

Curriculum Map

Spanish 2 # 0708350





Spanish 2 – Course Code 0708350

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit(s)	Talk and write about you and your friends Review and expand upon vocabulary Expand uses of stem-changing verbs Relevant cultural studies	Listen and read about daily routines Talk and write about one's daily routine and getting ready for a special event Exchange information about one's typical morning routine Relevant cultural studies	Talk about what people do and what people did Talk about shopping experiences Relevant cultural studies	Activities and travel in the past tense Express knowledge and familiarity Relevant cultural studies
Big Idea(s) throughout the year	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Culture Connections Comparisons Communities	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Culture Connections Comparisons Communities	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Culture Connections Comparisons Communities	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Culture Connections Comparisons Communities
Learning Goal(s)	Students will be able to <ul style="list-style-type: none"> • Conjugate all stem-changing verbs in the present tense • Differentiate between the uses of ser and estar 	Students will be able to <ul style="list-style-type: none"> • Appropriately use expressions that are followed by an infinitive • Talk about getting ready • Talk about things you need to get ready 	Students will be able to <ul style="list-style-type: none"> • Conjugate verbs in the preterite tense to discuss past actions • Discuss clothing and shopping 	Students will be able to <ul style="list-style-type: none"> • Use the preterite of "ir" to talk about where they and others went • Use the preterite of "ser" to describe something in the past



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Text: Realidades- Pearson

	<ul style="list-style-type: none"> • Use the present progressive verb tense to talk about what is happening • Give directives using the affirmative "tú" form command • Conjugate irregular "yo" form verbs • Compare and contrast objects and identify superlatives • Identify and use negative and affirmative words 	<ul style="list-style-type: none"> • Talk about special events • Talk about how you feel • Conjugate a reflexive verb 	<ul style="list-style-type: none"> • Express possession using the long-form possessive adjectives • Identify and use direct object pronouns • Use demonstrative adjectives to identify objects 	<ul style="list-style-type: none"> • Talk about ways to travel • Identify and use indirect object pronouns • Use irregular preterite verb tense to talk about what people did • Differentiate between the uses of saber and conocer • Conjugate a verb in the imperfect form
Instruction Resources	Realia	Realia	Realia	Realia
Assessment	Summative Formative Performance Based	Summative Formative Performance Based	Summative Formative Performance Based	Summative Formative Performance Based
	WL.K12.IL.1.1 Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	WL.K12.IL.4.4 Provide a logical sequence of instructions on how to make something or complete a task.		



Spanish 2 (#0708350) 2022 - And Beyond (current)

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Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.

WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.IL.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

WL.K12.IL.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.

WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	<p>Actively participate in effortful learning both individually and collectively.</p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

[MA.K12.MTR.3.1:](#)

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](#)

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.

- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.2.1:](#)

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.3.1:](#)

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

	<p>Clarifications: In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1.

Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

General Information

Course Number: 0708350

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12
Education Courses > **Grade Group:** Grades 9
to 12 and Adult Education Courses >
Subject: World Languages > **SubSubject:**
Spanish >

Abbreviated Title: SPANISH 2

Course Attributes:

- Highly Qualified Teacher (HQT)
Required
- Florida Standards Course

Course Level: 2

Educator Certifications

[Spanish \(Secondary Grades 7-12\)](#)

[Spanish \(Elementary and Secondary Grades K-12\)](#)

There are more than 960 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:

[https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21518](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21518)