

World Languages Standards and Benchmarks

Course Title	Spanish 2			
Power Standard 1:	Communication: Communicate in Spanish			
Power Benchmark 1:				
Grade Level Benchmark	Vocabulary	Knowledge	Skills	Classroom Resources
<p>1.1 Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken Spanish on a variety of topics.</p> <p>1.3 Students present information,</p>	<ul style="list-style-type: none"> • Spanish 1 Vocabulary • Clothing and accessories • Weather expressions • Expressions of feeling with tener • Direct object pronouns • Seasons • Prepositions of locations • Modes of transportation • Names of commercial 	<ul style="list-style-type: none"> • Vocabulary • Present Progressive • Expression of weather with “hacer”, “haber”, “llover”, “nevar” • Use of direct object pronouns • Use of “tener” to express states of being • Use of affirmative informal “tú” commands • Use of locative prepositional phrases • Use of o→ue stem-changing verb morphology • Use of indirect object pronouns to indicate 	<ul style="list-style-type: none"> • Describing the weather • Describing states of being with “tener” • Condensing sentences by using direct object pronouns • Describing actions in progress • Giving affirmative “tú” commands • Describing location • Giving directions to a destination. • Conjugating o→ue stem-changing verbs • Using indirect object pronouns to indicate recipients • Expressing likes and dislikes with noun-phrase subjects • Forming negative sentences 	<p>Textbook, audiovisual equipment</p>

<p>concepts, and ideas to an audience of listeners of readers on a variety of topics.</p>	<p>establishments and public places</p> <ul style="list-style-type: none"> • Market merchandise • Handicrafts and electronics • Bargaining formulas • Indirect object pronouns • Restaurant and menú vocabulary • Formulaic restaurant phrases • Affirmative and negative indefinite expressions • Body parts • Grooming vocabulary • Household chores • Bedroom and bathroom items • Reflexive 	<p>recipients</p> <ul style="list-style-type: none"> • Use of “gustar” (and similar verbs) with noun-phrase subjects • Formation of negative sentences • Use of e→i stem-changing verb morphology • Formation and use of superlative adjectives and adverbs • Use of pronominal verbs with reflexive pronouns • Use of affirmative tú commands with irregular verbs • Formation and use of negative tú commands (regular and irregular) • Pronoun placement with commands • Formation of irregular present participles • Use of clitic verbs • Formation of adverbs from adjectives using the suffix “-mente” • Formation of superlative 	<p>with a variety of negative words</p> <ul style="list-style-type: none"> • Conjugating i→e stem-changing verbs • Ordering and paying for food in a restaurant • Expressing extreme conditions with superlative morphology • Describing daily routine with pronominal verbs • Discussing daily chores • Giving affirmative tú commands with irregular • Giving negative commands • Expressing activities in progress with clitic pronouns • Expressing how actions are performed with adverbs • Expressing extremes with superlative comparisons • Discussing past events with regular verbs • Discussing past with selected irregular verbs • Describing city buildings • Discussing select professions • Making suggestions to a group with “vamos a + inf” • Indicating specific people and 	
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	<p>pronouns</p> <ul style="list-style-type: none"> • Irregular affirmative tú commands • Adverbs with suffix “-mente” • Furniture • Parts of a home • Grocery items • Whole numbers greater than two digits • Measurements • Kitchen appliances • Labels of times in the past • Professions • Basic Farm vocabulary • Ordinal numbers • Demonstrative pronouns and determiners 	<p>comparison</p> <ul style="list-style-type: none"> • Formation of the regular preterite with “-ar” verbs • Spelling changes in regular preterite morphology • Formation of regular preterite for “-er” and “-ir” verbs • Selected irregular preterite verb morphology • Use of “vamos a + inf” to make suggestions to a group • Use of demonstrative determiners and pronouns • Use of ordinal numbers 	<p>things with demonstratives</p> <ul style="list-style-type: none"> • Discussing numeric order 	
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Power Standard 2:	Cultures: Gain knowledge and understanding of understanding			
Power Benchmark 2:				
Grade Level Benchmark	Vocabulary	Knowledge	Skills	Classroom Resources
<p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> Vocabulary from Standard 1 	<ul style="list-style-type: none"> Patterns of behaviors Common beliefs and attitudes within the culture Songs, games and holidays for age-appropriate cultures Objects and symbols that represent other cultures Contributions of art work, architecture, music, dance, and literature Cultural information from various sources. 	<ul style="list-style-type: none"> Observe and imitate patterns of behavior such as greetings, gestures and common interactions. Identify some common beliefs and attitudes within the cultures studied. Participate in age-appropriate practices such as songs, games and holidays. Identify objects and symbols that represent other cultures such as flags or currency Locate, organize and share cultural information from various sources. 	Textbook, textbook ancillaries, and audiovisual equipment

Power Standard 3:	Connections: Connect with other disciplines and acquire information.			
Power Benchmark 3:				
Grade Level Benchmark	Vocabulary	Knowledge	Skills	Classroom Resources
3.1 Students reinforce and further their knowledge of other disciplines through the world language 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures	Vocabulary from Standard 1	<ul style="list-style-type: none"> Context, topics and skills from other school subjects Use world language resources 	<ul style="list-style-type: none"> Identify and apply within a familiar context, topics and skills from other school subjects such as math, weather, geography, phonics, grammatical structures and reading strategies. Identify, through world language resources, information usable in other disciplines. 	Textbook, textbook ancillaries, and audiovisual equipment

Power Standard 4:	Comparisons: Develops insight into the Nature of Language and Culture.			
Power Benchmark 4:				
Grade Level Benchmark	Vocabulary	Knowledge	Skills	Classroom Resources
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	Vocabulary from Standard 1	<ul style="list-style-type: none"> • Sound patterns of the target language • Structural patterns of the target language and English. • Vocabulary of Spanish and English. • Connections among languages • Similarities and differences between cultures • Similar and different behavioral patterns 	<ul style="list-style-type: none"> • Identify and apply, within limited contexts, the sound patterns of the target language. • Identify and apply structural patterns of the target language and compare them to the students' own language. • Identify and compare cognates of the target language and the students' own language. • Identify connections among languages. • Examine the similarities and differences between the target cultures and 	Textbook, textbook ancillaries, and audiovisual equipment

			<p>the students' own cultures.</p> <ul style="list-style-type: none"> • Compare and contrasts similar and different behavioral patterns between the target cultures and the students' own culture. 	
Power Standard 5:	Communities: Participate in multilingual communities at home and around the world.			
Power Benchmark 5:				
Grade Level Benchmark	Vocabulary	Knowledge	Skills	Classroom Resources
<p>5.1 Students use the language within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for</p>	Vocabulary from Standard 1	<ul style="list-style-type: none"> • Vocabulary, grammar, and cultural information from Standards 1, 2, 3, and 4 	<ul style="list-style-type: none"> • Practice key phrases in Spanish with family and peers • Become aware and/or participate in outside language opportunities such as camps, immersion weekends, trips and 	Textbook, textbook ancillaries, and audiovisual equipment

personal enjoyment and enrichment.			community cultural events. <ul data-bbox="1234 321 1558 865" style="list-style-type: none">• Expand cultural horizons through the enjoyment of literature, music, art, theater, cuisine and travel.• Use media and technology to remain aware of world events.• Establish and/or maintain interpersonal relationships with speakers of Spanish	
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