



## HOMWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE

**Semester 1&2 2011 –12**

Department: **World Language**

Course: **Spanish 2 CP/H**

Instructor(s): Melissa Gentile, Hector Arias, Mary Luque, Michelle Parada, Sheila McGuire, Rodolfo Ríos, Wendy Stiglic, Jonathan Miller, Laura Salvato

This course is aligned to: [ACTFL National Standards for Foreign Language Learning/AP College Board Standards](#)

*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 8/15 – 8/19 First day for students: 8/17	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Friends, students, and relatives - At home and school vocabulary - Verb “ser” - Nouns, articles and adjectives - Uses of “ser” and “estar”	- Classroom rules - Introductions - Review of Spanish 1 -Textbook and workbook activities (pages R6-R53)		- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #2 8/22 – 8/26	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	-Personality and health vocabulary -Sports - Verb “tener” -Possessive adjectives -Present tense verbs	-Textbook and workbook activities (pages R6-R53) -Speaking and writing activities using vocabulary and grammar in context	-Grammar quiz	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #3	1.1, 1.2, 1.3, 2.1,	- Shopping for food and	-Textbook and workbook	- Vocabulary Quiz	-



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



8/29 – 9/2 PLC day: 9/2	2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	clothing -Summer and winter vacation activities. -Present tense of irregular verbs. -Contractions (a + el, de + el)	activities (pages R6-R53) -Speaking and writing activities using vocabulary and grammar in context - Assign review chapter project		Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #4 9/5 – 9/9 No school: 9/5	1.1, 1.2, 1.3, 4.1, 5.2	-Direct/ Indirect Object Pronouns - Comparatives and superlatives -Preterit	-Textbook and workbook activities (pages R6-R53) -Speaking and writing activities using vocabulary and grammar in context	-Project due utilizing reviewed vocabulary and grammar	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #5 9/12 – 9/16 Pep Assembly: 9/16	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	-Packing for a trip -Present Progressive	-Textbook and workbook activities (pages 1-33) -Speaking and writing activities using vocabulary and grammar in context		- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #6 9/19 – 9/23 PLC day: 9/23	1.1, 1.2, 1.3, 4.1, 4.2, 5.2	-Getting to the airport - Present Progressive continued -“Go” verbs	-Textbook and workbook activities (pages 1-33) -Speaking and writing activities using vocabulary and grammar in context	-Grammar quiz (present progressive and “go” verbs)	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



WEEK #7 9/26 – 9/30	1.1, 1.2, 1.3, 4.1, 4.2, 5.2	- At the airport - On board an airplane -“Go” verbs continued	-Textbook and workbook activities (pages 1-33) -Speaking and writing activities using vocabulary and grammar in context	-Vocabulary quiz (travel vocabulary)	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #8 10/3 – 10/7 PLC day: 10/7	- 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Parts of the body	-Textbook and workbook activities (pages 34- 67) -Speaking and writing activities using vocabulary and grammar in context		- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #9 10/10–10/14 No school: 10/10 All School Testing: 10/12	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.2	- Daily routine - Reflexive verbs	-Textbook and workbook activities (pages 34- 67) -Speaking and writing activities using vocabulary and grammar in context -Assign Project (travel itinerary)	-Grammar quiz (reflexive verbs)	- Studyspanish.com -Qua.com -Additional technology programs in the language laboratory
WEEK #10 10/17 –10/21 End of 1 <sup>st</sup> Quarter: 10/21	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Backpacking and camping - Commands with “favor de”	-Textbook and workbook activities (pages 34- 67) -Speaking and writing activities using vocabulary and grammar in context -Prepare for speaking exam	-Vocabulary quiz -Chapter project due	- Studyspanish.com -Quia.com -Additional technology programs in the language



## HOMWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



WEEK	COLLEGE READINESS AND/OR COLLEGE BOARD CONTENT STANDARDS	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	laboratory OTHER
WEEK #11 10/24– 10/28 PLC day: 10/28	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Train travel - Preterit of irregular verbs	-Textbook and workbook activities (page 68-101) -Speaking and writing activities using vocabulary and grammar in context -Reading page 56	-Speaking Exam	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #12 10/31 – 11/4 Soph. Plan Test; Parent/ teacher conferences: 11/3 No school: 11/4	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Train trips to Spain, Peru, and Mexico - The verb “decir” - Prepositional pronouns	-Textbook and workbook activities (pages 68- 101) -Speaking and writing activities using vocabulary and grammar in context	-Vocabulary quiz	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #13 11/7 –11/11 No school: 11/11	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Restaurants and types of food - Stem changing verbs in present	-Textbook and workbook activities (pages 102- 133) -Speaking and writing activities using vocabulary and grammar in context		- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #14 11/14 –	1.1, 1.2, 1.3, 4.1,	-Utensils -Stem- changing verbs	-Textbook and workbook activities (pages 102- 133)	-Grammar quiz	- Studyspanish.com



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



11/18 PLC day: 11/18		in the preterit	-Speaking and writing activities using vocabulary and grammar in context -Assign restaurant project		-Quia.com -Additional technology programs in the language laboratory
WEEK #15 11/21 – 11/25 No school: 11/24 & 11/25	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2,	-Stem-changing verbs in the preterit - Adjectives of nationality	-Textbook and workbook activities (pages 102- 133) -Speaking and writing activities using vocabulary and grammar in context	-Chapter project due	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #16 11/29 – 12/2	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Various festivals -Passive voice with “se” - Regular and irregular forms of the imperfect tense.	-Textbook and workbook activities (pages 134- 163) -Speaking and writing activities using vocabulary and grammar in context	- Vocabulary quiz	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #17 12/5 – 12/9 PLC day: 12/9	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	- Traditional carnival costumes - Imperfect tense continued	-Textbook and workbook activities (pages 134- 163) -Speaking and writing activities using vocabulary and grammar in context -Assign childhood projects	-Grammar quiz	- Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #18	1.1, 1.2, 1.3, 2.1,	-Imperfect tense	-Review packets and	-Childhood projects	-



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



12/12 – 12/16	2.2, 3.1, 3.2, 4.1, 4.2, 5.1	continued	activities	due	Studyspanish.com -Quia.com -Additional technology programs in the language laboratory
WEEK #19 12/19 – 12/23 Winter Break Begins 12/21	1.1, 1.2, 1.3	- Begin review for final exam Finish semester review - Begin speaking and written portions of final exam	-Review packets and activities	- Final exam speaking section and writing section	
WEEK #20 1/2– 1/6 Classes Resume 1/4	1.1, 1.2, 1.3	-- Begin speaking and written portions of final exam	-Writing and speaking portions of final exam	-- Final exam speaking section and writing section	
WEEK #21 1/9 – 1/13 Finals: 1/9 – 1/11 Marking Day: 1/12 Institute Day: 1/13	1.1	Final exams	-Scantron sections of final exams	Final exam scantron section	



## HOMWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



Semester 2 '11 –'12

Department: World Language

Course: Spanish 2 H/CP

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WEEK #1 1/16 – 1/20 No school: 1/16	1.1, 1.2, 1.3, 3.1, 4.1, 5.1	Chapter 6 -Talk about computers, the Internet, and email	Textbook and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz on vocabulary	
WEEK #2 1/23 – 1/27 PLC day: 1/27	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Chapter 6 Talk about digital camera, make and receive phone calls, discuss technology in Hispanic communities	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on vocabulary	
WEEK #3 1/30 – 2/3	1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 5.2	Chapter 6: Use of preterite and imperfect to tell stories	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar	Chapter project	



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



			in context Read “Conversación” from Chapter 6 Create stories using preterite and imperfect		
WEEK #4 2/6 – 2/10 PLC day: 2/10	1.1, 1.2, 1.3, 4.1, 4.2	Chapter 7: Hotel vocabulary	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on vocabulary	
WEEK #5 2/13 – 2/17	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Chapter 7: Hotel vocabulary, discuss hotel stays in Latin America and Spain, Present perfect tense	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on vocabulary	
WEEK #6 2/20 – 2/24 No school: 2/20 PLC day: 2/24	1.1, 1.2, 1.3, 4.1,	Chapter 7: Present perfect tense, double object pronouns	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Chapter Test	
WEEK #7 2/27 – 3/2	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Integrative Performance Assessment: Describe a trip and stay at a hotel in a Spanish-speaking country	Students write scripts and either record or perform skits describing a stay at a hotel in a Spanish- speaking country	Integrated Performance Assessment	



## HOMEWOOD-FLOSSMOORE HIGH SCHOOL COURSE SCOPE & SEQUENCE



WEEK #8 3/5 – 3/9 No School: 3/5 Institute Day 3/6	1.1, 1.2, 1.3, 4.1,	Chapter 8: Describe life in the city, describe life in the country	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Vocabulary Quiz	
WEEK #9 3/12 – 3/16 PLC day: 3/16	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2,	Chapter 8: Use vocabulary to discuss the difference between the city and the country in Latin America, the future tense	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Cultural discussion/reading		
WEEK #10 3/19 – 3/23 End of 3 <sup>rd</sup> Quarter: 3/23	1.1, 1.2, 1.3, 4.1,	Chapter 8: Future tense and object pronouns with infinitives and gerunds	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Chapter 8 test	

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WEEK #11 4/2 – 4/6 No School: 4/6	1.1, 1.2, 1.3, 4.1,	Chapter 9: Cars and driving vocabulary	Textbook and workbook activities. Speaking and writing activities using vocabulary	Quiz on vocabulary	



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



			and grammar in context Chapter 8		
WEEK #12 4/9 – 4/13 PLC day: 4/13	1.1, 1.2, 1.3, 4.1, 5.1,	Chapter 9: Tú affirmative commands, give directions	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Quiz on commands and giving directions	
WEEK #13 4/16- 4/20	1.1, 1.2, 1.3, 4.1, 5.1	Chapter 9: Tú commands, the conditional	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context Practice bartering in a market	Chapter project	
WEEK #14 4/23 – 4/27 PSAE: 4/24 & 4/25	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2	Chapter 9: The conditional, discuss the Pan American highway	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context	Chapter test	
WEEK #15 4/30 – 5/4 PLC day: 5/4	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Chapter 10: talk about foods and food preparation	Textbook and workbook activities. Speaking and writing activities using vocabulary and grammar in context		
WEEK #16 5/7 – 5/11	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Integrative Performance Assessment	Students will create a skit that uses vocabulary and grammar from entire semester		



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



WEEK #17 5/14 – 5/18 PLC day: 5/18	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Integrative Performance Assessment	Students will create a skit that uses vocabulary and grammar from entire semester	Students will present Integrative Performance Assessments	
WEEK #18 5/21 – 5/25 Seniors' last day: 5/24	1.1, 1.2, 1.3, 2.1, 2.2,	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 5/28 – 6/1 No school: 5/28 Final Exams: 5/29 – 5/31 Marking Day: 6/1	1.1, 1.2	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 grammar concepts and thematic vocabulary that appears on the World Language documents entitled “Grammar Concepts and Thematic Vocabulary”.
- In the honors levels, there will be supplementary reading materials presented (short books, stories, etc.) at the teachers’ discretion.
- Writing samples will be longer, and the rubrics used will be guided by different criteria than the CP writing samples (higher expectations as to accuracy and complexity of written work.)



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



- Listening will be incorporated more, through outside sources.
- Vocabulary: honors students will have a larger vocabulary base at the end of the year, as they will need less practice on the need-to-know words, and will be learning and using many more of the nice-to-know words than the CP level students have time for.
- Projects will be graded with a differentiated rubric – more accountability RE: pronunciation, accuracy, fluency, and the length and complexity of project at the honors level at the college prep level.
- Homework will be adjusted according the needs and abilities of the students: Honors level may include less of work 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 supplemental items may be included into the curriculum.
- Honors level students will 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. The honors level student will have been exposed to more language (reading/writing/listening/speaking/vocabulary) than the college prep level student. This facilitates an easy transition in case there is someone that has to/wishes to move from one level to the next at any particular time in the year.

\*When applicabl

### *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.



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



**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.



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE



**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.”