



Glencoe Spanish 2

¡Buen viaje!

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STANDARDS	PAGE REFERENCES
<p>Communication: Communicate in languages other than English.</p>	
<p>Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.</p>	
<p>Interpersonal</p>	
<p>1. Discuss current events and issues (e.g., immigration, environmental concerns).</p>	<p>Student Edition: 11 #13, 24 #2, 63 #6, 75 #26, 109 A, 126-129, 228 <i>Lectura</i> 251 Teacher Wraparound Edition: CP 168; CTA 255; NS 343; RAS 193; WD 265</p>
<p>2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).</p>	<p>Student Edition: 52 #1, 84 #2, 84 #4, 95 #5, 135 #5, 165 #5, 225 #8 Teacher Wraparound Edition: CP 132, 169; RAS 293</p>
<p>Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.</p>	
<p>Interpersonal</p>	
<p>3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).</p>	<p>Student Edition: 24 #1, 45 B, 73 #22, 99 #12, 139 #11, 147 A, 154 #2, 169 #11 Teacher Wraparound Edition: CP 297, 325; CTA 405; RAS 247</p>

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Benchmark C: Use a wide range of strategies to negotiate meaning.	
Interpersonal	
4. Clarify meaning (e.g., elaboration, questioning).	Student Edition: 9 #8, 17 A, 77 B, 95 #6, 116 #1, 135 #5, 139 #10, 147 B Teacher Wraparound Edition: CTA 199; PA 363; RAS 247
Benchmark D: Give and follow a series of complex directions.	
Interpersonal	
5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).	Student Edition: 39 #9, 43 #18, 63 #4-5, 67 #11, 99 #13, 195 #5, 199 #11 Teacher Wraparound Edition: RAS 2, 6, 32, 36, 60, 64, 93, 97
Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.	
Interpersonal	
6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).	Student Edition: 5 #4, 9 #9, 17 B, 24 #2, 39 #9, 95 #5, 99 #11, 109 B Teacher Wraparound Edition: A 105; CP 39; RAS 247
Benchmark F: Follow complex oral, signed or written directions and requests.	
Interpretive	
7. Follow directions, instructions and requests (e.g., using voice mail, travel options).	Student Edition: 69 #11 <i>Lecturas</i> 308-309 <i>Mi Cocina</i> 127, 227, 355, 455 Teacher Wraparound Edition: CP 293; RAS 2, 6, 32, 36, 60, 64, 93, 97

STANDARDS	PAGE REFERENCES
Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.	
Interpretive	
8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.	Student Edition: <i>Reading Strategy</i> 18, 46, 78, 110, 148, 178, 210, 244 Teacher Wraparound Edition: WD 149
Benchmark H: Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	
Presentational	
9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).	Student Edition: 135 #5 Teacher Wraparound Edition: PR 111; WD 13, 138, 142, 171, 211, 235, 241
10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).	Student Edition: 462-463, 466-467, 470-471, 474-477 Teacher Wraparound Edition: CTA 211; DL 462, 466, 471, 474
Benchmark I: Create presentations on a range of original or authentic expressive products.	
Presentational	
11. Present an age-appropriate song, story or poem from the target language culture.	The following are examples of stories and poems that may be used to accomplish this standard. Student Edition: 462-463, 466-467, 470-471, 474-477
Benchmark J: Present information and ideas on a range of topics.	
Presentational	
12. Write and present a speech on a cultural or historic topic, or on a personal experience.	Student Edition: 85 #6, 135 #5, 143 #18, 147 C, 235 #6, 399 #10 Teacher Wraparound Edition: CP 169; RAS 213
13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).	Student Edition: 53 #5, 85 #7, 155 #5, 185 #4, 217 #4, 315 #4, 345 #3, 385 #5 Teacher Wraparound Edition: CP 61, 133, 393; NS 393

STANDARDS	PAGE REFERENCES
Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.	
Presentational	
14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	Student Edition: <i>Writing Strategy</i> 25, 53, 85, 117, 155, 185, 217, 255 Teacher Wraparound Edition: CP 233; CTA 53; RAS 193; WD 139, 147, 171, 235
Cultures: Gain knowledge and understanding of other cultures.	
Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.	
Practices	
1. Analyze and discuss behavior patterns of peers in the target culture.	Student Edition: 117 #6, 135 #5, 399 #10 <i>Lectura(s)</i> 150, 151, 378-379, 410-411 Teacher Wraparound Edition: CP 297, 397; FF 33, 95; NS 117, 392
Benchmark B: Participate in and discuss a wide variety of cultural practices.	
Practices	
2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).	Student Edition: 5 #4, 17 B, 39 #10, 43 #18, 63 #5, 95 #7, 99 #11, 109 B Teacher Wraparound Edition: CP 39
3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).	Student Edition: 5 #4, 9 #9, 17 B, 39 #10, 43 #18, 95 #5, 99 #11, 109 B Teacher Wraparound Edition: CP 39, 132; NS 315
Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	
Products	
4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).	Student Edition: <i>Lectura(s)</i> 46-47, 48, 49, 113, 178-179, 212, 381 Teacher Wraparound Edition: FF 95, 137, 332; LR 5; NS 315

STANDARDS	PAGE REFERENCES
Benchmark D: Analyze, discuss and report on significant contributions from the target culture.	
Products	
5. Explain the contributions of the target culture in literature and the fine arts.	Student Edition: 228 <i>Conexiones</i> 152-153, 414-415 <i>Música</i> 129, 229, 357, 457 Teacher Wraparound Edition: AC 46, 302, 368; LC 112
6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).	Student Edition: 456 <i>Conexiones</i> 50-51 <i>Sucesos</i> 355 Teacher Wraparound Edition: CP 297, 397
Connections: Connect with other disciplines and acquire information.	
Benchmark A: Investigate, analyze and present concepts from across disciplines.	
Integrated Studies	
1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).	Student Edition: <i>Conexiones</i> 382-383, 442-443 <i>Lectura(s)</i> 81, 110-111, 112 Teacher Wraparound Edition: CP 361; FF 323; RAS 249
2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).	Student Edition: <i>Conexiones</i> 22-23, 50-51, 82-83, 114-115, 152-153, 182-183, 214-215, 252-253 Teacher Wraparound Edition: CP 195; FF 280; GC 9, 147, 205; HC 254; RAS 214
Benchmark B: Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	
New Viewpoints	
3. Examine how cultural institutions have changed over time (e.g., family, education, government).	Student Edition: 128, 399 #10 <i>Lectura(s)</i> 110-111, 113, 148-149, 150, 151 Teacher Wraparound Edition: CP 397; CTA 111

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4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.	Student Edition: 126-129, 217 #5, 226-229, 285 #6, 354-357, 385 #6 Teacher Wraparound Edition: CP 193, 199, 196, 267, 297; RAS 213; WD 265
Comparisons: Develop insight into the nature of language and culture.	
Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.	
Linguistic Comparisons	
1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).	Student Edition: 100-101, 144-145, 206-207, 240-245, 270-275 <i>Conexiones</i> 50-51 <i>Pronunciación</i> 17 Teacher Wraparound Edition: ASL 33, 37, 61, 93, 109, 133, 163, 167
Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.	
Linguistic Comparisons	
2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep.=Let's get back to work).	Student Edition: <i>Conexiones</i> 50-51, 252-253 Teacher Wraparound Edition: ASL 3, 33, 37, 61, 93, 109, 163, 167
Benchmark C: Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	
Cultural Comparisons	
3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.	Student Edition: 462-463, 466-467, 470-471, 474-477 Teacher Wraparound Edition: DL 462, 466, 470, 474
4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.	Student Edition: <i>Lectura(s)</i> 78-79, 80, 81, 110-111, 251, 338-339 Teacher Wraparound Edition: FF 332

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<p>Benchmark D: Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.</p>	
<p>Concept of Culture</p>	
<p>5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.</p>	<p>Student Edition: 35 #5, 117 #4-5, 177 A, 185 #5 <i>Conexiones</i> 115 <i>Lectura</i> 441 Teacher Wraparound Edition: CP 97; LR 35, 45, 177, 253, 435; NS 117; RAS 115</p>
<p>Communities: Participate in multilingual communities and cultures at home and around the world.</p>	
<p>Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.</p>	
<p>Outreach</p>	
<p>1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).</p>	<p>Teacher Wraparound Edition: CP 39, 193, 195, 196; RAS 293</p>
<p>2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).</p>	<p>Student Edition: 135 #5, 254 #3 Teacher Wraparound Edition: CP 97, 193 This standard can be more fully accomplished through cooperative programs with other Spanish classes.</p>
<p>Benchmark B: Perform original or authentic works for a school or community event.</p>	
<p>Outreach</p>	
<p>3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p>Student Edition: 147 C, 177 B, 254 #3 Teacher Wraparound Edition: CP 97</p>

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Benchmark C: Sustain communication with people locally and around the world.	
Outreach	
4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.	Student Edition: 53 #5, 85 #7, 155 #5, 185 #4, 217 #4, 315 #4, 345 #3, 385 #5 Teacher Wraparound Edition: CP 61, 133, 393; NS 393
Benchmark D: Report information about and personal reactions to various products, media and services of the target culture.	
Enjoyment and Enrichment	
5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).	Student Edition: 126-129, 226-229, 354-357, 454-457, 479-493
6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.	Student Edition: 126-129, 226-229, 354-357, 454-47, 479-493
7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.	Student Edition: 165 #5, 217 #5, 254 #1, 314 #2 Teacher Wraparound Edition: CP 7, 132, 193
Benchmark E: Attend, participate in or view target culture events and describe to others.	
Enjoyment and Enrichment	
8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	Student Edition: <i>Lectura</i> 410-411, 412 Teacher Wraparound Edition: CP 39, 46, 163; NS 392
Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	
Career Exploration and Skills	
9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.	Student Edition: 427 #5 Teacher Wraparound Edition: CC 255, 383, 439, 440; CP 431

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10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).	Student Edition: 427 #5 Teacher Wraparound Edition: CC 255, 383, 439, 440; CP 431
Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.	
Career Exploration and Skills	
11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).	Teacher Wraparound Edition: RAS 167 This standard can be additionally accomplished through teacher/class projects.