



HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE

Semester **1 and 2 '11 –'12** Department: **World Language** Course: **Spanish 3H/CP- 2752/2742** [Book: **Así Se Dice**]

Instructor(s): Melissa Gentile, Sheila McGuire, Jonathan Miller, Michelle Parada, Rodolfo Ríos, 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	Standards 1.1, 1.3	Introduction to course curriculum and expectations. Review of Spanish: At home and in school; Sports, Routines, Present tenses	Textbook pp R-1-28 Audio activities		
WEEK #2 8/22 – 8/26	Standards 2.1, 2.2, 5.2	Spanish review continued: Vacations, Shopping, Parties, The city and the country, Hotel and restaurant	Textbook R23-67	Quiz: vocabulary	
WEEK #3 8/29 – 9/2 PLC day:	Standards 4.1, 3.1	Review continued: Preterite tense; Present perfect tense;	Textbook R-23-67 Audio activities Workbook activities	Quiz: present, preterite, present perfect tenses; direct, indirect object	



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9/2		Direct and indirect object pronouns		pronouns, fill in the blank	
WEEK #4 9/5 – 9/9 No school: 9/5	Standards 4.1, 4.2	Chapter 1: La cocina hispana: various food Spanish speaking countries; Kitchen vocabulary and preparation of food	Textbook assignment readings pp1-5	Quiz	Quia vocabulary
WEEK #5 9/12 – 9/16 Pep Assembly: 9/16	Standards 4.1, 4.2, 3.1,3.2	Chapter 1 La cocina hispana: various food Spanish speaking countries; Kitchen vocabulary and preparation of food; Present subjunctive of regular and irregular verbs	Textbook assignments pp6-7; 10; Reading pp 16-17	Quiz	Quia
WEEK #6 9/19 – 9/23 PLC day: 9/23	Standards 2.1, 1.2	Chapter 1: Formal commands: affirmative and negative	Textbook assignments: pp11-12; Reading pp 18-19	Quiz	Studyspanish.com Quia
WEEK #7 9/26 – 9/30	Standards 2.1, 1.2	Chapter 1: Informal commands: affirmative and negative commands	Text assignments: pp14-15 Self check for achievement pp 20-21	Chapter 1 Test	Quia
WEEK #8 10/3 – 10/7 PLC day:	Standards 1.2, 2.1, 3.2	Chapter 2: Health; parts of the body; exercise; How we stay fit in Spanish speaking	Reading pp 28-29; 30-31 Text assignments pp32-33; 34-35		Video activities



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10/7		countries			
WEEK #9 10/10– 10/14 No school: 10/10 All School Testing: 10/12	Standards 1.2, 2.1, 3.2	Chapter 2: Accidents, emergencies, hospitals Impersonal expressions using the subjunctive	Text assignments: pp 38- 39; 40-41; 42 Reading pp 46-47	Quiz	
WEEK #10 10/17 – 10/21 End of 1 st Quarter: 10/21	Standards 1.2, 5.1	Chapter 2: Accidents, emergencies and hospitals; Subjunctive of present tense stem- changing verbs	Text assignments: pp 44- 45 Reading pp 48-49	Group video project: Un accidente terrible	



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WEEK #11 10/24–10/28 PLC day: 10/28	Standards 1.2, 5.1	Chapter 2: Review; The medical field; Good health and an active lifestyle	Textbook: pp 48-53 Reading: <i>Vida activa y buena salud</i> <i>Médicos sin fronteras</i> pp 50-51	Group video project: Un accidente terrible due	Pre-AP workbook Quia
WEEK #12 10/31 – 11/4 Soph. Plan Test; Parent/ teacher conferences: 11/3 No school: 11/4	Standards 2.1, 2.2, 4.1,4.2	Chapter 3: Formal celebrations of Spanish speaking countries; family members and weddings	Textbook pp60-71 Workbook activities	Quiz: vocabulary	Quia vocabulary Video: <i>vocabulario en contexto</i>
WEEK #13 11/7 –11/11 No school: 11/11	Standards 1.1, 1.2	Chapter 3: Subjunctive expressing desires, wants/wishes and emotions; celebrations	Textbook: pp72-75 Workbook activities Audio activities	Listening comprehension Quiz: grammar complete the statements	Quia grammar Studyspanish.com Video: Verbs expressing emotions
WEEK #14 11/14 –11/18 PLC day: 11/18	Standards 1.1, 1.2, 4.2	Chapter 3: Possessive pronouns; Conversation; Discuss celebrating life passages	Textbook pp 76-87 Reading: <i>Celebraciones y ritos de pasaje</i>	Listening comprehension, Quiz	Quia Video: <i>Cultura en vivo</i>
WEEK #15 11/21 – 11/25 No school: 11/24 &11/25	Standards 1.1, 1.2, 1.3	Chapter 3: Chapter review; Reading strategies	Packet and review activities pp 88-93 Reading: <i>El hermano ausente en la cen de Pascua</i> ; Audio activities	Chapter test	
WEEK #16 11/29 – 12/2	Standards 3.1, 5.1, 5.2	Chapter 4: Household chores; preparing for a trip	Textbook pp96-103 Workbook activities	Quiz: vocabulary fill in blank	Quia vocabulary



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WEEK #17 12/5 – 12/9 PLC day: 12/9	Standards 1.1, 1.2	Chapter 4: Subjunctive: expressions of doubt and with adverbial clauses	Textbook: pp104-107 Workbook activities Audio activities	Quiz fill in blank	
WEEK #18 12/12 –12/16	Standards 1.1, 1.2	Chapter 4: Past perfect; conditional; future perfect San Martin- Chile; Personalizing and analyzing a novel	Text pp109-125 Readings: <i>El mensajero de San Martín</i>	Review activities Chapter 4 Test	Pre-AP workbook Quia
WEEK #19 12/19 – 12/23 Winter Break Begins 12/21	Standards 5.1, 5.2	Semester 1 Review Semester Project: Tour of Spanish-speaking world	Rubric given. Review materials: study packet, flashcards, workbook activities		
WEEK #20 1/2– 1/6 Classes Resume 1/4		Final Exams Review – 1 day	Review materials: study packet, flashcards, workbook activities	Final Exam	



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Semester 2 '10 –'11

Department: World Language

Course: Spanish 3H and CP-2752-2742

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WEEK #1 1/16 – 1/20 No school: 1/16	Standards 1.1, 4.1	Chapter 5: courtesies, manners, good vs. bad behavior	Textbook pp136-139 and workbook activities Speaking and writing activities using vocabulary in context	Vocabulary and cultural quizzes	Studyspanish.com, Quia, vocabulary flashcards
WEEK #2 1/23 – 1/27 PLC day: 1/27	Standards 1.1, 1.2	Chapter 5: The imperfect subjunctive	Textbook pp140-142 and workbook activities Speaking and writing activities using vocabulary and grammar in context	Grammar quiz, give the yo form; choose the correct sentence completion: multiple choice and verb in parenthesis	Studyspanish.com, Quia, verb flashcards, large sentence strips
WEEK #3 1/30 – 2/3	Standards 1.1, 1.2, 4.2	Chapter 5: Subjunctive or infinitive? Suffixes Culture: The Palacio Real	Textbook pp 143-144 and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz: complete the sentence Quiz: write diminutive form of words	Studyspanish.com, Quia, Game



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WEEK #4 2/6 – 2/10 PLC day: 2/10	Standards 1.1, 1.2, 4.2	Chapter 5 In Review: Conversation, Identify Latin America and Spanish good/bad manners	Textbook pp 146-157 workbook activities Cultural readings: Good or Bad Behavior?; <i>El conde Lucanor</i>	Small group project: Telenovela	Studyspanish.com, Quia, Pre-AP workbook: <i>El conde Lucanor</i>
WEEK #5 2/13 – 2/17	Standards 1.1, 5.1,5.2	Cumulative review through Chapter 4; Chapter 6: Air and train travel; Car travel and rental	Textbook pp162-163; Chapter 5 pp 166-175 and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quiz: Vocabulary 1 and 2: answer questions and complete sentences	AP proficiency practice Transparency AP9 Total Physical Response Quia
WEEK #6 2/20 – 2/24 No school: 2/20 PLC day: 2/24	Standards 1.1, 1.2	Chapter 6: The subjunctive with conjunctions of time; Implying commands with the subjunctive; Irregular nouns	Textbook pp176-181 and workbook activities Speaking and writing activities using vocabulary and grammar in context	Quizes: complete sentences and write the article of the noun provided	Cultural snapshots, Quia
WEEK #7 2/27 – 3/2	Standards 1.2, 3.2	Chapter 6: Review: Conversation; Reading	Textbook pp182-183 184-185; Reading: <i>A Bolivia ya</i>	Reading graphic organizers.	Video: Diálogo en vivo Studyspanish.com
WEEK #8 3/5 – 3/9	Standards 1.1, 1.2, 1.3	Chapter 6: Review continued	Textbook pp 186-193; Reading <i>Temprano y con sol,</i>	p195 Travel agency newsletter	Pre-AP workbook; Dramatize Reading;



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No School: 3/5 Institute Day 3/6			Emila Pardo Bazán, Spain; Compare/contrast Incas of Perú to Native Americans of the U.S.	and/or Chapter 5 test	Video: Journey by train to Machu Picchu
WEEK #9 3/12 – 3/16 PLC day: 3/16	Standards 1.2, 2.1, 5.2	Cumulative Review Chapter 7: Art and Literature; Caribbean Dance Day	Textbook pp198-199, Art pp200-205 Literature pp 208-209 Dances: Merengue and Bachata	Quiz: complete sentences and identify words being defined	TPR Studyspanish.com Quia Vocabulary practice
WEEK #10 3/19 – 3/23 End of 3 rd Quarter: 3/23	Standards 1.1, 1.2	Chapter 7: Literature, The subjunctive of the present perfect and the pluperfect	Textbook pp 208-209 review vocabulary, workbook activities pp 212-213 The perfect tenses in the subjunctive audio activities	Grammar quiz: Complete with the correct form of either the present- or pluperfect subjunctive	Quia Studyspanish.com



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WEEK #11 4/2 – 4/6 No School: 4/6	Standards 1.1, 1.2,	Chapter 7: Si clauses, continue to review perfect verb tenses in the subjunctive; Adverbs ending in <i>-mente</i>	Textbook pp 208-209, 214-215; 216	Workbook activities	Quia grammar practice
WEEK #12 4/9 – 4/13 PLC day: 4/13	Standards 1.2, 3.1, 5.2	Chapter 7: Develop reading and listening comprehension skills: Core Instruction Conversation; Discuss fine art and literature	Textbook p218-221 ; Mexico and Diego Rivera: <i>La la liberación del peon</i> Spain's Civil War and the art and death of Federico García Lorca	Workbook and audio activities Review activities	Quia conversation; InfoGap, SR8 Paintings of Diego Rivera
WEEK #13 4/16- 4/20	Standards 1.2, 3.1, 5.2	Chapter 7: Review; Interpreting and analyzing poetry;	Textbook: Poetry: <i>No sé por qué piensas tú;</i>	Chapter 7 Test	Writing development: p225 Activity Quia Studyspanish.com Pre-AP workbook
WEEK #14 4/23 – 4/27 PSAE: 4/24 & 4/25	Standards 1.2, 2.2, 3.1	Chapter 8: Talk about Spanish television and press in the U.S.	Textbook: pp234-241 Forward/backward book pp SH22: <i>La television, La prensa;</i> workbook activities	Quiz: vocabulary	Quia: vocabulary practice Video: <i>vocabulario en vivo</i>
WEEK #15 4/30 – 5/4 PLC day: 5/4	Standards 1.1, 1.2	Chapter 8: The subjunctive use of <i>aunque</i> and <i>-quiera</i>	Textbook pp 242-247 Workbook activities	Quiz: complete with appropriate form of verb; complete with definite or indefinite article	Quia grammar
WEEK #16 5/7 – 5/11	Standards 3.1, 3.2	Chapter 8: Shortened adjectives; Conversation; Latinos in the U.S.	Textbook pp 248-255 Workbook activities Reading: <i>Latinos en Estados Unidos</i> Project groupwork	Quiz: shortened adjectives; Listening Comprehension test	Quia grammar, conversation Studyspanish.com



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WEEK #17 5/14 – 5/18 PLC day: 5/18	Standards 3.1, 5.1	Chapter 8: Review; Prose: analyze, intrerpret, critique	Textbook pp256-263 Project groupwork	Chapter 8 test or Project: <i>Un perfil demográfico</i>	
WEEK #18 5/21 – 5/25 Seniors' last day: 5/24		Final Exam Review, Semester 2	Review material: study guide/packet, flashcards, quia lab activities, audio activities		
WEEK #19 5/28 – 6/1 No school: 5/28 Final Exams: 5/29 – 5/31 Marking Day: 6/1		Final Exams			

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.)
- Listening will be incorporated more, through outside sources.



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- 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 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.

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.



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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.

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



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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.”