Office of Curriculum and Instruction

SPANISH 2 HONORS

Grades 9-12

Credit Value: 5

The Spanish 2 Honors course advances students’ knowledge of the language and customs of Spain and the Hispanic world through the development of vocabulary and grammar in a rigorous program of study. Enhancing language skills in listening, speaking, reading, and writing targets fluency. Students will be offered the opportunity to learn about the culture of several countries where Spanish is spoken. Formative, summative, and performance assessments, as well as benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
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<tbody>
<tr>
<td><strong>Essential Question:</strong></td>
<td>What unique characteristics of Costa Rica attract tourists?</td>
<td>How does life in Argentina compare with life in the United States?</td>
<td>How does one describe current and past events in Spanish?</td>
<td>How does one describe continuing activities in the current and past in Spanish?</td>
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<td><strong>Content:</strong></td>
<td>A Visit to Costa Rica</td>
<td>Sports in Argentina</td>
<td>Shopping in Puerto Rico</td>
<td>The Role of Ancient Legends in Mexico</td>
<td>Ancient and Modern Mexico</td>
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<td><strong>Skills and Topics:</strong></td>
<td>• Establish core Spanish vocabulary necessary to discuss travel preparations, talk about things one does at an airport, and ask how to get around town</td>
<td>• Utilize the Internet to research the capital of Costa Rica and generate an informational guide to San José</td>
<td>• Become familiar with the formation and usage of the preterit tense of regular –ar verbs as well as ir, ser, hacer, dar and ver</td>
<td>• Identify and employ direct and indirect object pronouns</td>
<td>• Use current vocabulary and structure to dramatize Spanish students making plans to visit</td>
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Costa Rica

- Produce a written account of some of your recent activities, using current structure and vocabulary
- Manipulate reflexive verbs in the present tense to discuss daily routines
- Identify current actions by utilizing the present progressive
- Use current vocabulary and structure to converse and write about life in Argentina

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<td>Careers:</td>
<td>Applicable career options are discussed as they arise throughout the Spanish 2-Honors program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster</td>
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*2016 NJSLS:
RST: Reading in Science and Technical Subjects; WHST: Writing in History, Science, and Technical Subjects; SL: Speaking and Listening; L: Language
N: Real Number System; N-VM: Vector and Matrix Quantities; G-CO: Congruence; A: Algebra; A-SSE: Seeing Structure in Expressions;
G-SRT: Similarity, Right Triangles, and Trigonometry; F: Functions; A-REI: Reasoning with Equations and Inequalities G-C: Circles; G: Geometry;
F-IF: Interpreting Functions; G-GPE: Expressing Geometric Properties with Equations; S: Statistics and Probability; F-BF: Building Functions
S-ID: Interpreting Categorical and Quantitative Data; MD: Measurement and Data; F-LE: Linear, Quadratic, and Exponential Models;
S-MD: Using Probability to Make Decisions
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<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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**Essential Question:**
- How does daily routine in Spain compare with that of the United States?
- How can one express hopes and dreams in Spanish?
- How do schools in the Dominican Republic compare with American schools?
- What measures are being taken in Ecuador to protect the environment?
- What does the future hold?

**Content:**
- Daily Life in Spain
- The Hispanic Presence in the American Film Industry
- Going to School in the Dominican Republic
- Being “Green” in Ecuador
- My Future Life

**Skills and Topics:**

### February
- Establish core Spanish vocabulary necessary to discuss orally or in writing the following topics: food preparation and ingredients, recipes, restaurant meals, household chores, indefinites (affirmative and negative)
- Identify and use formal commands to give instructions and to make recommendations
- Practice and memorize the formation of formal commands
- Utilize pronouns with commands with correct sentence placement
- Create sentences using double object pronouns
- Utilize technology to enlarge knowledge of Spanish cuisine and regional identities
- Use current vocabulary and formal commands to instruct class in creating an authentic Spanish dish

### March
- Establish core Spanish vocabulary necessary to tell others what to do and what not to do, make suggestions, talk about movies and their effect
- Identify and use informal commands to give instructions to friends
- Express future plans and/or make suggestions using *ir a + infinitive*
- Practice and memorize the formation of regular verbs in the present subjunctive of regular and common irregular verbs
- Express hopes and wishes with *ojalá que* and the present subjunctive
- Using current vocabulary and structure, express orally or in writing, opinions regarding favorite actors and various types of movies
- Utilize technology to acquire updated information regarding the Hispanic presence in Hollywood and the film industry. Share findings with classmates, orally or in writing

### April
- Establish core Spanish vocabulary necessary to discuss orally or in writing the following topics: school activities, including the school newspaper; expressing opinions; personality characteristics; discussing school-related issues; relationships with others; the extended family
- Identify and practice impersonal expressions which require the use of the subjunctive mood
- Use impersonal expressions with the subjunctive to give opinions about what is necessary, important, good, bad
- Identify uses of the prepositions *por* and *para*. Utilize the Internet to locate online practice exercises.
- Identify and utilize possessive adjectives in the long form to show relationship or possession
- Compare people and

### May
- Establish core Spanish vocabulary necessary to discuss orally or in writing the following topics: natural resources, recycling, community service, environmental issues and responsibilities
- Demonstrate ability to correctly select and form the necessary mood (indicative or subjunctive) after certain impersonal expressions
- Identify the forms of the future tense for regular – *ar*, –*er*, and –*ir* verbs
- Participate in oral activities to facilitate formation of the future tense
- Utilize current vocabulary and structure to identify and discuss environmental issues at home and abroad, including issues in Ecuador
- Identify in writing the environmental issue that is most important to you and describe your actions to combat the problem. Use current

### June
- Establish core Spanish vocabulary necessary to discuss orally or in writing the following topics: professions, career choices, scientific advances, pastimes, the future
- Identify and memorize the future tense of common irregular verbs.
- Discuss orally or in writing your future career
- Review formation and application of direct and indirect object pronouns.
- Create sentences with double object pronouns.
- Write a description of your future life (education, profession, family). Share orally or in writing with classmates.
- Create a study guide for important regular, irregular, and stem-changing verbs in all tenses studied this year
- Demonstrate ability to form and use the above verbs
• Write a short composition comparing Spanish and American food

things using various comparative expressions
• Distinguish items or people that are the most or the least by implementing superlative forms of adjectives
• Investigate school life in the Dominican Republic and share your findings orally or in writing

vocabulary and structure.
• Visit on-line resources to acquire further information about Ecuador. Share findings with classmates orally or in writing. Possible websites: www.petroecuador.com.ec/medio-ambiente/cuidar-el-medio-ambiente/ www.ambiente.gob.ec/tag/galapagos

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Spanish 2 Honors
Course Requirements

Grade: 9-12          Credit Value: 5          Length of Course: one year

Course Description

The Spanish 2 Honors course advances students’ knowledge of the language and customs of Spain and the Hispanic world through the development of vocabulary and grammar in a rigorous program of study. Enhancing language skills in listening, speaking, reading, and writing targets fluency. Students will be offered the opportunity to learn about the culture of several countries where Spanish is spoken. Formative, summative, and performance assessments, as well as benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:

- A Visit to Costa Rica
- Sports in Argentina
- Shopping in Puerto Rico
- The Role of Ancient Legends in Mexico
- Ancient and Modern Mexico
- Daily Life in Spain
- The Hispanic Presence in the American Film Industry
- Going to School in the Dominican Republic
- Being “Green” in Ecuador
- My Future Life

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- What unique characteristics of Costa Rica attract tourists?
- How does life in Argentina compare with life in the United States?
- How does one describe current and past events in Spanish?
- How does one describe continuing activities in the current and past in Spanish?
- How does one differentiate the use of the preterit and the imperfect tenses?
- How does daily life in Spain compare with that of the United States?
- How can one express hopes and dreams in Spanish?
- How do schools in the Dominican Republic compare with American schools?
• What measures are being taken in Ecuador to protect the environment?
• What does the future hold?
• What are the post-graduation and/or career options that apply to the course content?

**Evaluation Process**

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

• Formative Assessments, such as writing prompts, journals, and portfolios
• Summative Assessments, such as quizzes, tests, and midterm and final examinations
• Performance Assessments, such as projects and presentations
• Technology-based Applications, such as electronic portfolios, Web Quests, and podcasting
• Class Participation
• Homework

Specific weights will be determined by course and level.
SPANISH 2 HONORS
Student Agreement

STUDENT NAME: ____________________________________________________________

Last Name                      First Name

GRADE: _______________________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Spanish 2 Honors.

I acknowledge my responsibility to read and understand all of the information contained in the Spanish 2 Honors Course Requirements information and syllabus packet.

_________________________________________  _____________________________
Student Signature                  Date

Note: Please share the course requirements for Spanish 2 Honors with your parents.