

Planned Course: Honors Spanish II	Course Number: AH509H	Department: World Languages	
Unit: Las vacaciones	Grade Level: 9 - 12	Date Approved: August 27, 2018	
Estimated Time: 9 weeks	Level/Track: Honors		
PA Academic Standards	<p>▶ Core Concepts (in question format)</p> <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p>AP Themes:</p> <p>▶ Contemporary Life</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do I make travel & lodging reservations in the target language? - How do I check in at a hotel in the target language? - How do I ask about & describe weather conditions in the target language? - How does geography & weather impact items needed for travel? - How do I express emotions in the target language? - How do I describe what is happening while 	<p>MODES:</p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students will listen to varying commercials for hotels & travel agencies in the target language and identify key parts of the accommodations & products offered -Students will analyze video clips that describe varying UNESCO sites within the Spanish-speaking community in the target language & identify key characters of the sites mentioned -Students will interpret student-made conversations regarding vacation preferences to create data based graphs on the preferences of the class <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students will analyze hotel & vacation brochures in the target language and determine compatibility with their own 	<p>MODES:</p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> - Students will listen to conversations between a travel agents / hotel receptionists & their clients and create an itinerary based on the amenities & preferences provided in the audio -Students will listen to & watch varying weather reports in the target language and infer items needed for travel based geography & on stated weather patterns <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students will analyze hotel reviews written in the target language and identify key emotions expressed & accommodations received by the client -Students will analyze infographics in the target language regarding vacation
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	<p>traveling in the target language?</p> <p>► Global Challenges</p> <ul style="list-style-type: none"> - How does tourism affect the ecology in Latin America? - What determines the eligibility of UNESCO world heritage site within Spanish speaking countries? - What other locations within the Spanish speaking community should be considered for UNESCO protection? - How do local current events in Spanish-speaking countries affect the way countries are perceived around the world? - How can current events impact contemporary life and vacation 	<p>personal interests</p> <p>-Students will analyze a cultural reading on Iguazu Waterfalls in South America & use the UNESCO site requirements to evaluate its eligibility</p> <p>Interpersonal (Spoken)</p> <p>-Students will role play a conversation between a travel agent & prospective client in the target language</p> <p>-Students will role play a conversation between a hotel receptionist & prospective client in the target language</p> <p>-Students will role play a verbal conversation between themselves that describe what is happening during their vacation in the target language</p> <p>-Students will interview the 5 Spanish teachers within the department in the target language regarding their travel</p>	<p>preferences in various Spanish-speaking countries</p> <p>Interpersonal (Spoken)</p> <p>-Students will record & submit a role play conversation between a travel agent / hotel receptionists & prospective clients in the target language</p> <p>- Students will respond to and ask in the target language questions regarding travel preferences via a LINGT Language prompt</p> <p>Interpersonal (Written)</p> <p>-Students will respond to an email message from a travel agent and/or a potential client in order to make vacation reservations in the target language</p> <p>-Students will create a comic strip in the target language that demonstrates the vacation planning process between clients and travel agents and/or hotel receptionists</p>
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	tendencies in Spanish-speaking countries?	<p>preferences</p> <p>Interpersonal (Written) -Students will role play a text message conversation between friends that describe what is happening during their vacation in the target language through an online discussion board</p> <p>-Students will role play an email message between a travel agent & a potential client in order to make vacation reservations in the target language through an online discussion board</p> <p>-Students will respond to online discussion boards regarding various travel preferences</p> <p>Presentational (Spoken) -Students will research & present a hotel from a Spanish-speaking country & describe the amenities available in the target language</p>	<p>-Students will create postcards in the target language describing what they will be doing while on vacation</p> <p>Presentational (Spoken) -Students will create a video-recording of a weather report in the target language based on Spanish-speaking countries</p> <p>-Students will research, present and nominate in the target language about a cultural site within a Spanish-speaking country for potential UNESCO protection</p> <p>-Students will research & present in the target language a current event topic related to the AP themes “Contemporary Life” & “Global Challenges” for an assigned Spanish-speaking country</p> <p>Presentational (Written) -Students will write a description of their dream</p>
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		<p>-Students will state what the weather is like within their local community in the target language</p> <p>-Students will present the vacation preferences in the target language based on the data collected in their class & teacher interviews in groups of 4-5</p> <p>Presentational (Written)</p> <p>- Students will review photos from varying vacations and will write inferences on emotions felt by those in the photos</p> <p>-Students will create written descriptions and/or captions of vacation experiences based on photo sequences provided</p>	<p>vacation in the target language</p> <p>-Students will write a blog entry in the target language recommending a vacation destination from a Spanish-speaking country</p> <p>-Students will create a mini-persuasive essay detailing why the Lehigh Valley should be a vacation destination</p>
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