

Spanish II

Benchmark 1: Talk about his feelings and preferences regarding friends and activities. Discuss the political status of Mexico, Nicaragua, and Peru.

The student:

1. Translates adjectives describing feelings.
2. By looking at facial expressions, tells how people are feeling.
3. Tells how he/she feels during different circumstances.
4. Expresses his/her choice of activities and tell how he/she feels when he/she does these activities.
5. Describes his/her friends in detail using physical and psychological characteristics.
6. Writes a composition "amigos/amigas" describing his/her personal feelings.
7. Creates a make believe situation where an accident happened showing body language commonly used in the Hispanic cultures.

Benchmark 2: Talk about his social life including dating. Describe cultural and historical sites in Madrid, Spain.

The student:

1. Tells whether or not he/she knows the people in various public places in his/her hometown.
2. Tells about some of the interesting people he/she knows.
3. Names the different clubs in which he/she is active.
4. States his/her opinion on what the rules for teenagers should be and why (at school and at home).
5. Tells what kind of a present he/she will buy for his/her friends and why.
6. Creates a skit pretending he/she is making plans for an exciting weekend in Madrid.
7. Asks his/her friends if they plan to do various things in the weekend.
8. Points out ten of Madrid's tourist sites and explains the reason for which these are famous.
9. Names some of the great painters that contribute to the El Prado Museum's majestic collection.
10. Identifies ways in which to conduct himself/herself while in Madrid (i.e. more formal dressing, practicing patience while having to wait, etc.).

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Benchmark 3: Tell the emotional reaction of people depending on the circumstances. Talk about the Argentina's people life style. Demonstrate knowledge of Argentina's geography.

The student:

1. Tells about when, where and why he/she likes to do various activities.
2. Answers questions telling how he/she feels after doing certain activities.
3. Creates a skit pretending to investigate a murder, including questioning the suspects.
4. Narrates a love story from the time two people meet until they get married.
5. Tells why some activities are more dangerous than others and about their reaction when accidents happen.
6. Locates Argentina on a world map, mentioning its diversity in landscapes.
7. Tells how Argentina's location in the southern hemisphere affects the weather throughout the year.
8. Describes the body language used by the Argentinians.
9. Describes the ethnic background of most Argentinians.

Benchmark 4: Talk about past events and possible solutions. Briefly describe the problem Cuban people have coming to this country.

The student:

1. Tells about the length of time he/she has been doing various things.
2. Tells about what he/she did last night or yesterday.
3. Tells what he/she and his/her friends did during the Thanksgiving break.
4. Writes a paragraph telling what different members of his/her family did during Christmas vacation.
5. Describes international problems presented by the media and states his/her opinion about possible solutions.
6. Researches and expresses the problems Cuban immigrants face.

Benchmark 5: Describe what he/she used to see. Recognize the value of Hispanic literature.

The student:

1. Answers questions regarding things their grandparents used to do. He/she will use the imperfect mood.
2. Memorizes a poem by Gustavo Adolfo Bequer where the imperfect mood is used.
3. Tells some of the things he/she used to do when he/she was a child.
4. Describes what he/she used to do on a daily basis.
5. Tells about the places where he/she used to go and the things he/she used to do there.
6. Creates a skit narrating an event where the light went off.
7. Tells about some of the things "DON QUIXOTE" did and why.
8. Writes a short biographical description of three literary writers such as: Borges, Gabriela Mistral, Gabriel Garcia Marques.

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Benchmark 6: Talk about his/her accomplishments and tell what is generally done or not done according to the social ethics code. Briefly describe some of the pre-Columbian sites in Mexico, Guatemala, and Peru.

The student:

1. Tells about various things he/she strived to do and has been able to accomplish. He/she will use the present perfect tense with the verb "haber".
2. Questions his/her classmates about whether or not they have performed various daily activities. He/she will use the present perfect and reflexive verbs.
3. Writes a pretend newspaper advertisement soliciting something he/she needs.
4. Describes the activities done by different establishments depending on the products they sell.
5. Chooses a Hispanic country and describes some of the aspects of daily life.
6. Summarizes Bernal Diaz del Castillo's impressions of the Aztec City, Teotihuacan.
7. Locates on a world map the area occupied by the Mayas.
8. Describes the Mayan sites of Chichen Itza, and Tikal.
9. Names the countries where the Inca Empire developed.
10. Describes Machu Pichu.

Benchmark 7: Talk about the future in general. Show appreciation for the rich and colorful folk art of Latin America.

The student:

1. Describes his/her career and social plans for the future. He/she will use the future tense.
2. After reading a futuristic article, he/she will give his opinion on what he/she thinks the world will be like in the year 2050.
3. Give an optimistic view of himself/herself telling how he/she will be better in the future. Use the verb "ser" in the future tense.
4. Tells what he/she thinks his/her friends will do in the future and why.
5. Describes various things he/she will do for people. Tell why he/she will do them. Use the conditional tense.
6. Informs others about the things he/she will have done by the time he/she finishes High School.
7. Roll-plays being in an Argentinean restaurant and ordering from a menu.

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**Benchmark 8: Talk about future events and about what will be happening.
Examine the role of the Hispanic family in career planning.**

The student:

1. Talks about his/her future personal plans.
2. Expresses his/her thoughts about things he/she wants, and about what he/she wishes and desires would happen.
3. Tells what will happen in the world under certain circumstances.
4. Gives his/her opinion on how the world can be improved
5. Expresses the fact that, in a general sense, young Hispanics are greatly influenced by their parents when choosing a career.
6. Describes the role of women in relation to the work force in Latin America.
7. Compares the male role in an American family vs. a male role in a Hispanic family.