language Standards</u>** **MFL 1.1, MLF 1.2, MLF 1.3, MLF 2.1, MLF 3.1, MLF 3.2** **MLF 1.1, MLF 1.2, MLF 1.3, MLF 3.1** **MLF 1.1, MLF 1.2, MLF 1.3, MLF 4.2** **MLF 1.1, MLF 1.2, MLF 1.3, MLF 2.2, MLF 3.2**	14	• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano! • Video program • Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers Community organizations Computer lab, projects	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with peers • Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics • Participation in community cultural activities • Field trips to museums and local Hispanic businesses using visuals and the media

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.		• Audio cassettes • Video program • Workbook activities • Teacher made materials	• Formal/Informal assessments • Graded speeches • Debates • Small group discussions • Dialogs
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			• Oral speaking test • Conversation with peer & teacher • Teacher & peer feedback • Homework • Class work evaluation &

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				feedback • Engaging in classroom debates & oral presentations with peers
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			• Reading authentic selections from newspaper articles & advertisements • Taking notes • Summarizing literature texts • Making predictions, inferences, & drawing conclusions on what they have read in class
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.			• Students acquire & use culturally acceptable vocabulary • Idiomatic expressions & gestures from a variety of Hispanic cultures presented

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				in the classroom by keeping a personal journal • Writing letters to pen pals • Writing short movie reviews
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				**Movie:** *"In the time of the Butterflies", research project on a Hispanic country!!!*
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			• Interviewing classmates • Sharing personal experiences • Demonstrating respect for people that speak different dialects
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Unit Exam*** ***Chapter 1***
Textbook: El Español para nosotros – Nivel 2 **Capítulo 2"Comida y Vida" P. (28-47)**				
Topics: **History/Culture:** • How geography affects life in Latin America • La antiplanicie • La zona selvática • Las llanuras	**<u>World Language Standards</u>** **MLF 1.1, MLF 1.2, MLF 1.3, MLF 2.1, MLF 3.1**	12	• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano!	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
• Fenómenos naturales **Nutritional terms:** • Personal hygiene • Alimentos • Los carbohidratos • Los lípidos • Los minerales' • Las vitaminas **Régimen:** • Vocabulary on health and good eating habits **Language functions and structure:** • Stem changing verbs in the present and preterit tense • How to ask for food in different regions **Literature:** • Fable: "El Cuervo y El zorro" • Vocabulary, biography, reading comprehension	**MLF 1.1, MFL 1.2, MLF 1.3, MFL 3.1** **MLF 1.1, MLF 1.2, MLF 1.3, MLF 2.1, MLF 4.2, MLF 5.1** **MLF 1.1, MLF 1.2, MLF 2.2, MLF 3.2**		• Video program • Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers Community organizations Computer lab, projects	peers • Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics • Participation in community cultural activities • Field trips to museums and local Hispanic businesses using visuals and the media
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.		• Textbook • Workbook • Teacher made materials • Newspaper articles • Magazines • Internet • Computer lab • Guest speakers	• Students will listen to a variety of conversations in the native language, radio, TV, guest speakers
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			• Students will participate in debates, role-playing conversations with peers
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			• Students will read short stories from newspaper clippings, magazines and literary texts
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.			• Students will write 100 word notes in Spanish to a pen pal, keep a journal and writing job letters • Regular monitoring of oral and written on: (a) Interpretation and analysis of literary selections (b) Interpretation analysis of cultural perspectives such as viewpoints, attitudes and patterns of behaviors, lesson quizzes, research projects and presentations
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions,			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Unit Exam*** ***Ch. 2***
Textbook: El Español para nosotros – Nivel 2 **Capítulo 3" ¿Carta o Computadora" P. (50-95)**				
Topics: **History/Culture:** • A letter from Cortés to the King of Spain "Carta a Cortés" Vocabulary, biography, reading comprehension **Computer and Internet Terms:** • Jerga informatica • ¿Que es el internet? • Ponerte en la Web • Terminology comprehension **Language functions and structure:** • Imperfect tense of the verbs, simple and compound sentences, correct spelling and pronunciation **Literature:** • Author: Anonymous • "Abenámar"	**<u>World Language Standards</u>** **MLF 1.3, MLF 2.1, MLF 2.2, MLF 3.2, MLF 4.2** **MLF 1.3, MLF 5.1, MLF 5.2** **MLF 1.3** **MLF 1.3, MLF 2.1, MLF 2.2, MLF 3.2**	10	• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano! • Video program • Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers Community organizations Computer lab, projects	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with peers • Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics • Participation in community cultural activities • Field trips to museums and

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
• "En Durango Comenzó" • "El recado" by: Elena Poniatowska • El Mensajero de San Martín: vocabulary, reading comprehension				local Hispanic businesses using visuals and the media
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.			• Students will listen to a variety of emails, radio, TV, CD's from a variety of Hispanic sites on the web • Teacher made listening exercises, and cassette tapes
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			• Students will speak formally with peers on a variety of topics • Students will compose A/B

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				speaking conversations with peers • Students will give oral presentations by discussing familiar/unfamiliar topics, using visuals and media
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			• Students will read a variety of authentic selections from newspaper articles, advertisements, and authentic literature pieces
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.		• Computer Lab	• Students will write an email to their Spanish speaking pen pal in an expressive,

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				informational, argumentative, critical format
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Quarterly Exam Ch (1-3)***
QUARTER 2				
Textbook: El Español para nosotros – Nivel 2 **Capítulo 4" De Tiendas" P. (98-137)**				
Topics: **History/Culture:** • Shopping in Spain and Latin America "De compras en España y Latinoamérica" - Mercados municipales - Mercados al aire libre	**<u>World Language Standards</u>** **MLF 1.1, MLF 1.2, MLF 1.3, MLF 2.1, MLF 3.2, MLF 4.1, MLF 4.2**		• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano!	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
- De tiendas - Supermercados - Hipermercados **Computer and Accounting Terms:** • Tipos de ventas • Tipos de empresas • Competencia o concurrencia • Dirección de la empresa • Toma de decisions • La contabilidad • Los constables y los estados constables • El estado de resultados • La hoja de balance • Activos • Otros terminus constables • La uditoría **Language functions and structure:** • Correct usage of the preterit and imperfect tense **Literature:** • Author: Mercedes Ballesteros • "Angelita" • Vocabulary, reading comprehension	**MLF 1.1, MLF 1.2, MLF 1.3, MLF 2.2, MLF 3.1, MLF 5.2** **MLF 1.1, MLF 1.2, MLF 1.3** **MLF 1.1, MLF 1.2, MLF 1.3, MLF 2.1, MLF 2.2, MLF 3.1, MLF 3.2, MLF 5.2**		• Video program • Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers Community organizations Computer lab, projects	peers • Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics • Participation in community cultural activities • Field trips to museums and local Hispanic businesses using visuals and the media

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.			• Students will listen to a variety of commercials, conversations, in the target language, audio CD's, music in the target language
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			• Students will converse with peers on a variety of topics, role-playing exercises, and audio CD 4
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			Students will read ads, reading exercises from newspapers, magazines, text, additional readings on the Latino community
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.			Students will write a 100 word essay to their pen pal in the target language
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			Students will be able to differentiate between shopping in Latin America vs. the U.S.
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Unit Exam*** ***Chapter 4***

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
Textbook: El Español para nosotros – Nivel 2 **Capítulo 5" Pasatiempos Culturales" P. (140-179)**				
Topics: **History/Culture:** • Hispanic Music and Dance Forums • "Música y danzas Latinas" • El Flamenco Andaluz • El Caribe • México • Argentina • "History of Theatre in Spain and Latin America" • "Historia del Teatro Hispano" • España • Latinoamérica • El Siglo de Oro **Language functions and structure:** • Future tense of the verbs, comparatives and superlatives **Literature:** • Author: Miguel Mihura • "Mi adorado Juan" • Vocabulary, biography, reading comprehension	**<u>World Language Standards</u>** **MLF 1.1, MLF 1.2, MLF 2.1, MLF 2.2, MLF 3.1, MLF 3.2, MLF 5.1** **MLF 1.1, MLF 1.2, MLF 2.2, MLF 5.1** **MLF 1.2, MLF 1.3, MLF 2.1, MLF 2.2, MLF 3.1, MLF 3.2, MLF 4.2, MLF 5.1**	20	• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano! • Video program • Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers Community organizations Computer lab, projects	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with peers • Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics • Participation in community cultural activities • Field trips to museums and local Hispanic businesses using visuals and the media

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
• Author: Luis Palés Matos • "Danza Negra" • Biography, reading comprehension				
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.		Audio cassettes, video program, workbook activities, teacher made activities	Formal/informal assessments: graded speeches, debates, small group discussions, dialogs
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			Oral speaking, test conversation with peer and teacher, teacher and peer feedback, homework , class

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				work evaluation and feedback, engaging in classroom debates and oral presentations with peers
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			Reading authentic selections from newspaper articles and advertisements, taking notes, summarizing literature texts, making predictions, inferences, and drawing conclusions on what they have read in class
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.			Students acquire and use culturally acceptable vocabulary, idiomatic expressions, and gestures from a variety of Hispanic cultures presented in the classroom by keeping a personal journal,

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
				writing letters to pen pals, writing short movie reviews
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				**Movie:** *"LaBamba" Research Project: on Music & Theatre*
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			Students will create a song, dance, etc. from a variety of genres studied in this unit.
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Midterm Exam (4-5)***
QUARTER 3				
Textbook: El Español para nosotros – Nivel 2 **Capítulo 6" España" P. (182-225)**				
Topics: **History/Culture:** • The History of Spain • "La Historía de España" • Época Antigua • Los iberos • Los celtas	**<u>World Language Standards</u>** **MLF 1.2, MLF 2.1, MLF 3.2**	20	• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano! • Video program	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with peers

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
• Los fenicios • Los griegos • Los Cartageneneses • Los romanos • Los visigodos • Los Árabes • La reconquista • El reinado de Fernando e Isabela • Carlos V de Austria i I de España • Felipe II • Felipe V • Los Borbones • Napoleón • La Guerra de la independencía • Las guerras carlistas • Isabel II hasta Alfonso XIII • Antes y durante la guerra civil • La dictadura de Franco • Después de Franco **The Hotel Industry Terms:** • La industria hotelera • La contabilidad hotelera	**MLF 1.1, MLF 5.1**		• Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers Community organizations Computer lab, projects	• Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics • Participation in community cultural activities • Field trips to museums and local Hispanic businesses using visuals and the media
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.		Textbook, workbook, teacher made materials, newspaper articles, magazines, internet, computer lab, guest speakers	Students will listen to a variety of conversations in the native language, radio, TV, guest speakers
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			Students will participate in debates, role-playing conversations with peers
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			

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STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			Students will read short stories from newspaper clippings, magazines and literary texts
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.			Students will write 100 word notes in Spanish to a pen pal, keep a journal and writing job letters
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings. Regular monitoring of oral and written on: (a) Interpretation and analysis of literary selections (b) Interpretation analysis of cultural perspectives such as viewpoints, attitudes and patterns of behaviors, lesson quizzes, research projects and presentations				
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			**Movie:** "Pan's Labyrinth"
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Unit Exam*** ***Chapter 6***
Textbook: El Español para nosotros – Nivel 2 **Capítulo 7" Movimiento Poblacional" P. (228-267)**				

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Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
Topics: **History/Culture:** • A letter from Cortés to the King of Spain "Carta a Cortés" • Vocabulary, biography, reading comprehension **Computer and Internet Terms:** • Jerga informatica • ¿Que es el internet? • Ponerte en la Web • Terminology comprehension **Language Functions and Structure:** • Imperfect tense of the verbs, simple and compound sentences, correct spelling and pronunciation **Literature:** • Author: Anonymous • "Abenámar" • "En Durango Comenzó" • "El recado" by: Elena Poniatowska • "El Mensajero de San Martín" • Vocabulary, reading comprehension	**<u>World Language Standards</u>** **MLF 1.3, MLF 2.1, MLF 2.2, MLF 3.2, MLF 4.2** **MLF 1.3, MLF 5.1, MLF 5.2** **MLF 1.3** **MLF 1.3, MLF 2.1, MLF 2.2, MLF 3.2**	10	• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano! • Video program • Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers Community organizations Computer lab, projects	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with peers • Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics • Participation in community cultural activities • Field trips to museums and local Hispanic businesses using visuals and the media
LOTE1.ML1	**Key Idea:**			

Grades 9-12 Spanish Heritage Learners II
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	• Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.			Students will listen to a variety of emails, radio, TV, CD's from a variety of Hispanic sites on the web, teacher made listening exercises, and cassette tapes
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			Students will speak formally with peers on a variety of topics, students will compose A/B speaking conversations with peers, students will give oral presentations by discussing familiar/unfamiliar topics, using visuals and media
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in			Students will interview a

Grades 9-12 Spanish Heritage Learners II
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			person that just came to the U.S. and ask questions pertaining to the unit
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			Students will read a variety of authentic selections from newspaper articles, advertisements, and authentic literature pieces
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.		Computer Lab	Students will write an email to their Spanish speaking pen pal in an expressive, informational, argumentative, and critical manner
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings. - Students will take a trip to the Statue of Liberty/Ellis Island				
LOTE2.ML1	**Key Idea:**			**Movie:** "El Norte"

Grades 9-12 Spanish Heritage Learners II
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	• Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Unit Exam- Chapter 7*** ***Quarterly Exam Unit (6-7)***
QUARTER 4				
Textbook: El Español para nosotros – Nivel 2 **Capítulo 8" El Bienestar" P. (270-307)**				
Topics: **History/Culture:** • Romance Languages "Una lengua romance" Reading Comprehension **Mental & Emotional Health Terms:** • Tu salud mental/emocional • Una pirámide de necesidades • Diferentes modalidades de aprendizaje **Language Functions and Structure:** • Present perfect tense, comparisons of equality, dipthongs **Literature:**	**<u>World Language Standards</u>** **MLF 1.1, MLF 1.2, MLF 2.1, MLF 2.2, MLF 4.1, MLF 3.2, MLF 4.1, MLF 5.2** **MLF 1.1, MLF 1.2, MLF 3.1, MLF 5.1, MLF 5.2** **MLF 1.2**		• Student textbook • Student works plus CD-ROM • Workbook • Complete teacher tools set • Audio CDs • ¡Viva el mundo hispano! • Video program • Web sites • Movies: cultural, historical documentaries • Hispanic newspapers, magazines • Hispanic music and songs, rubrics, graphic organizers	• Regular monitoring of students progress • Oral and written assessments • Graded research projects and presentations • Oral conversations with peers • Homework • Rubrics • Lesson and unit quizzes • Unit tests • Participation assessment • Individual oral and written assessments with rubrics

Grades 9-12 Spanish Heritage Learners II
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
• Author: Julio Cortázar • "La Señorita Cora" • Vocabulary, reading comprehension • Author: Amado Nervo • "En Paz" • Vocabulary, reading comprehension • Author: Juan Ramón Jiménez • "El viaje difinitivo: • Vocabulary, reading comprehension • Author: Francisco Jiménez • "Cajas de Cartón" • Vocabulary, reading comprehension • Author: Gregorio López y Fuentes • "Una carta a Dios" • Author: Emilia Pardo Bazán • "El Décimo" • Author: Juan Rulfo • "No oyes ladrar a los perros" • Author: Ana María Matute • "El árbol de oro"	**MLF 1.1, MLF 1.2, MLF 2.2**		Community organizations Computer lab, projects	• Participation in community cultural activities • Field trips to museums and local Hispanic businesses using visuals and the media
LOTE1.ML1	**Key Idea:** • Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purpose of socializing, providing and acquiring			

Grades 9-12 Spanish Heritage Learners II
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
	information, expressing personal feelings and opinions, and getting others to adopt a course of action.			
LOTE1.A.ML1A	• Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.			Students will listen to a variety of commercials, conversations in the target language, audio CD's, music in the target language, poems in the target language
LOTE1.A.ML1B	• Students can comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.			
LOTE1.A.ML1C	• Students can call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.			
LOTE1.A.ML1D	• Students use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.			Students will converse with peers on a variety of topics, role-playing exercises, and audio CD's
LOTE1.ML2	**Key Idea:** • Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.			

Grades 9-12 Spanish Heritage Learners II
Marking Periods 1-4

STANDARD	PERFORMANCE INDICATORS	PACING DAYS	RESOURCES (Print, Visual, Technology, Manipulatives)	ASSESSMENT (Evidence & Scoring Guides)
LOTE1.A.ML2A	• Students can understand the main idea and some details of simple informative materials written for native speakers.			Students will read ads, reading exercises from newspapers, magazines, text, additional reading on the Latino community
LOTE1.A.ML2B	• Students can compose short, informal notes and messages to exchange information with members of the target culture.			Students will write a 100 word essay to their pen pal in the target language
Standard LOTE2 Cultural Understanding: Students will develop cross-cultural skills and understandings.				
LOTE2.ML1	**Key Idea:** • Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.			**Movie:** "Real Women Have Curves" "Walkout"
LOTE2.A.ML1A	• Students can use some key cultural traits of the societies in which the target language is spoken.			***Final Exam***