

Planned Course: Spanish II	Course Number: AH 509	Department: World Language	
Unit: La comida / Las fiestas	Grade Level: 9-12		
Estimated Time: 9 weeks	Level/Track: Level II	Date Approved: August 27, 2018	
PA Academic Standards / ACTFL Standards	▶ Core Concepts (in question format) • 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>▶ Families & Communities</p> <p>▶ Contemporary Life</p> <p>Essential Questions:</p> <p>-How does the Spanish-speaking world view death?</p> <p>-How perspectives about life and death influence celebrations like the Day of the Dead in Mexico?</p> <p>-How does religion impact the daily life of the Spanish-speaking community?</p> <p>-What are the religious perspectives that drive celebrations like Semana</p>	<p><u>MODES:</u> Interpretive (Audio, visual and audio visual)</p> <p>-Students will analyze and make inferences regarding audio describing varying holidays & celebrations in the target language (Quinceanera, Cinco de Mayo, Navidad, Dia de los Reyes Magos, Dia de los Muertos, etc.)</p> <p>-Students will view varying videos describing varying holidays & 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</p>	<p><u>MODES:</u> Interpretive (Audio, visual and audio visual)</p> <p>-Students will analyze conversations from a restaurant setting and identify key items offered by the servers and requested by the clients</p> <p>-Students will interpret in the target language, audio descriptions of various holidays celebrated in Spanish-speaking countries</p> <p>Interpretive (Written Print) -Students will analyze and make inferences in the target language regarding news articles describing current events and celebrations in a</p>
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	<p>Santa, El Día de los Reyes Magos & la Navidad?</p> <p>-How do Cinco de Mayo celebrations compare between the USA & the rest of the Spanish-speaking world?</p> <p>-What perspectives influence coming-of-age celebrations like la quinceañera in Spanish-speaking communities?</p> <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>USA in the target language</p> <p>Interpretive (Written Print)</p> <p>-Students will analyze journal entries in the target language that describe varying celebrations (weddings, quinceañeras, birthday parties, etc....) and identify key parts of the preparation process.</p> <p>-Students will investigate various menus & restaurant reviews in the target language and identify 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>local community (weddings, baptisms, funerals, quinceañeras, etc.)</p> <p>- Students will analyze and make inferences in the target language regarding a restaurant review</p> <p>-Students will analyze infographics in the target language regarding holidays in Spanish-speaking countries</p> <p>Interpersonal (Spoken)</p> <p>- Students will respond to and ask in the target language questions regarding food and beverage preferences in peer or instructor interviews</p> <p>-Students will respond in the target language to recorded</p>
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	<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 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 popular international restaurants like McDonalds or pizzerias in Spanish-speaking countries?</p>	<p>Interpersonal (Spoken) -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 Language</p> <p>Interpersonal (Written) -Students will respond to various text messages in the target language regarding</p>	<p>questions using LINGT Language</p> <p>-Students will perform a skit that portrays a realistic interaction in a restaurant setting in the target language</p> <p>Interpersonal (Written) -Students will respond to an email message regarding preparations for various celebrations (quinceañeras, funerals, birthday parties, weddings, etc....) in the target language</p> <p>-Students will create a written invitation in the target language</p> <p>Presentational (Spoken) -Students will research &</p>
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		<p>different 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>Presentational (Spoken) -Students will research & create 2 mini-presentations in the target language regarding foods served in varying McDonalds & pizzerias in Spanish-speaking counties</p> <p>Presentational (Written) -Students will create a menu in the target language with breakfast, lunch, dinner & dessert options</p>	<p>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 a description of a party they gave</p> <p>Presentational (Written) -Students will create an original restaurant review in the target language detailing their rationale behind key likes and dislikes</p> <p>-Students will write in the target language a short paragraph describing a party</p>
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		- Students will maintain a food journal in the target language detailing what was eaten for lunch for one week with daily reflections.	that their family hosted -Students will research and write in the target language a short essay describing an assigned holiday