

Honors Spanish 2

Instructors:

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Honors Spanish II is open to students who have successfully completed Honors Spanish I. It is an intensive course designed for students who are highly motivated and who intend to continue their study of Spanish through the AP level. Students who select this course will expect to complete one and a half years of the traditional Spanish sequence in one year. This course curriculum includes the topics and grammar concepts of the traditional Spanish II and III courses. Students who successfully complete this course may enroll in Spanish IV in their Junior year.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.

Standard 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1	Para empezar
Summary	Students recall vocabulary and phrases for describing, regular verbs and questions.
Performance Indicators Assessed in Unit	Students will be able to: recall questions and answers for starting a conversation recall phrases for telling what people are like using correct forms and placement of adjectives describe the weather tell what they or another person do, what they like and don't like to do recall forms of present tense of regular and irregular verbs describe the nationality of a new acquaintance
Unit 2	Tu día escolar ¿Qué haces en la escuela?
Summary	Students exchange information about classes, classroom rules and what they do in classes.
Performance Indicators Assessed in Unit	Students will be able to: understand written and oral descriptions of the classroom setting, classroom rules and classroom activities exchange information about the classroom, its setting, rules and activities use stem changing verbs, including those that change e -> i name items they need in the classroom use affirmative (indefinite) and negative words and make negative statements recall forms and uses of the verb ir and the future using ir a and the infinitive
Unit 3	Tu día escolar ¿Qué haces después de las clases?
Summary	Students exchange information about after school activities.
Performance Indicators Assessed in Unit	Students will be able to: understand written and oral descriptions of extracurricular activities exchange information about what they do after school. recall forms of comparative and superlative statements make comparisons of equality (as ... as) tell what they know how to do and whom they know using the two equivalents of the English verb "to

	know”, saber for facts and conocer for people express an action begun in the past and continuing into the present (hace + present)
Unit 4	Un evento especial ¿Cómo te preparas?
Summary	Students learn to talk about their daily routine and preparations for a special event.
Performance Indicators Assessed in Unit	Students will be able to: use reflexive verbs to describe and exchange information about their daily routine use possessive articles and long form possessive adjectives use the verbs ser and estar to state characteristics and conditions
Unit 5	Un evento especial ¿Qué ropa compraste?
Summary	Students exchange information about after school activities.
Performance Indicators Assessed in Unit	Students will be able to: identify items of clothing talk about a shopping trip use the past tense of regular verbs use demonstrative adjectives to point out items use adjectives to stand for a person or item that embodies that characteristic (adjective as noun) tell what something is made of
Unit 6	Tú y tu comunidad ¿Qué hiciste ayer?
Summary	Students learn to talk about preparations for a past event.
Performance Indicators Assessed in Unit	name businesses located in downtown name and describe products and services available in downtown businesses use direct and indirect object pronouns to stand for someone or something just named use the preterit (past tense) of several irregular verbs (ir, ser, tener, estar, hacer, poder, querer, venir, traer, decir, poner, dar) use the preterit of -ir stem changing verbs describe preparations for a trip they took in the past
Unit 7	Tú y tu comunidad ¿Cómo se va...?
Summary	Students learn to give driving advice (commands, directions).
Performance Indicators Assessed in Unit	Students will be able to: communicate driving instructions use familiar commands for regular and some irregular verbs exchange information about how to get to places near the school and in the community use the progressive tense to state an action in progress
Unit 8	Recuerdos del pasado Cuando éramos niños / Celebrando los días festivos
Summary	Students learn to talk about what they were like as children and to describe family celebrations.
Performance Indicators Assessed in Unit	Students will be able to: name childhood toys, games and elementary school activities listen and read about favorite childhood toys and elementary school experiences talk and write and exchange information about what they were like as a child and experiences they had in elementary school listen to and read about family celebrations talk and write about how their families used to celebrate holidays and their birthdays exchange information about where, with whom, and how they used to celebrate holidays and their best birthday use the preterit and imperfect to describe past events and ongoing or habitual past actions contrast uses of the preterit and imperfect

	use reflexive verbs to express a reciprocal action (each other)
Unit 9	En las noticias Un acto heróico / un accidente
Summary	Students learn to talk about events in the news and to describe accidents and hospital emergency experiences.
Performance Indicators Assessed in Unit	Students will be able to: name and describe natural disasters comprehend written and audio descriptions of disasters and rescues exchange information about newsworthy events use the preterit and imperfect to recount events and repeated or ongoing actions listen and read about accidents talk and write about injuries and medical treatments exchange information about how someone was injured use the imperfect progressive to recount a past event in progress
Unit 10	La televisión y el cine ¿Viste el partido en la televisión? ¿Qué película has visto?
Summary	Students learn to talk about TV shows, sporting events and films.
Performance Indicators Assessed in Unit	Students will be able to: describe television broadcasts such as sporting events, beauty contests and game shows describe a TV show and their emotions regarding that show listen and read about movie reviews talk and write about films exchange information about a film they saw recently use the present perfect tense to recount a recent past event recognize the pluperfect tense (to recount an event prior to another past event) use verbs that require an indirect object pronoun exchange information about their reactions to a TV program or film use reflexive verbs that show change of emotions or states of being
Unit 11	Buen provecho ¿Cómo se hace la paella?
Summary	Students learn to talk and write about food preparation.
Performance Indicators Assessed in Unit	Students will be able to: describe several dishes and ingredients popular in Hispanic countries listen to and read about cooking instructions and advice talk and write about recipes and kitchen safety exchange information about how to prepare certain dishes express negative tú commands use object pronouns with commands use the impersonal se (passive voice construction)
Unit 12	Buen provecho ¿Te gusta comer al aire libre?
Summary	Students learn to talk and write about outdoor cooking and activities.
Performance Indicators Assessed in Unit	Students will be able to: listen to and read about outdoor cooking and camping activities talk and write about cookouts and outdoor celebrations exchange information about cookout preparations express Usted and Ustedes commands use the preposition por in certain expressions contrast the prepositions por and para
Unit 13	Como ser un buen turista - Un viaje en avión – Quiero que disfrutes de tu viaje

Summary	Students learn to talk and write about travel experiences and recommendations and how to be a good tourist.
Performance Indicators Assessed in Unit	Students will be able to: listen to and read about travel recommendations talk and write about suggestions for safe and enjoyable trips exchange information about planning a trip use the present subjunctive of regular, irregular and stem-changing verbs to make recommendations, express possibilities and doubts
Unit 14	¿Cómo será el futuro? ¿Qué profesión tendrás? - ¿Qué haremos para mejorar el mundo?
Summary	Students learn to talk and write about future plans, including career plans and environmental predictions.
Performance Indicators Assessed in Unit	Students will be able to: exchange information about career choices talk about the environment use the future tense of regular and irregular verbs to talk about plans for their own future and for the environment use the conditional tense to talk about what would happen under certain conditions
Unit 15	Leyendas de España
Summary	Students learn about the history of Spain and the connections between that history and the modern language and culture.
Performance Indicators Assessed in Unit	Students will be able to: converse on personal topics read for understanding several Hispanic stories, including stories that recount events in Spanish history discuss reading assignments use relative pronouns to form complex sentences

Summative Assessments Retake

- Students have the opportunity to retake summative assessments on which they scored below 75.
- The student must submit a retake form to the teacher within five (5) days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.