

Wilson Area School District Planned Course Guide

Title of planned course: Spanish II Honors

Subject Area: World Languages

Grade Level: 9-12

Course Description: Honors Spanish 2 is designed to review and practice basic concepts learned in first year Spanish with an emphasis on reading, writing and listening skills and to introduce more advanced grammar and vocabulary in preparation for future honors courses and ultimately AP Spanish. Various Hispanic cultures will be discussed and compared and the class will be conducted using more Spanish and less English than was used in first year studies. The course will be more rigorous than Spanish 2 and honors students will be responsible for completing more assignments outside of class (including summer work) and for learning extended word lists as well as the chapter word lists in order to enhance vocabulary.

Time/Credit for this Course: 1 year, 1.0 credit

Curriculum Writing Committee: Kim Steirer, Stephen Campbell, Carrie Saylor

Curriculum Map

August:

- Introduction
- Review of Spanish 1 content

September:

- Culture of Hispanics in the United States (Florida)
- Continued review of Spanish 1 vocabulary and grammar
- Identify and describe people
- Talk about likes and dislikes
- Say where you are going and activities you do with your friends
- Review regular and irregular present tense verb conjugations
- Culture of Costa Rica
- Talk about travel preparations, things you see and do at an airport
- Use verbs followed by the *personal "a"*
- Write sentences with direct and indirect object pronouns

October:

- Culture of Costa Rica
- Describe what you did on vacation and where you went using the preterite tense
- Interrogatives to ask information and questions
- Talk about buying gifts and souvenirs on vacation
- Culture of Argentina
- Talk about sporting events, athletes, and ways to stay in shape
- Use the suffix *-mente* to create adverbs
- Use demonstrative adjectives and pronouns to indicate where something is

November:

- Culture of Argentina
- Use the preterite of *er* and *ir* verbs to talk about the past
- Talk about your daily routine using reflexive verbs in the present tense
- Say what you and others are doing right now using the present progressive
- Say what you intend to do using the verb *pensar* with an infinitive
- Sequencing events

December:

- Culture of Puerto Rico
- Talk about clothing, shopping, and personal needs
- Describing events that are currently in progress using the present tense of irregular *yo* form verbs
- Using pronouns that follow prepositions in a sentence
- Asking for and giving opinions
- Culture- *Las Navidades* discuss and compare how the holidays are celebrated in the Spanish speaking world

January:

- Culture of Puerto Rico
- Talking about items in a marketplace and shopping in a market
- Using expressions of courtesy to be polite and asking for help
- Using irregular preterite verbs to talk about the past
- Describe and compare artisan crafts from different countries

February:

- Culture of Mexico
- Describing events in the present with irregular formats
- Narrating events in the past with irregular formats
- Storytelling and legends
- Narrating what used to happen in the past using the imperfect tense
- Use past participles as adjectives
- Distinguish between two past tenses (preterite and imperfect)

March:

- Culture of Mexico
- Describing early civilizations
- Describing the layout of a modern city
- Asking for and giving directions
- Use irregular preterite tense verbs to talk about the past
- Culture of Spain
- Talk about food preparation, recipes, and ingredients
- Describe foods using adjectives and the suffix *-ísimo*
- Give instructions and make recommendations about foods using formal (polite) commands
- Place pronouns correctly in a sentence using formal commands

April:

- Culture of Spain (Toledo, Madrid, Salamanca)
- Ordering meals in a restaurant
- Talking about meals and dishes and describing food service
- Indefinite words (Affirmative and negative words)
- Using double object pronouns in a sentence
- Culture of Hispanics in the United States (Los Angeles)
- Talking about making different types of movies
- Telling others what to do and not do (informally)

May:

- Culture of Hispanics in the United States (Los Angeles, Chicano art)
- Talking about technology
- Making future plans
- Expressing hopes and wishes with the subjunctive
- Extending and responding to invitations
- Culture of the Dominican Republic
- Discuss school related issues
- State and respond to opinions and present persuasive arguments
- Use the subjunctive with impersonal expressions
- Distinguish between the two Spanish words that mean “for” (*por vs para*)
- Distinguish between the two verbs which mean “to know” in Spanish (*saber vs conocer*)

June:

- Review and prepare for final
- Discuss summer homework and AP course and test preparation expectations

Wilson Area School District Planned Course Materials

Course Title: Spanish II Honors

Textbook: ¡Avancemos! Level 2.
Holt McDougal. 2013.
www.holtmcdougal.com

Supplemental Books: ¡Avancemos! Level 2 Reading Accompaniment
Holt McDougal. 2014.
www.holtmcdougal.com

Teacher Resources:

Books:

¡Avancemos! series ancillary materials
Vox Spanish/English Dictionary
Barron's 501 Spanish Verbs
English Grammar for Students of Spanish
Schaum's Outlines Spanish Grammar 4th Edition
Amsco Español Essencial Series
Practice Makes Perfect Complete Spanish Grammar
Practice Makes Perfect Spanish Pronouns and Prepositions

Audio:

¡Avancemos! audio accompaniment

Video:

Avancemos video accompaniment
Various cultural documentaries

Online:

<http://www.tomisimo.org>
<http://www.quizlet.com>
<http://www.conjugation.org>
<http://www.britannica.com/>
<http://online.culturegrams.com/world/index.php>
<http://countrystudies.us/>
<http://www.iexplore.com>
<http://www.xe.com/ucc/>
<http://www.lonelyplanet.com/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
http://espanol.ucanr.org/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries.htm
http://fds.oup.com/www.oup.com/pdf/online_products/straditions.pdf
<http://www.mexonline.com/holiday.htm>
<http://www.ilcymex.com/mexican.htm>

<http://extensionenespanol.net/articles.cfm?articleid=117>
<http://www.red2000.com/spain/toros/history.html>
<http://www.sanfermin.com/old/2006/guia.php?lang=eng>
<http://www.pamplona.net/VerPagina.asp?IdPag=287&Idioma=5>
<http://www.turismo.navarra.es/eng/propuestas/san-fermines/desarrollo/encierro.htm>
<http://www.donquijote.org/culture/spain/bullfight/>
<http://www.hispanic-culture-online.com/semana-santa.html>
<http://www.topics-mag.com/internatl/holidays/spain/easter-spain.htm>
<http://www.easterbunnys.net/spanisheaster.htm>
http://www.questconnect.org/quat_semana_santa.htm
<http://www.usccb.org/liturgy/page2.shtml>
http://www.gale.cengage.com/free_resources/chh/activities/quinceanera.htm
<http://www.nyfolklore.org/pubs/voic28-3-4/onair.html>
<http://latino.sscnet.ucla.edu/research/folklore/quinceaneras/aqlitrep.htm>
<http://www.jrank.org/cultures/pages/4364/Quincea%C3%B1era.html>
http://books.google.com/books?id=qptZzAcoyTOC&pg=PA71&lpg=PA71&dq=La+Quinceanera&source=bl&ots=T5W8_iFHFY&sig=Fkp1b_FtWZC_fhVMZDTcfi09nWA&hl=en&ei=JavMS4CFCIL78AaD-tHGBA&sa=X&oi=book_result&ct=result&resnum=9&ved=0CBsQ6AEwCDgo#v=onepage&q=La%20Quinceanera&f=false
http://teen-culture.suite101.com/article.cfm/la_quinceanera_or_the_quince_anos
<http://www.quinceanera-boutique.com/quinceaneratradsition.htm>
<http://www.mexonline.com/christmas.htm>
<http://www.donquijote.org/culture/spain/fiestas/navidad.asp>
<http://www.inside-mexico.com/Revista.htm>
<http://www.californiamall.com/holidaytraditions/traditions-mexico.htm>
http://www.escuelai.com/spanish_magazine/christmas_spain.html
<http://www.californiamall.com/holidaytraditions/traditions-spain.htm>
<http://www.nacnet.org/assunta/spa5may.htm>
http://www.gale.cengage.com/free_resources/chh/activities/cinco.htm
<http://www.mexonline.com/cinco-de-mayo.htm>
http://books.google.com/books?id=NkjXvKpESZgC&printsec=frontcover&dq=cinco+de+mayo&source=bl&ots=hA3_oQqQDt&sig=GuH61iNXS2RptvAp_Oj3ECUdbDI&hl=en&ei=Ma3MS-fbMYKB8gbruumFBQ&sa=X&oi=book_result&ct=result&resnum=8&ved=0CCIQ6AEwBzge#v=onepage&q&f=false

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *My Friends and I* Hispanic Culture in Florida- Preliminary Lesson

Time frame: 8 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will have reviewed and mastered grammar and vocabulary learned in Spanish 1 and will be able to:

- Identify and describe people
- Talk about likes and dislikes
- Say where they and their friends are going
- Describe emotions and activities
- Discuss Hispanic culture in Miami, Florida

Core Activities: Students will complete/participate in the following:

- Repetition and dictation of vocabulary
- Guided pronoun and verb conjugation review (may be done as call and response activity or using a beach ball with various subject pronouns)
- Jigsaw activity- various groups of students will master a grammar concept from Spanish 1 and re-teach the rest of the class with a presentation (presentations may be submitted using Google Classroom)
- Review games- students should make their own review questions with Spanish 1 concepts and the teacher can assemble a Kahoot or Jeopardy style game with student questions
- Worksheets
- Book exercises
- Oral and written practice

Extensions: Using the *Bridging Cultures Enrichment* section at the start of the textbook, choose any 2 styles of Latin music to compare and share musical selections from various artists from those genres with the class. Students should include a description of the Spanish vocabulary used when talking about each musical genre. (pages C2-C23)

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *Let's Go on a Trip* Costa Rica- Unit 1 Lesson 1

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Describe people, crafts and places in Costa Rica
- Discuss eco-tourism and biodiversity of Costa Rica
- Make travel preparations
- Function in an airport
- Discuss location and getting around town

Core Activities: Students will complete/participate in the following:

- Repetition of phrases, vocabulary for travel- illustrate and label vocabulary
- Listening to natives as they talk about travel
- Put vocabulary words used when taking a trip in chronological order
- Discuss the culture of Costa Rica
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Simulation of airport protocol
- Watch a movie that discusses airline travel in Spanish
- Partner activities; discussion with objects of the verb
- Create a list of regionalism to be added to throughout the year using the *También se Dice* sections of each chapter (assign task to student helper to add to list when we come across new regionalisms)

Extensions: Create skit for the class to go through airport security, baggage claim, and customs into a foreign city, OR research and report on national parks and biodiversity in Costa Rica

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *Tell Me About Your Vacation* Costa Rica- Unit 1 Lesson 2

Time frame: 14 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Function in the hotel of a Spanish-speaking country
- Ask information questions and make reservations
- Describe where they went and what they did on vacation using the preterit tense
- Describe customs in Costa Rica with respect to families and national parks
- Compare the geography of Costa Rica with that of Chile

Core Activities: Students will complete/participate in the following:

- Research travel in the capital city of San Juan
- Listen to natives as they narrate various trips
- Watch video on hotel accommodations
- Write post cards home using the preterit tense to say what you did
- Tell others about your adventures in the past
- Describe photos of travel destinations
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; giving and obtaining information
- Readings on tourism in Costa Rica and in Chile

Extensions: Create travel brochure for Costa Rica. Role-play hotel employees, tour guides and tourists.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *The World Cup* Argentina- Unit 2 Lesson 1

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Explain sports and art culture of Buenos Aires
- Discuss various sporting events
- Talk about ways to stay healthy
- Point out specific people and things
- Use adverbs correctly
- Retell events from the past using *er* and *ir* preterite verbs

Core Activities: Students will complete/participate in the following:

- Listening to native soccer fans, phrases and chants
- Write a letter that talks about a championship game
- Watch a film about famous Hispanic athletes
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Visit panoramic website of Iguazu Falls in Argentina (www.fullscreen360.com/iguassu-falls)
- Partner activities; pointing out specific things
- Readings on the World Cup of soccer

Extensions: Create a radio broadcast about sports. OR Research Argentinean author Julio Cortazar- read and summarize one of his short stories

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *What Are We Going to Do?* Argentina- Unit 2 Lesson 2

Time frame: 14 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss their daily routine from the time they wake up until they go to sleep, with respect to grooming and hygiene
- Talk about the parts of the body
- Describe what they and others are doing in the present moment
- explain the gaucho culture of Argentina

Core Activities: Students will complete/participate in the following:

- Create a biographical book or comic strip about their daily routine.
- Giving advice on personal hygiene
- Listen to natives talk about daily routine, illustrate and label vocabulary
- Listen to songs (youtube) to learn the parts of the body
- Trace a classmate and label the parts of the body
- Practice conjugations of reflexive verbs using online verb drills (for example, Spanishdict.com conjugation practice or classzone online practice)
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Readings on gaucho culture of Argentina

Extensions:

- Create skit that narrates daily routine
- Create a piece of abstract art that discusses the various elements of getting ready in the morning or getting ready for bed
- Use imovie or an animation app or other video software to make a short film or cartoon of your daily routine in Spanish

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *How Does it Fit Me?* Puerto Rico- Unit 3 Lesson 1

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to talk about clothing, shopping, personal needs and opinions. They will discuss what they like and love, and compare shopping experiences in various Spanish-speaking countries.

Core Activities: Students will complete/participate in the following:

- Discussion of how clothing fits
- Write a summary of where students go and what they do
- Answer basic questions about shopping preferences
- Read *Fashion Magazine* excerpt on how to organize a closet and create a labeled diagram of a well organized closet
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Read about Tainos in the Caribbean and write a comparison of the clothing worn by indigenous people and Spanish conquistadors
- December/January- discuss holiday celebrations in the Hispanic world

Extensions: Work with another student to give a fashion show to the class. Use the unit vocabulary and extension of vocabulary list to point out the articles of clothing and describe how they look on the “model” of the fashion show

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *Let's Film in the Market* Puerto Rico- Unit 3 Lesson 2

Time frame: 14 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss shopping with vendors in an open air market
- Describe artisan goods and what they are made of
- Describe past events and activities

Core Activities: Students will complete/participate in the following:

- Repetition of phrases, courtesy in the marketplace
- Create a simulation of buying and selling in the marketplace
- Write a letter about masks in Puerto Rico
- Speaking activity- say foods you ordered and what the waiter mistakenly served you instead
- Use sentence strips to have students unscrambled words to create logical, grammatically correct sentences in small groups
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; vender and customer in open-air marketplace
- Readings on artisan crafts in various Spanish-speaking countries

Extensions: Create a craft that reflects the culture or tradition of a Spanish-speaking country.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *A Mexican Legend* Mexico- Unit 4 Lesson 1

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to

- Describe continuing events in the past
- Narrate past events and activities
- Describe people, places and things

Core Activities: Students will complete/participate in the following:

- Read and discuss elements of an ancient-American legend
- Illustrate and label vocabulary (talking about legends)
- Students will write a story about what they were like and what they used to do during childhood
- Look up and discuss art and biographies of Frida Kahlo and Diego Rivera
- Discuss Independence Day celebrations in Mexico, disambiguation of Cinco de mayo vs. Independence Day
- Watch short tutorial videos (youtube) on use of the Imperfect Tense
- Worksheets
- Book exercises
- Oral and written practice
- Readings on the origin of fire according to the Mazateca people of northern Oaxaca, Mexico
- Research the history of the Mexican flag.

Extensions: Create a legend that explains a natural phenomenon, written as a play or as a historical story or research and make a presentation on legends of ancient civilizations (Mayans, Aztecs, Mazatecas, Incans)

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *Ancient and Modern Mexico* Mexico- Unit 4 Lesson 2

Time frame: 14 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to

- Describe elements of an ancient city
- Describe elements and layout of a modern city
- Ask for and give directions to travel around town
- Compare cultures with respect to indigenous words and their influence on Spanish and English

Core Activities: Students will complete/participate in the following:

- Illustrate and label vocabulary (ancient and modern civilizations)
- Map-drawing activity which gives directions from the high school to home
- Listening to directions to find places around town
- Research the ancient game of *pelota*
- Read map of the *National Museum of Anthropology* in Mexico and then visit its website (www.mna.inah.gob). Compare the map with what we find on the website.
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner speaking activities; describing our city
- Readings on the culture of the Zapotecas and the Otavaleños
- Read and watch *El Gran Desafío* (The Great Challenge) Avancemos video

Extensions: Research and present an archaeological site in Mexico and compare its original layout to what it looks like in modern times (option- use Google Maps to see 3D layout). How has the settlement evolved or devolved? Is the area still inhabited and to what extent?

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *How Delicious!* Spain- Unit 5 Lesson 1

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss traditional Spanish cuisine
- Identify and describe ingredients
- Instruct others on how to prepare foods
- Follow recipes and make recommendations to others
- Role of food, meals and mealtimes in Spanish culture and art

Core Activities: Students will complete/participate in the following:

- Food identification vocabulary building activity
- Logical/illogical food combinations and descriptions
- Writing activity: describe the food
- Watch a variety of short cooking shows in Spanish, make note of the formal commands used in the videos and make a list of food vocabulary words heard or seen in the videos
- Project- Option of grocery store circular, recipe book, or menu with foods labeled in Spanish
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; giving instructions on how to prepare certain dishes
- Readings on Spanish meals and mealtimes
- Readings: Pablo Neruda's odes to food

Extensions: Create a cooking show to instruct people on how to make authentic Spanish dishes. Create a restaurant menu that describes each dish for sale.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *Bon Appetite* Spain- Unit 5 Lesson 2

Time frame: 14 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Order food and ask for special things in a restaurant
- Listen and respond to a waiter following normal restaurant protocol
- Describe food and service
- Discuss mealtimes, eating customs, and culinary traditions in various Spanish-speaking countries

Core Activities: Students will complete/participate in the following:

- Restaurant simulation: students role-play customers and wait-staff
- Watch video of natives functioning in a restaurant
- Completing the conversation: various restaurant scenarios
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Reading- Poetry of Pablo Neruda, create your own ode to a food
- Partner activities; server and customer
- Readings on culinary traditions in Spain and Uruguay
- Map activity- after reading about the autonomous communities of Spain, label a map and include typical foods that originate from that area
- Read and watch *El Gran Desafio* (The Great Challenge) Avancemos video

Extensions:

- Research dining protocol in 3 countries: one in Central America, One in South America and Spain and make a comparison with respect to mealtimes, service, and other dining practices
- Look up a recipe for a typical Hispanic dish (i.e. flan, paella, churros, gazpacho, empanadas, etc) cook it at home and bring it in for the class to try (only with teacher pre-approval and with permission from parents)

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *Lights, Camera, Action!* Hispanics in the United States- Unit 6 Lesson 1

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss Spanish and Latino influence in the United States
- Tell others what to do and what not to do using informal commands
- Give advice

Core Activities: Students will complete/participate in the following:

- You are the director! Command your actors to make a great film
- Watch a movie about how a director directs (option: short film *DollyBack*)
- Give advice to your friends
- Simon says using informal commands
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Readings on chicano art and the murals of Los Angeles
- Research famous Spanish speaking people in cinema

Extensions: Create skit for the class to in which students role-play film directors and actors.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *We Are Stars!* Hispanic culture in the United States-Unit 6 Lesson 2

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Make future plans
- Express hopes and wishes using the subjunctive
- Influence others
- Extend and respond to invitations
- Talk about technology
- Discuss Latino artists and actors in the United States

Core Activities: Students will complete/participate in the following:

- Listen and repeat vocabulary, dictate and illustrate vocabulary words (invitations, phone conversations and public relations, movie premieres, expressing hopes and wishes)
- In pairs, create and present a dialogue used when making phone calls
- Create an invitation to a movie premiere gala or other event
- Speaking activity- describe the parts of a computer and its functions (option- use Explain Everything or other screen casting app to voice record and point out vocabulary)
- Review games
- Worksheets
- Book exercises
- Oral and written practice

Extensions: Create a poster for a movie including a title, brief synopsis or description in Spanish, names of directors and stars, and 3 positive movie review critiques/comments OR use imovie or other film editing app to create a trailer for a movie in Spanish-also should include 3 positive critiques, names of stars and directors but description/synopsis should be acted out and filmed.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II Honors

Unit: *Our School Newspaper* Dominican Republic- Unit 7 Lesson 1

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss school related issues
- State and respond to opinions
- Make logical and persuasive arguments
- Use the subjunctive with impersonal expressions
- Distinguish between the two words *por* and *para* which both mean “for” in English
- Distinguish between the two verbs *saber* and *conocer* which both mean “to know” in English
- Review and prepare for the final exam
- Discuss summer assignments and AP course, test expectations and goals

Core Activities: Students will complete/participate in the following:

- Listen and dictate vocabulary, illustrate and label vocabulary (school newspaper, school related issues, expressing opinions)
- Worksheets Avancemos student workbooks and supplemental resources on *Por vs Para* and *Saber vs Conocer*
- Book exercises
- Oral and written practice
- Readings on Oscar de la Renta- homework extension: look up and share with class images of your favorite Oscar de la Renta design
- Discuss culture of Dominican Republic (Taino art, tourist sites in Santo Domingo)
- Read *Ayúdame*, *Paulina* and write your own advice column question and answer
- Review games (Unit 7 and cumulative review for final exam)

Extensions: Research the indigenous *Taino* people of the Dominican Republic and make a presentation of Taino artifacts and crafts

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment