

Spanish II

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
IP	Interpersonal Mode of Communication		
MLI.IP1	The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:		
	A. Express needs and preferences.	Rutina Diaria Section 1 Part D	Practica con los verbos
	B. Express feelings and emotions.	La Diversion Section 1 Part A	Me Gusta
	C. Request help and clarification.		
	D. Give descriptions.	La Descripcion Section 1 Part A	Cual es tu nacionalidad
	E. Give and follow directions and instructions.	Cuerpo Section 2 Part B	Hoy y ayer
	F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.	Diversion Section 1 Part C	La Lectura
	G. Ask questions and provide responses about plans and events.	Diversion Section 1 Part A	Tabla de Mensajes
MLI.IP2	The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:		
	A. Initiate, participate in, and close an oral or written exchange.	Rutina Diaria Section 1 Part F	El Proyecto

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	B. Use simple paraphrasing to convey and comprehend messages.	Diversion Section 1 Part D	Practica
	C. Use gestures and body language to convey and comprehend messages.		
	D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	Rutina Diaria Section 2 Part B	Speaking Assignment
INT	Interpretive Mode of Communication		
MLI.INT1	The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:		
	A. Identify main ideas and some details when reading and listening.	Diversion Section 1 Part F	Lectura
	B. Interpret culturally authentic materials and information.	Los Animales Section 1 Part B	La Musica

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	C. Comprehend and follow oral and written instructions.	All Sections Part 2	All Activities
	D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.	La Diversion Section 1 Part C	Muevete
MLI.INT2	The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:		
	A. Differentiate among increasingly complex statements, questions, and exclamations.	All Sections	Lecturas
	B. Interpret basic gestures, body language, and intonation that clarify a message.		
P	Presentational Mode of Communication		
MLI.P1	The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:		
	A. Relate main ideas and essential details from level-appropriate print or non- print material.	Diversion Section 1 Part C	La Lectura

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	B. Give brief, organized oral presentations, using visual and technological support as appropriate.	La Diversion Section 2 Part C	El Proyecto
	C. Write short, organized compositions, using visual and technological support as appropriate.	El Cuerpo Project 3P	Central America
	D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	El Cuerpo Project 3 P	Central America
MLI.P2	The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:		
	A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.	Descripcion Section 1 Part E	Tarea Oral
	B. Demonstrate comprehension of material.	Descripcion Section 3 Part C	Practica Oral
CU	Cultural Perspectives, Practices, and Products		
MLI.CU1	The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:		

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	A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.		
	B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.	El Entretenimiento Section 1 Part B	La Comida Tipica
	C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.	El Entretenimiento Section 2 Part C	El Proyecto –Danza
CCC	Connections, Comparisons, and Communities		
MLI.CCC1	The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:		
	A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.		

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	B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.		
MLI.CCC2	The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:		
	A. Compare and contrast traditions, such as holidays, foods, and celebrations.	El Entretenimiento Section 1 Part A	Las Espectaculos
	B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.		
	C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.		
MLI.CCC3	The students compare basic elements of the target language to the English language. The students:		

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	A. Compare vocabulary usage and structural patterns of the target language with English.	Rutina Diaria Section 1 Part A	Más Cognados
	B. Use level-appropriate idiomatic expressions in the target language.	Las Compras Section 2 Part B	Un dicho
MLI.CCC4	The students demonstrate an awareness of current events in the target culture(s). The students:		
	A. Give information regarding major current events of the target culture(s).		
	B. Understand the impact of major current events on the target culture(s).		
MLI.CCC5	The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:		
	A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.		



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	<p>B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.</p>	<p>Los Viajes Section 3 Part D</p>	<p>Additional Resources</p>
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