



HOMewood-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



Semester 1 '10 –'11

Department: World Language

Course: Spanish 1 CP - 2702 and 1H - 2712

This course is aligned to:

ACTFL Standards for Foreign Language Learning

*The Homewood-Flossmoor High School Course Scope & Sequence provides parents and students with a semester-long overview of each class that we offer. **An instructor may alter a course's scope & sequence as needed.** Students are responsible for keeping track of due dates and other pertinent course information in their H-F Student Planners. Parents, please contact your child's teacher by telephone or e-mail to clarify any questions you may have about the scope & sequence of a particular course.*

WEEK	COLLEGE READINESS AND/OR COLLEGE BOARD CONTENT STANDARDS	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	OTHER
WEEK #1 8/16 – 8/20 No school: 8/16 & 8/17	Standard 1.2, 1.3, 2.1, 3.1	Preliminary lessons: Greetings, courtesy, numbers, classroom commands, geography of Spanish-speaking countries	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	None	
WEEK #2 8/23 – 8/27	Standard 1.1, 1.2, 2.1, 3.1, 4.1	Preliminary lessons: Dates, weather, time, prices	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Multiple-choice quiz on preliminary chapter	
WEEK #3 8/30 – 9/3 PLC day: 9/3	Standard 1.1, 2.1	Chapter 1: Physical descriptions and personality traits with adjective agreement	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar	Quiz on vocabulary and adjective agreement	



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			in context		
WEEK #4 9/6 – 9/10 No school: 9/6 Pep assembly: 9/10	Standard 1.1, 1.2, 1.3, 2.1, 3.2, 4.1	Chapter 1: Nationalities using the verb SER, “tú” and “usted”	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on the verb SER	
WEEK #5 9/13 – 9/17	Standard 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 5.2	Chapter 1: Using Chapter 1 vocabulary and grammar in context, Hispanic Heritage Month	“Conversación” and “Lectura Cultural” lessons from textbook. Hispanic heritage month activities and research	Chapter exam including oral assessment / Hispanic Heritage Month project	
WEEK #6 9/20 – 9/24 PLC day: 9/24	Standard 1.1, 1.2, 1.3	Chapter 2: Describing family members, verb TENER	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on vocabulary and verb TENER	
WEEK #7 9/27 – 10/1	Standard 1.1, 1.2	Chapter 2: Describing living conditions, verb TENER and possessive adjective	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on living conditions vocabulary and possessive adjectives	
WEEK #8 10/4 – 10/8 PLC day: 10/8	Standard 1.1, 1.3, 4.1	Chapter 2: Using Chapter 2 vocabulary and grammar in context	“Conversación” and “Lectura Cultural” lessons from textbook.	Chapter test with oral assessment / Chapter project	



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WEEK #9 10/11 – 10/15 No school: 10/11 All School Testing: 10/13	Standard 1.1, 1.2, 1.3	Chapter 3: describing the classroom, present tense of –AR verbs	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on classroom vocabulary and –AR verbs	
WEEK #10 10/18 – 10/22 End of 1 st Quarter: 10/22	Standard 1.1, 1.2, 1.3	Chapter 3: after-school activities, verbs IR, DAR, and ESTAR	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on after-school vocabulary and verbs IR, DAR, and ESTAR	



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WEEK #11 10/25 –10/29 PLC day: 10/29	Standard 1.1, 1.3, 2.1, 2.2, 4.1, 5.1, 5.2	Chapter 3: Using Chapter 3 vocabulary and grammar in context, El Día de Los Muertos	“Conversación” and “Lectura Cultural” lessons from textbook. El Día de los Muertos cultural exploration activities	Chapter test with oral assessment / Chapter project	
WEEK #12 11/1 – 11/5 Parent/teacher Conferences: 11/4 No school: 11/5	Standard 1.1, 1.2, 1.3, 2.1, 2.2	Chapter 4: food and beverages, present tense of –ER and –IR verbs	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on food vocabulary and –ER and –IR verbs	
WEEK #13 11/8 –11/12 No school: 11/11	Standard 1.1, 1.2, 1.3, 2.1, 2.2	Chapter 4: Ordering in a restaurant, expressions with the infinitive (ir a, tener que, acabar de)	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Restaurant presentations and skits	
WEEK #14 11/15 –11/19 PLC day: 11/19	Standard 4.1, 4.2	Chapter 4: Using Chapter 4 vocabulary and grammar in context	“Conversación” and “Lectura Cultural” lessons from textbook.	Chapter test with oral assessment	
WEEK #15 11/22 – 11/26 No school: 11/25 &11/26	Standard 4.1 , 4.2	Cultural comparisons of eating habits	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context		
WEEK #16 11/29 – 12/3	Standard 1.1, 1.2	Chapter 5: describing sports and uniforms,	Textbook and workbook activities	Quiz on sports vocabulary and stem-	



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		present tense stem-changing verbs	Speaking and writing activities using vocabulary and grammar in context	changing verbs	
WEEK #17 12/6 – 12/10 PLC day: 12/10	Standard 1.1, 1.2, 1.3	Chapter 5: sports, interesar, aburrir, gustar	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on interesar, aburrir, and gustar	
WEEK #18 12/13 – 12/17	Standard 3.1, 3.2, 4.1, 4.2	Chapter 5: Using Chapter 5 vocabulary and grammar in context, Holiday celebrations around the Spanish-speaking world	“Conversación” and “Lectura Cultural” lessons from textbook. Cultural exploration activities on how the holidays are celebrated around the Spanish-speaking world.	Chapter test with oral assessment / Chapter project	
WEEK #19 1/3 – 1/7	Standard 1.1. 5.1	Review for final exam	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context		
WEEK #20 1/10 – 1/14 Finals: 1/11 – 1/13 Marking Day 1/14		Complete speaking final, written final, and scantron final		Speaking final, written final, and scantron final	



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Semester 2 '10 –'11 **Department: World Languages** **Course: Spanish 1 CP - 2702 and H - 2712**
 This course is aligned to: **ACTFL Standards for Foreign Language Learning**

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WEEK #1 1/17 – 1/21 No school: 1/17	Standard 1.1, 1.2, 1.3	Chapter 6 Emotions and well-being vocabulary	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on vocabulary	
WEEK #2 1/24 – 1/28 PLC day: 1/28	Standard 1.1, 1.2, 1.3	Chapter 6: Ser v. Estar	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on Ser v. Estar	



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WEEK #3 1/31 – 2/4	Standard 1.1, 1.3, 4.2	Chapter 6: Indirect Object Pronouns, Comic Strips	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Read “Conversación” from Chapter 6 Create comic strips using vocabulary and ser v. estar	Quiz indirect object pronouns, Present comic strips	
WEEK #4 2/7 – 2/11 PLC day: 2/11	Standard 2.2, 3.1, 3.2, 4.1	Chapter 6: Picaresque Novel	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Cultural readings on Picaresque novels from Chapter 6 Watch <i>Valentín</i> and compare and contrast <i>Lazarillo de Tormes</i>		
WEEK #5 2/14 – 2/18	Standard 1.1, 1.2, 1.3	Chapter 6 review / Chapter 7 weather and beach vocabulary	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Chapter 6 test w/ oral assessment	
WEEK #6 2/21 – 2/25	Standard 1.1, 1.2, 1.3, 4.1	Chapter 7: weather and ski vocabulary	Textbook and workbook activities.	Quiz on Chapter 7 vocabulary	



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No school: 2/21 PLC day: 2/25			Speaking and writing activities using vocabulary and grammar in context		
WEEK #7 2/28 – 3/4	Standard 1.1, 1.2, 1.3	Chapter 7: Preterite of regular –AR verbs	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on regular –AR preterite verbs	
WEEK #8 3/7 – 3/11 No School: 3/7 & 3/8	Standard 1.1, 1.2, 1.3, 3.1, 3.2, 4.1	Chapter 7: Preterite of “Ir” and “ser”, direct object pronouns	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Read “Conversación” and cultural readings from Chapter 7	Chapter 7 test w/ oral assessment	
WEEK #9 3/14 – 3/18 PLC day: 3/18	Standard 1.1, 1.2, 1.3, 4.1, 4.2	Chapter 8: Party, concert, and movie vocabulary	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Cultural discussion/reading of quinceañera	Quiz on Chapter 8 vocabulary	



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WEEK #10 3/21 – 3/25 End of 1 st Quarter: 3/25	Standard 1.1, 1.2, 1.3	Chapter 8: Preterite of – ER/-IR, dar, ver, oír, and leer	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on Chapter 8 preterite verbs	
WEEK #11 4/4 – 4/8	Standard 1.1, 1.2, 1.3, 2.1, 2.2	Chapter 8: Palabras afirmativas y negativas	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context “Conversación” and cultural readings from Chapter 8	Chapter 8 test w/ oral assessment	
WEEK #12 4/11 – 4/15 PLC day: 4/15	Standard 1.1, 1.2, 1.3, 2.1	Chapter 9: Shopping mall and market	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on Chapter 9 vocabulary	
WEEK #13 4/18- 4/22 No school: 4/22	Standard 1.1, 1.2, 1.3, 2.1, 2.2, 5.1	Chapter 9: Los números and currency	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Practice bartering in a market	Oral quiz on vocabulary and bartering in a market	



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WEEK #14 4/25 – 4/29 PSAE: 4/27 & 4/28	Standard 1.1, 1.2, 1.3, 2.1	Chapter 9: saber/conocer, comparatives and superlatives	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on saber/conocer and comparatives and superlatives	
WEEK #15 5/2 – 5/6 PLC day: 5/6	Standard 1.1, 1.2, 1.3, 2.1, 2.2	Chapter 9: Demonstrativos	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context “Conversación” and cultural readings from Chapter 9	Chapter 9 test	
WEEK #16 5/9 – 5/13	Standard 5.1, 5.2	Integrative Performance Assessment	Students will create a skit that uses vocabulary and grammar from Chapters 6, 7, 8, and 9 about a vacation they take with friends and the experiences they have at the beach/ski resort, mall, concert, market, and cinema		
WEEK #17 5/16 – 5/20 PLC day: 5/20	Standard 5.1, 5.2	Integrative Performance Assessment	Students will create a skit that uses vocabulary and grammar from Chapters 6, 7, 8, and 9 about a vacation they take with	Students will present Integrative Performance Assessments	



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			friends and the experiences they have at the beach/ski resort, mall, concert, market, and cinema		
WEEK #18 5/23 – 5/27 Seniors' last day: 5/26	Standard 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 5.1	Review Final speaking/writing exams	Class activities to review for final exam Complete speaking/writing exams	Final exam speaking section and writing section	
WEEK #19 5/30 – 6/3 No school: 5/30 Final Exams: 5/31 – 6/2 Marking Day: 6/3		Final exams	Complete written and scantron final exams	Final exam scantron section	

Differentiation between Honors Level and College Prep Level Classes

World Languages – French / Spanish / Latin*

- Honors level will cover all the material on the list above, including the items with asterisks.
- In the honors level, there may be supplementary reading materials presented (short books, stories, etc.) at the teachers' discretion.
- Writing samples at the honors level may be longer and/or graded with a different rubric than the CP writing samples (higher expectations as to accuracy and complexity of written work).



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- Listening may be incorporated more, through outside sources or book resources.
- Vocabulary: honors students may have been exposed to more vocabulary at the end of the year, as they will need less practice on the need-to-know words, and will be learning/using many more of the nice-to-know words than the CP level students.
- Projects will be graded with a differentiated rubric – more accountability RE: pronunciation/accuracy/fluency/length and complexity of project at the honors level at the college prep level.
- Homework may be adjusted according to the needs and abilities of the students: Honors level may include less of a rote nature - more original work will be expected of them; CP students need more time to acquire a language and will need more practice of certain concepts / vocabulary.
- Honors level students will work at a faster pace in the book so that some of the above items may be included into the curriculum.
- Honors level students may be expected to produce more spoken language inside the classroom setting.

Both honors level students and college prep level students will reach approximately the same point in their knowledge base of the language. This facilitates an easy transition in case there is someone that needs to move from one level to the next at any particular time in the year.

*When applicable

ACTFL Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.



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Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.



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Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.”