Course Description:
This academic elective focuses on Interpersonal Speaking and Writing, Interpretive Reading and Listening, and Presentational Speaking and Writing in Spanish. Successful students will exit the course with a Novice-High Proficiency level on the ACTFL scale in the areas of listening, speaking, reading, and writing. As much as possible, the class is conducted in Spanish. Students will increase their cultural awareness through various thematic units. The use of technology is encouraged to implement and enhance the students’ studies. Students at this level can generally be understood by a sympathetic audience. **Pre-requisite:** Spanish 1.

Honors Description:
The content of Spanish 2 Honors expands and enriches the curriculum for Spanish 2. Students are expected to express themselves beyond simple mechanical responses, demonstrating the ability to manipulate and create in the language. They demonstrate increased proficiency in manipulating the language in a culturally appropriate manner. This academic elective focuses on Interpersonal Speaking and Writing, Interpretive Reading, Viewing, and Listening, and Presentational Speaking and Writing in Spanish. Successful students will exit the course with at least a Novice-High Proficiency level on the ACTFL scale in the areas of listening, speaking, reading, and writing. As much as possible, the class is conducted in Spanish. Students will increase their cultural awareness through various thematic units. The use of technology is encouraged to implement and enhance the students’ studies. Students are strongly encouraged to do a practicum, an opportunity to put into practice what already has been learned and to combine linguistic skills with other talents. Students at this level can generally be understood by a sympathetic audience. **Pre-requisite:** WL541 Spanish 1.

The [2014 Standards of Learning](http://www.2014standards.org/) are noted in parentheses.

<table>
<thead>
<tr>
<th>1st Nine Weeks</th>
<th>2nd Nine Weeks</th>
<th>3rd Nine Weeks</th>
<th>4th Nine Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: ¿Cuál es mi</td>
<td>Units 2 and 3: Vamos de</td>
<td>Units 3 and 4: ¿Qué</td>
<td>Units 4 and 5: ¿Qué</td>
</tr>
<tr>
<td><strong>rutina diaria?</strong></td>
<td><strong>compras? ¿Qué debo comer?</strong></td>
<td><strong>debo comer? ¿Qué celebramos?</strong></td>
<td><strong>celebramos? ¿Cómo es tu salud?</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| Students will be able to:  
Describe their daily routines (orally and in writing) (SII.1 and SII.2).  
Talk about personal hygiene (SII.1 and SII.2).  
Expand their ability to discuss personal preferences (SII.1 and SII.2).  
Sequence events (SII.1).  
Compare their daily routines with those of students in Spain (SII.7 and SII.10).  
Demonstrate an enduring cultural understanding of siestas and Madrid, Spain (SII.7 and SII.10). | Students will be able to:  
Talk about and describe clothing* and other items  
Express preferences in a store  
Negotiate and pay for purchased items  
Interpret a simple map  
Write directions and give locations (SII.2).  
Ask for and give directions (SII.1).  
Identify items commonly sold in a Spanish-speaking store or market (SII.1, SII.7, SII.8, and SII.10)  
Interpret an authentic recipe (SII.3).  
Create and present a | Students will be able to:  
Polish essential communicative structures and topics from unit 3  
Present conversations in which they make purchases (SII.5 and SII.6).  
Describe buildings in a city (SII.7 and SII.8).  
Write about activities they did in the past (SII.2 and SII.8)  
Create simple descriptions of past actions (SII.2).  
Talk about their family (SII.1).  
Read & understand about architecture in a Spanish-speaking country (SII.3, SII.4, and SII.8).  
Present past events in chronological order (SII.5 and SII.6). | Students will be able to:  
Express personal reactions in the past (SII.1 and SII.2).  
Write about events in the past and in the future (SII.2).  
Interpret descriptions in the past and in the future (SII.3 and SII.4).  
Interpret what others did in their childhood (SII.3 and SII.4).  
Present past events in chronological order (SII.5 and SII.6). |
Review and Ongoing Recycled Material:

- Cognates and word decoding
- Agreement between nouns and adjectives
- Present tense
- ALL types of stem-changers (e-i, e-ie, o-ue)
- Reflexive verbs
- Ordinal numbers
- Indefinite and negative words
- Indirect object pronouns
- Verbs like gustar
- Interrogatives

short skit involving shopping for clothing in a Spanish-language store OR create a present a fashion show. (SII.2, SII.5, SII.6, SII.7, SII.8, and SII.10).

Follow/give simple directions (SII.1)

Choose some simple transportation (SII.1 and SII.8).

Identify public buildings/places, including those unique to Latin culture (SII.1, SII.7, SII.8, and SII.10).

Read a menu in Spanish (SII.3 and SII.4).

Use Spanish to order food in a restaurant (SII.1 and SII.7).

Talk about likes / dislikes (SII.1).

Say what people did or where they went (SII.1).

Create a menu and/

Read communications describing a recent celebration (SII.3 and SII.4).

Present cultural information about cultural celebrations (SII.5 and SII.6, SII.7, SII.8, and SII.10).

Learn how to negotiate a metro (may be done anytime this semester) (SII.7, SII.8, and SII.10).

Connect with a community member to investigate an aspect of the Spanish-speaking world. (This may be done during any nine week period.) (SII.11)

Answer questions about their homes and traditions (SII.1).

Describe their homes and chores.
or a transportation system (SII.7).
Write about what they like / don’t like,
grocery items (SII.2)
Understand a conversation
between a waiter & patron (SII.3).
Interpret maps and texts about culture
(SII.3, SII.4, SII.7, SII.8, and SII.10).
Demonstrate an enduring cultural understanding of
Barcelona and Madrid (SII.7, SII.8, and SII.10).

Review and Ongoing Recycled Material:
- Reflexives
- Gustar and verbs like gustar
- Estar
- Interrogatives
- “a” + el, la, los, las
- Clothing and colors
- Adjectives and gender agreement
- numbers 0-

Tell someone to do something.
Interpret a description of a Latino home and/or holiday. (SII.3 and SII.4)
<table>
<thead>
<tr>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>cognates</td>
</tr>
<tr>
<td>Reinforce e-i stem-changing verbs</td>
</tr>
<tr>
<td>Preterite of stem-changing verbs</td>
</tr>
<tr>
<td>Double object pronouns</td>
</tr>
<tr>
<td>Comparisons</td>
</tr>
<tr>
<td>Superlatives</td>
</tr>
<tr>
<td>isimo</td>
</tr>
</tbody>
</table>