Spanish for Spanish Speakers 2

Course Number: 0709310
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<tr>
<td><strong>UNIT 1:</strong> POBLAGENES INDIGENAS DE LATINOAMERICA—CH-1</td>
<td><em>El Español para Nosotros—2 Textbook</em></td>
<td>PACING: weeks 1-3</td>
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**OBJECTIVES:**
- Learn about indigenous groups in Latin America such as the Aztecs and the Incas
- Explain what contributions did they make to society? Why are these groups important? Why should be learn about them?
- Compare and contrast their achievements and contributions
- Research other indigenous groups and explain their contributions to society
- Understand and talk about some cultural aspects of these groups from Latin America.
- How to discuss governments and politics in Spanish
- Compare the type of government here in the U.S. with the governments in Latin America
- Explain in your own words some parts of the U. S. Constitution

**GRAMMAR OBJECTIVES:**
- Regular Verbs—Imperfect Tense (Review)
- Irregular Verbs—Imperfect Tense
- How to write a persuasive essay—*why is your vote important?*
- How to pronounce and spell with the letters *y* and *ll*

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Cómo son ____________?
- ¿Cómo es diferente?
- ¿Cómo es igual _____?
- ¿Cuáles son las contribuciones ____________?
- ¿Porqué______?
- ¿Cómo?
- ¿Dónde?—¿Cuando?

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
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| Speaking       | 1. Introduce indigenous groups in Latin-America  
2. Describe in detail things about the indigenous groups in Latin-America  
3. Discuss government with a classmate.  
4. Ask and answer about the relationships between the different governments.  
1) Understand extended speech and short lectures on a variety of topics  
2) Understand main idea from the text.  
3) Demonstrate understanding of the message and purpose  
4) Analyze the primary argument and supporting details in a written text.  
5) Express self with fluency, flexibility, and precision.  
6) Infer meanings based on a text.  
7) Communicate and present topics in the target language.  
• Write and present contributions of indigenous groups of Latin-America  
• Discuss the types of governments in Latin-America.  
• Prepare a poster or power point about the unit. | • WL.K12.AH.1.1  
• WL.K12.AH.1.2  
• WL.K12.AH.2.3  
• WL.K12.AH.1.4  
• WL.K12.AH.3.1  
• WL.K12.AH.3.2  
• WL.K12.AH.3.3  
• WL.K12.AH.3.4  
• WL.K12.AH.4.1  
• WL.K12.AH.4.2  
• WL.K12.AH.4.3  
• WL.K12.AH.4.4  
• WL.K12.AH.5.1  
• WL.K12.AH.5.2  
• WL.K12.AH.5.3  
• WL.K12.AH.5.6  
• WL.K12.AH.6.1  
• WL.K12.AH.6.3  
• WL.K12.AH.6.4  
• WL.K12.AH.7.1  
• WL.K12.AH.7.2  
• W.L.K12.AH.8.1 | Textbook Activities:  
1. Read 1-2-14 and 23  
2. Video—Written and Listening activities—Fidel Castro  
3. Proyecto—Research other indigenous groups and other types of governments  
4. Oral presentation and Project Presentation |
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| Listening      | 1) Understand questions and respond appropriately.  
2) Understand message and purpose  
3) Understand other people’s personal points of view on Fiestas Latinas  
4) Obtain information from a conversation and Listening Activities.  
5) Follow extended speech and complex lines  
6) Follow information from recorded authentic complex passages | • WL.K12.A H.1.1  
• WL.K12.AH.1.2  
• WL.K12.AH.1.3  
• WL.K12.AH.1.4  
• WL.K12.AH.1.5  
• WL.K12.AH.1.6 | 1. Video-Writing and Listening Activities  
*Fidel Castro*  
[http://www.virtaal.com/noticias_20161204_fidel1.htm](http://www.virtaal.com/noticias_20161204_fidel1.htm) |
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| Culture        | • Discuss practices and perspectives of the culture studied and describe how they are interrelated to topics of social issues, traditions, and cultures other than their own.  
• Analyze aspects of the target language that are expressions of culture.  
• Use background knowledge and think critically to function successfully within the target culture.  
• Expand knowledge on the culture and traditions | • WL.K12.AH.6.1  
• WL.K12.AH.6.2  
• WL.K12.AH.6.3 | • Proyecto |
| Connections and Comparisons | 3.1 Interdisciplinary connections:  
• Analyze and Synthesize information gathered in the target language to make connections to other content areas and complex real world situations.  
Viewpoints through language/ culture:  
4.2 Compare cultures:  
• Investigate and analyze the importance of perspectives, practices, and products of a culture and compare it to own culture.  
• Compare governments in Latin-America to the government in the United States  
• Compare native groups in Latin-America | • WL.K12.AH.7.1  
• WL.K12.AH.7.2  
• WL.K12.AH.8.1  
• WL.K12.AH.8.2 | • Proyecto |
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| Communities:   | **Spanish within and beyond the school setting:**  
|                | • Use language skills and cultural understanding beyond immediate environment for personal growth.  
|                | • Interact with people of other cultures in the target language about familiar and unfamiliar topics that have a significant impact in our lives.  
|                | **Spanish for lifelong learning:**  
|                | • Find a person from other Latin-America country and conduct an interview about the different types of government and compare it to the U.S. government. | • WL.K12.AH.9.1  
|                | • WL.K12.AH.9.2 | • Project-Poster  
|                |                 | • Persuasive Essay  
<p>|                |                 | • Interview       |</p>
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<td><strong>UNIT 2:</strong> SHOPPING IN SPAIN AND LATIN AMERICA-CH-4</td>
<td>El Español para Nosotros--2 Textbook</td>
<td>PACING: weeks 1-3</td>
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**OBJECTIVES:**
- Learn about how to discuss commerce and accounting in Spanish.
- Learn and understand the culture and traditions about *mercados*.
- To formulate questions about commerce and accounting.
- Make career connections with the business world and accounting.
- Students will experience, discuss, and analyze the short story *Angelita*.
- Students will deepen their understanding of this literary genre.

**GRAMMAR OBJECTIVES:**
- How to choose between the preterit and imperfect form of the verbs
- How to form complex sentences in Spanish
- How to spell with the letters c-s-z correctly
- How to narrate a series of events in Spanish

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Quienes son ____________?
- ¿Cómo son ______________?
- ¿Cómo son diferentes?
- ¿Cómo son iguales _____?
- ¿Qué es un mercado indigena _____________?
- ¿En dónde _____?
- ¿Porque son importantes?
- ¿Qué contribucion tenemos?
- Compara con los centros comerciales de E.U.

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
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| Speaking       | 1. Adapt speech and self-correct when speaking about the topic.  
2. Exchange general information on the topic.  
3. Ask and answer about the relationships between shopping in the U.S. and Latin America.  
4. Narrate a story in sequence of events.  
5. Synthesize and summarize information gather from various authentic sources when speaking to diverse groups.  
6. Maintain a conversation and answer questions related to the topic.  
1. Make appropriate inferences and recognize literary elements.  
2. Use idioms and idiomatic expressions in writing.  
3. Write and describe events in chronological order  
4. Write using style, language, and tone appropriate to the audience and purpose of the presentation.  
5. Write in a variety of forms including narratives with clarity and detail  
6. Interpret and synthesize meaning from a variety of fictional works and recognize the author’s purpose  
7. Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation. | • WL.K12.AH.3.6  
• WL.K12.AH.3.7  
• WL.K12.AH.4.5  
• WL.K12.AH.4.6  
• WL.K12.AH.3.5 | Textbook Activities:  
1. Reading 4/98-109  
2. Research and writing activities  
3. Video-Listening-writing activities  
http://www.verteaal.com/noticias_20131107_ikea.htm  
http://www.verteaal.com/cultura_20151206_peru2.htm  
4. Story of Mercados in sequence of events |
<table>
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| Culture and Connections         | • Explain why the target language has value in culture and in global society, and how the ethnic groups influenced the target language.  
• Research diverse cultural products and the impact on the economy and commerce.  
• Analyze, within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge. | • WL.K12.AH.6.2  
• WL.K12.AH.6.4  
• WL.K12.AH.7.2 |                              |
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| Comparisons    | • Analyze the words and sounds from the ethnic groups that now form a part of the target language vocabulary.  
                  • Analyze, within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.  
                  • Develop an appreciation for the cultural differences by comparing and contrasting the different mercados in Latin America. | • WL.K12.AH.6.2  
                  • WL.K12.AH.6.4  
                  • WL.K12.AH.8.2  
                  • WL.K12.AH.8.3 | • Product Research- What products do we have from Latin America?  
                  • What is the impact on the global society?  
                  • What is the impact on the economy? |
**Course Number:** 0709310  
**Spanish Speakers 2**

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<th>UNIT 3: Hispanic Music and Dance—CH-5</th>
<th>El Español para Nosotros—2 Textbook,</th>
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**OBJECTIVES:**
- Learn about styles and genres of music and dance in Spain and Latin America
- Learn about literature and music *(Danza Negra)*.
- To formulate questions and answers about the history of music in Latin America.
- Understand and talk about *danza* in Latin America.

**GRAMMAR OBJECTIVES:**
- How to use the future tense of the verbs in Spanish
- How to compare and express superiority or inferiority in Spanish
- How to identify parts of speech
- How to spell with the letters *g* and *j* correctly
- How to write a critical essay

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Cómo es la *danza* de Latinoamérica ____________?
- ¿Cuáles son sus raíces?
- ¿Porque es importante la música?
- ¿Cómo nos identifica la música y la danza?

Structure: subject pronouns, *ser*, adjective agreement, *tener*  
Vocabulary: physical characteristics, family, feelings, numbers,  
Culture: Sport, Frida Kahlo, Voladores de Papantla
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<th>LEARNING TARGETS</th>
<th>NGSSS BENCHMARKS</th>
<th>RESOURCE MATERIAL:</th>
</tr>
</thead>
</table>
| Speaking       | 1. Introduce Music and Dance  
2. Describe in detail things about the music and dance in the Latin-American countries.  
3. Interview a classmate about music and dance.  
4. Ask and answer about the topic.  
5. Understand simple text that describes the topic.  
6. Obtain information from different informational texts.  
7. Understand and interpret written information from different cultural sources.  
8. Obtain literal information from a narrative or informational text.  
9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  |
|                |                  | WL.K12.AH.2.1  
WL.K12.AH.2.2  
WL.K12.AH.2.3  
WL.K12.AH.2.4  
WL.K12.AH.3.1  
WL.K12.AH.3.2  
WL.K12.AH.3.3  
WL.K12.AH.3.4  
WL.K12.AH.4.1  
WL.K12.AH.4.2  
WL.K12.AH.4.3  
WL.K12.AH.4.4  
WL.K12.AH.5.1  
WL.K12.AH.6.1  
WL.K12.AH.6.3  
WL.K12.AH.7.1  
WL.K12.AH.8.1 | Textbook Activities:  
1. Vocabulary 5-140  
2. Reading and Activities 5/141 to 147  
3. Proyecto—Research and create a poster or power point  
4. Oral presentation and Project Presentation |
| Reading and Writing | 9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  |
<p>|                |                  | Write and present descriptions about music of Latin-America |</p>
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</table>
| Listening      | 1. Understand questions and respond appropriately.  
2. Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture.  
3. Understand and critique films and videos as well as make inferences and predictions.                                                                 | • WL.K12.AH.1.1  
• WL.K12.AH.1.2  
• WL.K12.AH.1.3  
• WL.K12.AH.1.4  
• WL.K12.AH.1.5  
• WL.K12.AH.1.6                                                                 | Video-Writing and listening activity  
https://www.youtube.com/watch?v=2joZ8RPvrWw&feature=related&safety_mode=true&persistence_mode=1&safe=active  
https://www.youtube.com/watch?v=gusCagyglro&safe=active |
OBJECTIVES:
- Learn about the history of Spain
- Create a timeline about the different events that happened throughout the history of Spain.
- To formulate questions about the history of Spain
- Understand and talk about our heritage and the influence of Spain in our lives.

GRAMMAR OBJECTIVES:
- How to use verbs in the future tense (Regular and Irregular Verbs)
- How to spell with the letter h
- Learn about direct and indirect object pronouns and formulate sentences.

ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit)
- ¿Cuáles son unos de los eventos importantes de la historia de España ____________?
- ¿Qué es una Monarquía, Dictadura, Democracia…ect. _______________?
- ¿Porqué?
- ¿Quiénes?
- ¿Qué tienen en común los diferentes gobiernos?
- ¿En qué difieren?
- ¿Cuál es la influencia de las diferentes razas y culturas en nuestras vidas?

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
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<th>RESOURCE MATERIAL:</th>
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</table>
| Speaking        | 1. Introduce the history of Spain  
2. Describe in detail things about the historical events.  
3. Interview a classmate about the events in his timeline.  
4. Interview your parents or a family member about the history of their country of origin.  
5. Understand simple text that describes Historical events.  
6. Obtain information from a text.  
7. Understand and interpret written information from idiomatic expressions, proverbs, and cultural sayings from a variety of texts.  
8. Obtain literal information from a narrative or informational text.  
9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  
   • Write and present descriptions about the history of Spain.  
   • Prepare a time line. | • WL.K12.AH.2.1  
• WL.K12.AH.2.2  
• WL.K12.AH.2.3  
• WL.K12.AH.2.4  
• WL.K12.AH.3.1  
• WL.K12.AH.3.2  
• WL.K12.AH.3.3  
• WL.K12.AH.3.4  
• WL.K12.AH.4.1  
• WL.K12.AH.4.2  
• WL.K12.AH.4.3  
• WL.K12.AH.4.4  
• WL.K12.AH.5.1  
• WL.K12.AH.6.1  
• WL.K12.AH.6.3  
• WL.K12.AH.7.1  
• WL.K12.AH.8.1 | Textbook Activities:  
1. Vocabulary 6/182-183  
2. Read 6/184-193  
3. Comprensión 6/194-195 A-G |
| Reading and Writing |  |  |  |
### OBJECTIVES:
- Learn about the history of migration-emigration-immigration of Hispanic people in the U. S.
- Explain the Cause and Effect of immigration in the U. S.
- To formulate questions about immigration.
- Understand and talk about migration-emigration-immigration.
- Create a project about immigration in other countries-explain causes and effects.
- Provide an argumentative essay about immigration in the U. S.—why should be support immigration/why not?
- Participate in a discussion offering solutions to the problem of immigration
- Be able to persuade audience about solutions.

### GRAMMAR OBJECTIVES:
- How to use verbs in the conditional tense (regular and irregular verbs)
- How to use the direct and indirect object pronouns with *se*
- How to spell with the letters *b* and *v* (pg. 71)

### ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit)
- ¿Cuáles son unas razones de la migración ______________?  
- ¿Cuáles son unos cambios que están pasando con la inmigración _____________?  
- ¿Porque?  
- ¿Cómo afecta a la familia la inmigración?  
- ¿Qué tienen en común todos los inmigrantes?  
- ¿En qué difieren?  
- ¿Cuáles son las causas y efectos de la migración?  

Structure: subject pronouns, *ser*, adjective agreement, *tener*

Vocabulary: physical characteristics, family, feelings, numbers,

Culture: Sport, Frida Kahlo, Voladores de Papantla
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<tr>
<td>Speaking</td>
<td>1. Introduce <em>migration-emigration-immigration</em>&lt;br&gt;2. Describe in detail things about the causes and effects of migration&lt;br&gt;3. Interview a classmate. Interview your grandparents about the reasons of migrating to the U.S.&lt;br&gt;4. Ask and answer questions about the reasons their family came to the U.S.&lt;br&gt;5. Understand simple and complex text about the topic&lt;br&gt;6. Obtain information from different informational texts.&lt;br&gt;7. Understand and interpret written information from different cultural sources.&lt;br&gt;8. Obtain literal information from a narrative or informational text.&lt;br&gt;9. Use the context in order to complete a text.&lt;br&gt;10. Infer meanings based on a text.&lt;br&gt;11. Understand cultural texts using cognates as reading strategy.</td>
<td>• WL.K12.AH.2.1&lt;br&gt;• WL.K12.AH.2.2&lt;br&gt;• WL.K12.AH.2.3&lt;br&gt;• WL.K12.AH.2.4&lt;br&gt;• WL.K12.AH.3.1&lt;br&gt;• WL.K12.AH.3.2&lt;br&gt;• WL.K12.AH.3.3&lt;br&gt;• WL.K12.AH.3.4&lt;br&gt;• WL.K12.AH.3.6&lt;br&gt;• WL.K12.AH.3.7&lt;br&gt;• WL.K12.AH.3.8&lt;br&gt;• WL.K12.AH.4.1&lt;br&gt;• WL.K12.AH.4.2&lt;br&gt;• WL.K12.AH.4.3&lt;br&gt;• WL.K12.AH.4.4&lt;br&gt;• WL.K12.AH.4.5&lt;br&gt;• WL.K12.AH.5.1&lt;br&gt;• WL.K12.AH.6.1&lt;br&gt;• WL.K12.AH.6.3&lt;br&gt;• WL.K12.AH.7.1&lt;br&gt;• WL.K12.AH.8.1&lt;br&gt;• WL.K12.AH.8.3</td>
<td>Textbook Activities:&lt;br&gt;1. Vocabulary 7/228&lt;br&gt;2. Read 7-229-233 Actividades de Comprensión Pgs. 7/234-235 A-E&lt;br&gt;3. Proyecto—Research Cause and Effect&lt;br&gt;4. Oral presentation and Project Presentation</td>
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| Listening      | 1. Understand questions and respond appropriately.  
2. Understand simple descriptions of the Latin-America issues in regards to immigration. | • WL.K12.A.H.1.1  
• WL.K12.AH.1.2  
• WL.K12.AH.1.3  
• WL.K12.AH.1.4  
• WL.K12.AH.1.5  
• WL.K12.AH.1.6 | Video-Writing and listening activity  
https://www.youtube.com/watch?v=j6W_xXvRc2Y  
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<td><strong>UNIT 6:</strong> CAMPO Y CIUDAD EN LATINOAMERICA Y CONEXION CON LA ECOLOGIA—CH 9</td>
<td><em>El Español para Nosotros-2 Textbook,</em></td>
<td>PACING: weeks 2-4</td>
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**OBJECTIVES:**
- Learn about the city and country side in Latin America.
- Create a poster (Cause and Effect) about our environment.
- To formulate questions about the ecology and global issues.
- Understand and talk about global warming, oil spills, endangered animals, deforestation, and other global issues in regards to our environment.

**GRAMMAR OBJECTIVES:**
- How to use verbs in **imperfect progressive tense.**
- Placement of object pronouns with the imperfect progressive tense.
- How to use verbs in present perfect tense (pgs. 284 and 285)

**ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit)**
- ¿Cuáles son unas características de las ciudades de Latinoamérica? 
- ¿Quiénes llegan a las grandes ciudades? 
- ¿Explica las diferencias de las grandes ciudades y los pequeños pueblos de L. A? 
- ¿Explica algunas razones del calentamiento global? 
- ¿Por qué nuestro medio ambiente está en peligro? 
- ¿Cómo podemos contribuir para mejorar nuestro medio ambiente? 
- ¿Qué soluciones puedes dar para mejorar los problemas?

**Structure:** subject pronouns, ser, adjective agreement, tener

**Vocabulary:** physical characteristics, family, feelings, numbers,

**Culture:** Sport, Frida Kahlo, Voladores de Papantla
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<td>Speaking</td>
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<td>Textbook Activities:</td>
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<tr>
<td></td>
<td>1. Introduce the differences between life in the cities and countryside of Latin America.</td>
<td>WL.K12.AH.2.1</td>
<td>1. Vocabulary 9-310</td>
</tr>
<tr>
<td></td>
<td>2. Describe in detail things about the cities</td>
<td>WL.K12.AH.2.2</td>
<td>2. Read 9-311 to 9-315</td>
</tr>
<tr>
<td>Reading,</td>
<td>3. Interview a classmate and member of the community about our environment.</td>
<td>WL.K12.AH.2.3</td>
<td>3. Comprensión 9-316 to 317 A-F</td>
</tr>
<tr>
<td>Listening,</td>
<td>4. Ask and answer about the relationships between cities and small towns in Latin America.</td>
<td>WL.K12.AH.2.4</td>
<td>Read—Conexión con la Ecología Pgs. 9/318 to 320</td>
</tr>
<tr>
<td>and Writing</td>
<td>5. Understand simple and complex text</td>
<td>WL.K12.AH.3.1</td>
<td>Comprensión 9/321 A-D</td>
</tr>
<tr>
<td></td>
<td>7. Understand and interpret written information from different cultural sources.</td>
<td>WL.K12.AH.3.3</td>
<td>5. Oral presentation and Project Presentation</td>
</tr>
<tr>
<td></td>
<td>8. Obtain literal information from a narrative or informational text.</td>
<td>WL.K12.AH.3.4</td>
<td></td>
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<tr>
<td></td>
<td>9. Use the context in order to complete a text.</td>
<td>WL.K12.AH.4.1</td>
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<td>10. Infer meanings based on a text.</td>
<td>WL.K12.AH.4.2</td>
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<td></td>
<td>11. Understand cultural texts using cognates as reading strategy.</td>
<td>WL.K12.AH.4.3</td>
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<tr>
<td></td>
<td>• Write and present descriptions about the ecology.</td>
<td>WL.K12AH4.4</td>
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<td></td>
<td>• Evaluate the causes and effects of our behavior in regards to the environment and consequences to the societies.</td>
<td>WL.K12.AH.5.1</td>
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<td></td>
<td>• Prepare a poster or power point.</td>
<td>WL.K12.AH.6.1</td>
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<td></td>
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<td>WL.K12.AH.6.3</td>
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<td>WL.K12.AH.7.1</td>
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<td>W.L.K12.AH.8.1</td>
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<tr>
<td>Course Number: 0709310</td>
<td><strong>Spanish Speakers 2</strong></td>
<td>Advanced High</td>
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<tr>
<td><strong>UNIT 7:</strong> Individualismo y Conexión con el Conducir</td>
<td><em>El Español para Nosotros--2 Textbook,</em></td>
<td>PACING: weeks 1-3</td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVES:**
- Learn about Individualism and the Hispanic culture
- Learn and understand about driving—rules and terminology
- To formulate questions about the topics.
- Understand and talk about individualism and how it has an influence on our behavior and our decisions.
- Create a poster or power point on our behavior while driving—bad habits and the consequences.

**GRAMMAR OBJECTIVES:**
- How to use informal commands in Spanish
- How to use regionalisms pertaining to driving in Spanish
- How to write a short story
- How to use formal and informal conversation in Spanish (Tú y Usted)

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Quiénes ____________?
- ¿Cómo ____________?
- ¿Porque es importante tener buenos hábitos al manejar?
- ¿Cuáles son unas cualidades del individualismo?
- ¿Cuáles son unas causas y efectos de manejar distraído, bajo la influencia del alcohol, ect..?
- ¿Quiénes contribuyen en la individualidad de las personas?

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
<table>
<thead>
<tr>
<th>LANGUAGE SKILLS</th>
<th>LEARNING TARGETS</th>
<th>NGSSS BENCHMARKS</th>
<th>RESOURCE MATERIAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>1. Introduce the topics.</td>
<td>• WL.K12.AH.2.1</td>
<td>Textbook Activities:</td>
</tr>
<tr>
<td></td>
<td>2. Describe in detail things about the topics.</td>
<td>• WL.K12.AH.2.2</td>
<td>1. Vocabulary 11-388</td>
</tr>
<tr>
<td></td>
<td>3. Interview a person who had an accident—what was the cause, effect, and consequences</td>
<td>• WL.K12.AH.2.3</td>
<td>2. Read 11/389-390</td>
</tr>
<tr>
<td></td>
<td>4. Ask and answer questions.</td>
<td>• WL.K12.AH.2.4</td>
<td>3. Comprensión 11-391</td>
</tr>
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<td></td>
<td>5. Understand simple and complex text.</td>
<td>• WL.K12.AH.3.1</td>
<td>A-F</td>
</tr>
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<td></td>
<td>6. Obtain information from different informational texts.</td>
<td>• WL.K12.AH.3.2</td>
<td>4. Read 11/392 to 395</td>
</tr>
<tr>
<td></td>
<td>7. Understand and interpret written information from different cultural sources.</td>
<td>• WL.K12.AH.3.3</td>
<td>5. Comprensión 11/395</td>
</tr>
<tr>
<td></td>
<td>8. Obtain literal information from a narrative or informational text.</td>
<td>• WL.K12.AH.3.4</td>
<td>A-C</td>
</tr>
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<td>9. Use the context in order to complete a text.</td>
<td>• WL.K12.AH.4.1</td>
<td>6. Proyecto—Research</td>
</tr>
<tr>
<td></td>
<td>10. Infer meanings based on a text.</td>
<td>• WL.K12.AH.4.2</td>
<td>7. Oral presentation and Project Presentation</td>
</tr>
<tr>
<td></td>
<td>• Write and present descriptions about the topics.</td>
<td>• WL.K12.AH.4.4</td>
<td>9. <a href="http://www.ver-taal.com/noticias_20161111_amaxofobia.htm">http://www.ver-taal.com/noticias_20161111_amaxofobia.htm</a></td>
</tr>
<tr>
<td></td>
<td>• Create a poster or power point.</td>
<td>• WL.K12.AH.5.1</td>
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<td>• WL.K12.AH.6.1</td>
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<td>• WL.K12.AH.6.3</td>
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<tr>
<td>UNIT 8: Educarción y Profesiones en Latinoamérica y los Estados Unidos—Ch 14</td>
<td>El Español para Nosotro-2s Textbook,</td>
<td>PACING: weeks 1-3</td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVES:**
- Learn about Education, work and profession in the U.S. and Latin America
- Learn and understand about different fields and careers.
- To formulate questions in English and Spanish
- Understand about the importance of speaking several languages.
- Create a poster or power point on any career that the students are interested on.
- Learn about colleges and Universities.
- How to achieve your goals—how are you going to get there?
- How to discuss pros and cons about the different careers.

**GRAMMAR OBJECTIVES:**
- How to conjugate verbs in the subjunctive tense. (pg. 428)
- How to use Imperative Formal—Usted. (pg. 358)

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Cuáles son las carreras más prominentes en Latinoamérica y los Estados Unidos__________?
- ¿Porque son importantes?
- ¿Qué beneficios se pueden tener al estudiar estas carreras?
- ¿Cuáles son unos de los retos que puedes tener al estudiar estas carreras?
- ¿Cuál es la cantidad de dinero que puedes ganar si terminas esta carrera?
- ¿Qué contribuciones le puedes ofrecer a tu comunidad con esta carrera o profesión?
- ¿Por qué es importante ser bilingüe?

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
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<th>LANGUAGE SKILLS</th>
<th>LEARNING TARGETS</th>
<th>NGSSS BENCHMARKS</th>
<th>RESOURCE MATERIAL:</th>
</tr>
</thead>
</table>
| Speaking       | 1. Introduce the topic  
2. Describe in detail things about different careers and professions  
3. Interview a classmate  
4. Ask and answer about the different Universities and colleges  
5. Understand simple text that describes prominent professions in the U.S.  
6. Obtain information from different informational texts.  
7. Understand and interpret written information from different cultural sources.  
8. Obtain literal information from a narrative or informational text.  
9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  |
|                | • Write and present descriptions about the different professions  
• Create a poster or power point about 2 careers that you would like to pursue | • WL.K12.AH.2.1  
• WL.K12.AH.2.2  
• WL.K12.AH.2.3  
• WL.K12.AH.2.4  
• WL.K12.AH.3.1  
• WL.K12.AH.3.2  
• WL.K12.AH.3.3  
• WL.K12.AH.3.4  
• WL.K12.AH.3.5  
• WL.K12.AH.4.1  
• WL.K12.AH.4.2  
• WL.K12.AH.4.3  
• WL.K12.AH.4.4  
• WL.K12.AH.5.1  
• WL.K12.AH.6.1  
• WL.K12.AH.6.3  
• WL.K12.AH.7.1  
• WL.K12.AH.8.1 | Textbook Activities:  
1. Vocabulary 14-474  
2. Read 14-475 to 476  
3. Comprensión 14-477—A-D  
4. Proyecto—Research  
5. Oral presentation and Project Presentation |