

<b>Planned Course: Honors Spanish II</b>	<b>Course Number: AH509H</b>	<b>Department: World Languages</b>	
<b>Unit: La comida / Las fiestas</b>	<b>Grade Level: 9 - 12</b>	<b>Date Approved: August 27, 2018</b>	
<b>Estimated Time: 9 weeks</b>	<b>Level/Track: Honors</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> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p><b>AP Themes:</b></p> <ul style="list-style-type: none"> <li>▶ <b>Families &amp; Communities</b></li> <li>▶ <b>Contemporary Life</b></li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>-How does the Spanish-speaking world view death?</li> <li>-How perspectives about life and death influence celebrations like the Day of the Dead in Mexico?</li> <li>-What are the religious perspectives that drive celebrations like Semana Santa, El Día de los Reyes Magos &amp; la Navidad?</li> <li>-How do Cinco de Mayo celebrations compare between the USA &amp; the rest of the Spanish-speaking world?</li> <li>-What perspectives influence coming-of-age celebrations like la quinceañera in Spanish-speaking communities?</li> </ul>	<p><b>MODES:</b> <b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>-Students will analyze and make inferences regarding audio describing varying holidays &amp; celebrations in the target language (Quinceanera, Cinco de Mayo, Navidad, Dia de los Reyes Magos, Dia de los Muertos, etc.)</li> <li>-Students will assess videos describing varying holidays &amp; celebrations in the target language (Quinceanera, Cinco de Mayo, Navidad, Dia de los Reyes Magos, Dia de los Muertos, etc.) and compare the celebrations to a similar event from the USA in the target language</li> </ul> <p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>-Students will analyze journal entries in the target language that describe varying celebrations (weddings, quinceañeras, birthday parties,</li> </ul>	<p><b>MODES:</b> <b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>-Students will analyze conversations from a restaurant setting and identify key items offered by the servers and requested by the clients</li> <li>-Students will interpret in the target language, audio descriptions of various holidays celebrated in Spanish-speaking countries</li> </ul> <p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>-Students will analyze and make inferences in the target language regarding news articles describing current events and celebrations in a local community (weddings, baptisms, funerals, quinceañeras, etc.)</li> <li>- Students will analyze and make inferences in the target language regarding a restaurant review</li> </ul>
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	<p>-How can I describe when, where and why celebrations take place in the target language?</p> <p>-What do traditional foods look like in varying countries in the Spanish-speaking world?</p> <p>-What would the average diet look like in the day-to-day life in a Spanish-speaking community?</p> <p>-How do I order foods in the target language?</p> <p>-How do I get a server's attention in restaurants in various Spanish-speaking countries?</p> <p>-How do I ask for things I need in parties or restaurants in the target language?</p> <p>-How do I describe foods from a restaurant or party in the target language?</p> <p>-How are foods different in</p>	<p>etc....) and identify key parts of the preparation process.</p> <p>-Students will investigate various menus &amp; restaurant reviews in the target language and assess for key foods, likes and dislikes.</p> <p>-Students will analyze in the target language data from student-made surveys describing how families celebrate various holidays</p> <p><b>Interpersonal (Spoken)</b> -Students will participate in mini-interviews (between peers and/or instructor) regarding most and least favorite foods</p> <p>-In small groups, students will discuss in the target language their most and least popular restaurants in the Lehigh Valley</p> <p>-Students will respond in the target language to recorded questions using LINGT</p>	<p>-Students will analyze infographics in the target language regarding holidays in Spanish-speaking countries</p> <p><b>Interpersonal (Spoken)</b> - Students will respond to and ask in the target language questions regarding food and beverage preferences through peer and/or instructor interviews</p> <p>-Students will perform a skit that portrays a realistic interaction in a restaurant setting in the target language</p> <p>-Students will perform a skit that includes an invitation to a party &amp; reason for declining.</p> <p>- Students will respond to and ask in the target language questions regarding restaurant, food preferences via a LINGT Language prompt</p> <p><b>Interpersonal (Written)</b> -Students will respond to an email message regarding</p>
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	<p>popular international restaurants like McDonalds or pizzerias in Spanish-speaking countries?</p> <p>-How do prices vary for similar foods in various Spanish-speaking countries?</p>	<p>Language</p> <p><b>Interpersonal (Written)</b> -Students will initiate &amp; respond to various text messages in the target language regarding past restaurant experiences</p> <p>-Students will respond to various text messages in the target language regarding invitations to different celebrations and/or events</p> <p><b>Presentational (Spoken)</b> -Students will research &amp; create 2 mini-presentations in the target language regarding foods served in varying McDonalds &amp; pizzerias in Spanish-speaking counties</p> <p><b>Presentational (Written)</b> -Students will create a menu in the target language with breakfast, lunch, dinner &amp; dessert options</p>	<p>preparations for various celebrations (quinceañeras, funerals, birthday parties, weddings, etc....) in the target language</p> <p>-Students will create &amp; respond to a written invitation in the target language</p> <p><b>Presentational (Spoken)</b> -Students will research &amp; create a presentation regarding an assigned traditional food from various Spanish-speaking countries (flan, tamales, salsa, gazpacho, tostones/platanos, paella, arepas, ceviche etc....) in the target language</p> <p>- Students will partner to create in the target language an oral description of a party they hosted</p> <p><b>Presentational (Written)</b> -Students will create an original restaurant review in the target language detailing their rational behind key likes and dislikes</p>
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	<ul style="list-style-type: none"> <li>• Skills/Knowledge</li> </ul>	<p>- Students will maintain a food journal in the target language detailing what meals were eaten for one week with daily reflections.</p>	<p>-Students will write in the target language a short paragraph describing a party that their family hosted</p> <p>-Students will research and write in the target language a cultural comparative essay describing an assigned holiday</p>
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