

<b>Planned Course: Honors Spanish II</b>	<b>Course Number: AH509H</b>	<b>Department: World Languages</b>	
<b>Unit: La rutina diaria</b>	<b>Grade Level: 9 - 12</b>		
<b>Estimated Time: 9 weeks</b>	<b>Level/Track: Honors</b>	<b>Date Approved: August 27, 2018</b>	
<b>PA Academic Standards</b>	<b>▶ Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p><b>PA Standards</b> <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p><b>ACTFL Standards</b> <b>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2</b> <b>4.1, 4.2, 5.1, 5.2</b></p>	<p><b>AP Themes:</b></p> <p><b>▶ Beauty &amp; Aesthetics</b></p> <p>-How do I describe the essential actions and objects in my daily, self-care routine in the target language?</p> <p>-How do I describe how I get ready for different events in the target language?</p> <p>-How do I express my opinions about my personal care products in the target language?</p> <p><b>▶ Families &amp; Communities</b></p> <p>-Can I describe the parts of the house needed for my daily, self-care routine?</p> <p>-What roles do traditional “siestas” play in Spanish-speaking countries?</p>	<p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b> -Students will analyze audio from an online source regarding daily morning, afternoon and nighttime routines and identify key actions and products used.</p> <p>-Students will identify in the target language key healthcare products described in commercials from various Spanish-speaking countries</p> <p><b>Interpretive (Written Print)</b> - Students will interpret sale print ads in the target language &amp; identify cognates, key healthcare items &amp; prices</p> <p>-Students will analyze various infographics in the target language regarding sleeping habits from various Spanish-speaking countries</p> <p><b>Interpersonal (Spoken)</b> -Students will interview classmates in the target language regarding healthcare</p>	<p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b> -Students will analyze audio from an online source regarding daily morning, afternoon and nighttime routines.</p> <p>-Students will interpret in the target language the products described in student-made healthcare commercials</p> <p><b>Interpretive (Written Print)</b> - Students will analyze various articles in the target language regarding healthy lifestyle habits</p> <p>-Students will analyze and compare infographic data in the target language from another class to infer about their daily lifestyle habits.</p> <p>-Students will evaluate and paraphrase the main events from a narrative in the target language</p>
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	-How do I express positive or negative opinions in the target language?	<p>products</p> <p>-Students will respond in the target language to recorded questions using LINGT Language</p> <p><b>Interpersonal (Written)</b> -Students will respond in the target language to various messages on online discussion boards regarding morning and nighttime routines</p> <p>-Students will initiate and respond in the target language to text messages asking for various healthcare products needed at home</p> <p><b>Presentational (Spoken)</b> -Students will present in the target language their data regarding class usage of healthcare products</p> <p>-Students will present in the target language about their daily morning, afternoon and nighttime routines</p>	<p><b>Interpersonal (Spoken)</b> - Students will respond to and ask in the target language questions regarding how family members get ready for various events in peer and/or instructor interviews</p> <p>-Students will interview classmates in the target language regarding daily routine &amp; sleeping habits</p> <p>- Students will respond to and ask in the target language questions regarding daily routine habits via a LINGT Language prompt</p> <p><b>Interpersonal (Written)</b> -Students will respond to an email message in the target language comparing daily routine habits and products used at home</p> <p>-Students will respond in the target language to various email messages from pen pals around the world regarding</p>
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	<ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>	<p><b>Presentational (Written)</b></p> <p>-Students will create an infographic in the target language based on the data collected regarding class usage of healthcare products</p> <p>-Students will create journal entries in the target language describing their personal morning, afternoon and nighttime daily routines</p>	<p>daily routines</p> <p><b>Presentational (Spoken)</b></p> <p>-Students will create in the target language a commercial selling healthcare products</p> <p>- Students will present a fictional story describing the daily (morning &amp; nighttime) routine of a third party (famous person, teacher, classmate, etc.)</p> <p>-Students will research &amp; present in the target language a current event topic related to the AP themes “Families &amp; Communities” &amp; “Beauty &amp; Aesthetics” for an assigned Spanish-speaking country</p> <p><b>Presentational (Written)</b></p> <p>-Students will create a comic strip in the target language that presents what actions &amp; items are used in their morning or nighttime routine</p> <p>-Students will write in the target language a short paragraph describing the daily</p>
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			routines of various family members  -Students will evaluate a narrative in the target language and hypothesize an alternative ending for the main character		
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