

Wilson Area School District Planned Course Guide

Title of planned course: Advanced Spanish Honors

Subject Area: Foreign Language

Grade Level: 11-12

Course Description:

At this level students focus on:

- Extensive conversation skills in
 - Everyday situations
 - Modern day problems and current events
 - Person expression of opinions
 - Philosophical topics
- Advanced contemporary literature and related skills
 - Enhanced vocabulary and idiomatic expressions
 - Poetry, drama, short story and novel (excerpts) of the 20th century
 - Universal literary themes
 - Literary themes common to the target language
 - Character analysis
- Advanced writing skills
 - Themed essays and paragraphs
 - Complex sentence structures

Reading materials are diversified and writing skills are expanded. Cultural activities as well as individual research and study are part of the program.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Writing Committee: Stephen Campbell

Curriculum Map

August: Introduction

September: Literature: Borges, "El otro"

- Theme: Dreams vs. Reality

Grammar

- Advanced present tense
- Advanced preterite tense

Writing

- Comparison of literary examples of Dream vs. Reality

Conversation

- Basic biographical information and preferences

October: Grammar

- Passive voice

Literature: Neruda, *Un perro ha muerto*

- Theme: Coping with loss

Grammar

- Imperfect
- Imperfect vs Preterite in enhanced situations

Conversation

- Comprehension of literature (1 and 2) and author info

November: Grammar

- Present-perfect
- Pluperfect
- Advanced uses of *ser* and *estar*

Writing

- Hypothetical situations (hopes, dreams and goals for the future)

Conversation

- Personal characteristics

December: Literature: Cortazar, *Historias de cronopios y de famas*

- Theme: Personal idiosyncrasies
- Theme: How people interact with their world

Grammar

- Reflexive verbs

Writing

- Describing the different personality types in my life
- Character analysis from Cortazar's *Historias de cronopios y de famas*

Conversation

- Comprehension of literature (3)
- Describing how certain personality types interact

- January:** Grammar
- Advanced use of object pronouns
 - Idiomatic uses of indirect object pronouns
- Literature: Unamuno, *Nada menos que todo un hombre*
- Theme: Expectations of society and the family
- Grammar
- Present subjunctive
- Conversation
- Comprehension of literature (4)

*Mid-term review and examination.

- February:** Grammar
- Expressions associated with the subjunctive
 - Present perfect subjunctive
- Conversation
- Expressing will or volition using subjunctive

- March:** Literature: Matute, *El niño al que se le murió el amigo*
- Theme: Experiences that define us
- Grammar
- Future and future perfect
 - Conditional and conditional perfect
- Conversation
- Comprehension of literature (5)
 - Identifying symbolism in literature
 - Describing ordinary things by appearance and use

- April:** Grammar
- Talking about unexpected events
- Literature: Márquez, “La peste del insomnio”
- Theme: What is real, what is unreal and what is absurd
- Conversation
- Comprehension of literature (6)
- Writing
- Comparison of literary examples of magical realism

- May:** Grammar
- Imperfect Subjunctive
 - Pluperfect Subjunctive
- Literature: Neruda, *Odas a las cosas ordinarias*
- Theme: Celebrating common items
- Conversation
- Extended storytelling of home life

- June:** Literature: Poetry and Drama of Spain throughout history

*Final Exam Review and Preparation

Wilson Area School District Planned Course Materials

Course Title: Advanced Spanish Honors

Textbook: Encuentros Maravillosos (Kantor),
Publisher: Pearson/Prentice Hall
2005
www.PHSchool.com

Supplemental Books: Neruda, Pablo. *Odes to Common Things*
Neruda, Pablo. *Odes to Opposites*

Teacher Resources:

- Amsco Workbook (Levels 1-3)
- Vox Spanish and English Dictionary
- Barron's 501 Spanish Verbs
- Galaria Hispanica
- Bring the Standards for Foreign Language To Life (Blaz)
- Nassy-Levy Series *Español Esencial*
- Websites:
 - www.studyspanish.com
 - www.spanishdict.com
 - www.uni.edu/becker/Spanish3.html
 - www.spanishgrammar.com
 - www.verbix.com
 - www.tomisimo.com

Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: Dreams vs. Reality

Time frame: 12 blocks

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3

Essential content/objectives: At the end of the unit, students will be able to demonstrate mastery of the following elements of reading, writing, speaking and listening:

- Discuss the universal theme of dream vs reality at an advanced level.
- Discuss the author and his work using the simple present and past tenses in the active and passive voice.
- Describe themselves, friends and family, personal preferences and opinions at an advanced level.

Core activities: Students will complete/participate in the following:

Literature:

- Read an excerpt from “El otro” by Jorge Luis Borges.
 - Analyze advanced vocabulary.
 - Answer comprehension questions about the story.
 - Discuss the life and accomplishments of Jorge Luis Borges.
 - Discuss the Latin American genre of magical realism.
 - Relate the actual events of Borges’ life to the events in the story.
 - Listen to a portion of Borges’ Norton Lectures at Harvard University.

Grammar:

- Use the present and preterite tenses appropriately when speaking and writing
 - Review normal, stem-changing, and irregular present-tense conjugation.
 - Use advanced and previously unlearned verbs with advanced conjugated forms in the present.
 - Complete sentences using present tense with perfect spelling and accents.
 - Write original sentences to express personal opinions and preferences in writing using the present tense.
 - Review normal, stem-changing, orthographic-changing, and irregular preterite-tense conjugation.
 - Use advanced and previously unlearned verbs with advanced conjugated forms in the preterite.
 - Complete sentences using preterite tense with perfect spelling and accents.
 - Write original sentences to express personal opinions and preferences in writing using the preterite tense.
- Use the passive voice with se.
 - Explain differences between the active voice and the passive voice.

Conversation:

- Prepare for Spanish-only immersion days by answering a biographical questionnaire.
- Engage in question/answer sessions where students describe themselves, family and friends in detail, personal preferences on a variety of topics, biographical information and knowledge of current literature and grammatical functions from this unit.

Writing:

- Write a paragraph that compares various examples of literature that explore the theme of dreams vs. reality

Extensions: Extended conversation element for advanced and native speakers

Remediation:

- Additional exercises
- Teacher/peer tutoring
- Spanishgrammar.com
- StudySpanish.com

Instructional Methods:

- Overhead notes
- Project presentation (PowerPoint)
- Warm-ups
- Small group practice
- Teacher directed examples

Materials & Resources:

- Warm-ups
- PowerPoint
- Project presentations
- 501 Spanish Verb book

Assessments:

- Grammar function activities
- Written and spoken personal expression and discussion
- Test
- Writing Assignment (Paragraph)
- Spanish immersion conversation

Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: Coping with Loss

Time frame: 15 blocks

State Standards: 12.1.1.S2, 12.1.1.S3, 12.3.1.S2, 12.3.1.S3

Essential content/objectives: At the end of the unit, students will be able to demonstrate mastery of the following elements of reading, writing, speaking and listening:

- Discuss the universal theme of loss of a loved one at an advanced level.
- Discuss the author and his work using the two past tenses, some perfect tenses and understanding the differences between the common verbs ser and estar.
- Describe themselves, friends and family, pets, solitude, vanity and other common human characteristics at an advanced level.

Core activities: Students will complete/participate in the following:

Literature:

- Read “Un Perro ha muerto” by Pablo Neruda
 - Discuss advanced vocabulary from the poem.
 - Answer comprehension questions about the story.
- Discuss the life and accomplishments of Pablo Neruda.
 - Read and discuss other examples of Neruda’s poetry.
- Answer person expression questions about pets, dogs vs cats, solitude, vanity and other human characteristics, and the loss of a loved one.

Grammar:

- Use the imperfect tense, determining when appropriate to use imperfect and preterite when storytelling.
 - Complete a paragraph summarizing a well-known story.
 - Fill in the blanks by correctly employing the preterite or imperfect in an unknown story.
 - Answer personal expression questions about parents and changes in clothing styles, technology, popular music and television shows.
- Use the present perfect and pluperfect indicative.
 - Write sentences that require the perfect tenses.
- Use ser and estar with advanced differences and function.
 - Complete advanced phrases showing mastery of the use of ser and estar.

Conversation:

- Engage in Spanish-only immersion days (1 per week) in which students will be required to communicate only in the target language.
- Engage in question/answer sessions where students describe themselves, family and friends in detail, personal preferences on a variety of topics, biographical information and knowledge of current literature and grammatical functions from this unit.

Writing:

- Paragraph writing which explores personal goals and dreams: things I have never done but would like to one day.
- Paragraph writing in which students will describe themselves in great detail and also express how they are feeling and why.

Extensions: Extended conversation element for advanced and native speakers

Remediation:

- Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-up
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Grammar function activities
- Written personal expression and discussion
- Spoken personal expression and discussion
- Test / Quiz
- Short Essay (Paragraph)
- Spanish immersion conversation

Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: Personal Idiosyncrasies

Time frame: 15 blocks

State Standards: 12.1.1.S3, 12.1.1.S4, 12.3.1.S3, 12.3.1.S4

Essential content/objectives: At the end of the unit, students will be able to demonstrate mastery of the following elements of reading, writing, speaking and listening:

- Discuss the universal theme of personal idiosyncrasies in characterization at an advanced level.
- Discuss the author and his work with an understanding of reflexive, direct object and indirect object pronouns.
- Describe themselves, friends and family, reflecting on individual uniqueness of all types to build cultural awareness.

Core activities: Students will complete/participate in the following:

Literature:

- Read “Viajes” and “Cronopios y Tortugas,” two excerpts from Julio Cortázar’s *Historias de Cronopios y de famas*.
 - Answer comprehension questions.
 - Discuss and use advanced vocabulary from the stories.
 - Answer personal expression questions about being organized, what bothers you and others, worrying about details, getting frustrated and discouraged, and what you look for in others.
- Discuss the life and accomplishments of Julio Cortázar.
 - Analyze the personalities of the characters in *Historias de Cronopios y de Famas*.
 - Discuss the social status of 20th-century Buenos Aires and compare it to today’s lifestyle in our community.
- Discuss personal idiosyncrasies and how they are universal.
 - Explore the theme of personal idiosyncrasies.
 - Given certain situations, explain how a cronopio, a fama and an esperanza would react based on their personalities.
 - Discuss each other’s personalities and whether they relate to cronopios, famas, or esperanzas.
 - Complete discussion questions discussing parents’ personalities and idiosyncrasies, the concept of punctuality in various cultures, and how different types interact.

Grammar:

- Use reflexive verbs.
 - Explain reflexive pronoun location in sentences in the simple and compound tenses we have learned so far.
 - Discuss advanced reflexive verbs with prepositions that are typically used with these verbs.

- Use reflexive verbs in sentences, demonstrating understanding how syntax in a variety of tenses and other structures.
- Respond to questions, using various reflexive verbs, to explain common fairy tales.
- Respond to personal expression questions about complaints, things that anger you, things that bother you, and a variety of other reflexive situations.
- Use direct and indirect object pronouns, separately and together
 - Explain objects and object pronouns.
 - Explain object pronoun location in sentences in the simple and compound tenses we have learned so far.
 - Use object pronouns in sentences, demonstrating understanding of syntax in a variety of tenses and other structures.
 - Rewrite sentences, replacing objects with pronouns.
 - Answer personal expression questions, replacing the object(s) in question with a pronoun.
 - Write sentences that effectively employ direct and indirect object pronouns, observing the appropriate rules of placement and necessary orthographic changes.
- Use verbs that commonly employ the use of indirect object pronouns.
 - Discuss verbs like gustar, encantar, faltar, hacer falta, importar, molestar and parecer.
 - Write sentences using the verbs above, observing the proper form and pronoun.
 - Describe pictures showing what people are missing, loving, being bothered by, etc.
 - Answer personal expression questions about what you and others like, love, miss, are missing, etc.
 - Discuss more common fairy tales, explaining aspects that require object pronouns.

Writing:

- Write an essay describing the person who is the most “cronopio,” the most “fama,” and the most “esperanza,” in your life. Explain how these people live, how they react to certain situations and why they demonstrate this personality type.
- Write an essay that accurately analyzes the 3 personality types presented by Julio Cortázar in *Historias de Cronopios y de Famas*. Students should provide text-based evidence to support their descriptions of each personality.

Conversation:

- Engage in Spanish-only immersion days (2 per week) in which students will be required to communicate only in the target language.
- Engage in question/answer sessions where students describe themselves, family and friends in detail, noting unique qualities in themselves and others in a variety of settings.
- Discuss biographical information of authors and knowledge of current literature and grammatical functions from this unit.
 - Discuss Borges, his life and accomplishments, “El otro,” and the theme of dreams vs. reality.
 - Discuss Neruda, his life and accomplishments, “Un perro ha muerto,” and the theme of the loss of a loved one.
 - Discuss Cortázar, his life and accomplishments, “Viajes” and “Cronopios y tortugas” and the theme of personal idiosyncrasies.

Extensions: Write questions and interview a native speaker about their personal experiences, what they like, what bothers them and other preferences.

Remediation:

- Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-up
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Grammar function activities
- Written personal expression and discussion
- Spoken personal expression and discussion
- Test / Quiz
- Essay
- In-class Essay
- Spanish immersion conversation

Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: Reactions to the Expectations of Others

Time frame: 12 blocks

State Standards: 12.1.1.S3, 12.1.1.S4, 12.3.1.S3, 12.3.1.S4

Essential content/objectives: At the end of the unit, students will be able to demonstrate mastery of the following elements of reading, writing, speaking and listening:

- Discuss the universal theme of societal family and community norms of the past and today, and how they have changed over time, at an advanced level.
- Discuss the author and his work with an understanding of the subjunctive mood in the present tense.
- Describe themselves, friends and family, reflecting on how adults and children interact with cultural competency.

Core activities: Students will complete/participate in the following:

Literature:

- Read *Nada menos que todo un hombre* by Miguel de Unamuno.
 - Answer comprehension questions.
 - Discuss and use advanced vocabulary from the stories.
 - Answer personal expression questions about society's norms and morays, superficiality in society, focusing on trivial things, fortune and misfortune, omens and superstitions.
- Discuss the life and accomplishments of Miguel de Unamuno.
 - Discuss the social status of 20th-century Spain and compare it to today's lifestyle in our community.
 - Discuss expectations of today's youth by parents, teachers and society.
 - Discuss how societal expectations have changed over time, and how they may change in the future.

Grammar:

- Use the present subjunctive.
 - Review with added nuance the use of the subjunctive to create advanced sentences about wishes, emotions, impersonal expressions that present a situation contrary to a secure reality, recommendations or requests, doubt or denial, and *ójala* (i hope).
 - Write sentences with correct present subjunctive conjugation.
 - Fill in the blank with the correct form of the verb based on the feeling or mood of the sentence.
 - Complete personal expression questions about parents' wishes and students' feelings about parental expectations.
- Use the present perfect subjunctive.
 - Applying the rules of present indicative subjunctive, write sentences using the present subjunctive form of haber with the appropriate past participle to discuss what people may have done.
 - Complete personal expression questions that speculate about what may have happened, or what people doubt, fear, or hope or feel about what may have happened.

Conversation:

- Engage in Spanish-only immersion days (2 per week) in which students will be required to communicate only in the target language.
- Engage in question/answer sessions where students describe themselves, family and friends in detail, personal preferences on a variety of topics.
- Discuss biographical information of authors and knowledge of current literature and grammatical functions from this unit.
 - Discuss Borges, his life and accomplishments, “El otro,” and the theme of dreams vs. reality.
 - Discuss Neruda, his life and accomplishments, “Un perro ha muerto,” and the theme of the loss of a loved one.
 - Discuss Cortázar, his life and accomplishments, “Viajes” and “Cronopios y tortugas” and the theme of personal idiosyncrasies.
 - Discuss Unamuno, his life and accomplishments, Nada menos que todo un hombre and the theme of parents’ and children’s hopes, wishes and expectations.

Extensions: Write an essay about your parents, how they treat you, whether you agree with their expectations, and how you might do things differently when you are a parent.

Remediation:

- Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-up
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Grammar function activities
- Written personal expression and discussion
- Spoken personal expression and discussion
- Test / Quiz
- Creative personal response to presented situations
- Spanish immersion conversation

Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: Life Experiences that Define Us

Time frame: 12 blocks

State Standards: 12.1.1.S4, 12.1.1.S4, 12.3.1.S4, 12.3.1.S4

Essential content/objectives: At the end of the unit, students will be able to demonstrate mastery of the following elements of reading, writing, speaking and listening:

- Discuss the universal theme of childhood experiences and how they make us the people we are at an advanced level.
- Discuss the author and her work with an understanding of the future and conditional tenses and corresponding perfect tenses.
- Discuss the Spanish civil war and its effect on 20th-century Europe.
- Describe themselves, friends and family, reflecting on childhood experiences.

Core activities: Students will complete/participate in the following:

Literature:

- Read *El niño al que se le murió el amigo* by Ana María Matute.
 - Answer comprehension questions.
 - Discuss and use advanced vocabulary from the stories.
 - Identify symbols found in the story and how the symbolism contributes to Mate's style and the reader's experience.
- Discuss the life and accomplishments of Ana María Matute.
 - Discuss the historical context of the Spanish civil war.
 - Watch and read about the war and its impact of Spanish society.
 - Learn about the civilian participants and victims throughout the war.
 - Discuss how Ana María Matute's writing was influenced by her experiences in the war.
 - Read about other famous works of art that were influenced by the Spanish civil war.
- Answer personal expression questions about how parents try to protect children from growing up too fast, how your perception of the world changes from childhood to adulthood, how we change, and how we learn about harsh truths of the world.

Grammar:

- Use the future tense.
 - Review with added nuance the use of the future tense, including the use of the future to express wonder and probability or possibility in the present tense.
 - Write sentences with correct future tense conjugation.
 - Fill in the blank with the correct future tense form of the verb.
 - Complete personal expression questions that encourage speculation about the child from the story we have just read.

- Use the future perfect tense.
 - Employ the correct form of haber with the past participle to express actions that will have finished by a certain point in the future.
 - Use the future perfect to express wonder or speculation about an event in the past.
 - Complete sentences with the correct future perfect form.
 - Answer personal expression questions that encourage students to imagine what will have happened by a certain point in the future.
- Use the conditional tense.
 - Review with added nuance the use of the conditional tense, including the use of the conditional to express wonder and probability or possibility about actions from the past.
 - Applying the rules of the conditional, write sentences to complete personal expression questions that speculate about what you would do given certain potential situations.
- Use the conditional perfect tense.
 - Employ the correct form of haber with the past participle to express actions that would have finished if conditions were different.
 - Use the conditional perfect to express wonder or speculation about an event in the past.
 - Complete sentences with the correct future perfect form.
 - Answer personal expression questions that encourage students to imagine what would have happened.
- Use common expressions to talk about accidental or unintended events.
 - Explain how slight changes in language can shift the blame away from the guilty party.
 - Use se plus the indirect object pronoun to explain what happened without blaming a guilty party.
 - Create sentences using morir, acabar, romper, caer, olvidar, etc. to describe pictures of unintentional events (forgetting things, things breaking, losing things, etc.) where we don't wish to blame anyone.

Conversation:

- Engage in Spanish-only immersion days (4 per week) in which students will be required to communicate only in the target language.
- Engage in question/answer sessions where students describe themselves, family and friends in detail, personal preferences on a variety of topics.
- Discuss biographical information of authors and knowledge of current literature and grammatical functions from this unit.
 - Discuss Borges, his life and accomplishments, “El otro,” and the theme of dreams vs. reality.
 - Discuss Neruda, his life and accomplishments, “Un perro ha muerto,” and the theme of the loss of a loved one.
 - Discuss Cortázar, his life and accomplishments, “Viajes” and “Cronopios y tortugas” and the theme of personal idiosyncrasies.
 - Discuss Unamuno, his life and accomplishments, *Nada menos que todo un hombre* and the theme of parents’ and children’s hopes, wishes and expectations.
 - Discuss Matute, her life and accomplishments, *El niño al que se le murió el amigo*, the history of the Spanish civil war and the theme of events that define us.

Extensions: Students will read a novel written in the setting of the Spanish civil war (Orwell, Hemmingway, etc.) and write a book report.

Remediation:

- Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-up
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Grammar function activities
- Written personal expression and discussion
- Spoken personal expression and discussion
- Test / Quiz
- Creative personal response to presented situations
- Spanish immersion conversation

Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: What is Real, What is Unreal, and What is Absurd (Magical Realism)

Time frame: 17 blocks

State Standards: 12.1.1.S4, 12.1.1.S4, 12.3.1.S4, 12.3.1.S4

Essential content/objectives: At the end of the unit, students will be able to demonstrate mastery of the following elements of reading, writing, speaking and listening:

- Discuss the Latin American literary genre of magical realism at an advanced level.
- Identify elements of stories that tell of the unreal or impossible in a natural, believable way.
- Discuss the author and his work with an understanding of the subjunctive mood in the past, including perfect tenses.
- Relate how absurdities in literature are often disguised critiques of human nature or society.
- Compare examples of literature from different authors of the same genre and how they contain similar elements.

Core activities: Students will complete/participate in the following:

Literature:

- Read the excerpt from *Cien años de soledad* (“La peste del insomnio”) by Gabriel García Márquez.
 - Answer comprehension questions.
 - Discuss and use advanced vocabulary from the stories.
 - Identify elements of magical realism found in the story.
 - Explain the Latin-American genre of magical realism.
 - Read and watch several critiques of this genre.
 - Read other examples of Márquez’ works:
 - *The Very Old Man With Enormous Wings*.
 - *Eyes of a blue dog*.
 - Explain elements of magical realism in these stories and compare to “La peste.”
- Discuss the life and accomplishments of Gabriel García Márquez.
 - Watch a biography (obituary) of the author.
 - Discuss the historical context of magical realism in Latin-America.
 - Explain how the blending of many cultures in the Americas gave birth to magical realism in the 20th century.
 - Identify examples of real-life situations that show how the absurdities of García Márquez’ world is not completely far-fetched, but merely a humorous look at the magical possibilities of our world.

Grammar:

- Use the subjunctive mood to discuss events in the past.
 - Use the imperfect subjunctive to express events contrary to reality.
 - Write sentences using the correct forms of the imperfect subjunctive.

- Given cues, express personal preferences about childhood experiences using the subjunctive mood.
- Use the pluperfect subjunctive to express events with compound tenses.
 - Complete sentences by correctly conjugating verbs into the pluperfect subjunctive.
 - Write a paragraph that combines the conditional tense with the subjunctive to speculate about hypothetical situations.

Writing:

- Write an essay that compares the common elements of magical realism found in the works of Gabriel García Márquez and those of Jorge Luis Borges.

Conversation:

- Engage in Spanish-only immersion days (4 per week) in which students will be required to communicate only in the target language.
- Engage in question/answer sessions where students describe themselves, family and friends in detail, personal preferences on a variety of topics.
- Discuss biographical information of authors and knowledge of current literature and grammatical functions from this unit.
 - Discuss Borges, his life and accomplishments, “El otro,” and the theme of dreams vs. reality.
 - Discuss Neruda, his life and accomplishments, “Un perro ha muerto,” and the theme of the loss of a loved one.
 - Discuss Cortázar, his life and accomplishments, “Viajes” and “Cronopios y tortugas” and the theme of personal idiosyncrasies.
 - Discuss Unamuno, his life and accomplishments, Nada menos que todo un hombre and the theme of parents’ and children’s hopes, wishes and expectations.
 - Discuss Matute, her life and accomplishments, *El niño al que se le murió el amigo*, the history of the Spanish civil war and the theme of events that define us.
 - Discuss García Márquez, his life and accomplishments, “La peste del insomnio” and the genre of magical realism in literature.

Extensions: Research Colombia’s history and how the events in *Cien Años de Soledad* closely mimic, often parallel and satirize real events that Marquéz wishes to critique.

Remediation:

- Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-up
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Grammar function activities
- Written personal expression and discussion
- Spoken personal expression and discussion
- Test / Quiz
- Creative personal response to presented situations
- Spanish immersion conversation
- 5-paragraph essay comparing examples of literature

Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: Cumulative conversation and grammar review

Time frame: 7 blocks

State Standards: 12.1.1.S4, 12.1.1.S4, 12.3.1.S4, 12.3.1.S4

Essential content/objectives with core activities: At the end of the unit, students will be able to, through these activities and assessments, demonstrate mastery of the following elements of reading, writing, speaking and listening:

Note:

- Content and objectives are marked with a dark bullet
 - Core activities are marked with a light bullet

Grammar:

- Students will complete a grammar review of all tenses and structures learned this year.
 - Fill in the blank with several review essays by choosing the correct form of the verb as dictated by the context.

Conversation:

- Engage in Spanish-only immersion days (5 per week) in which students will be required to communicate only in the target language.
- Describe photos, explaining what they see, inserting personal experience and other commentary in a natural and creative way.
- Discuss biographical information of authors and knowledge of current literature and grammatical functions from this unit.
 - Discuss Borges, his life and accomplishments, “El otro,” and the theme of dreams vs. reality.
 - Discuss Neruda, his life and accomplishments, “Un perro ha muerto,” and the theme of the loss of a loved one.
 - Discuss Cortázar, his life and accomplishments, “Viajes” and “Cronopios y tortugas” and the theme of personal idiosyncrasies.
 - Discuss Unamuno, his life and accomplishments, Nada menos que todo un hombre and the theme of parents’ and children’s hopes, wishes and expectations.
 - Discuss Matute, her life and accomplishments, *El niño al que se le murió el amigo*, the history of the Spanish civil war and the theme of events that define us.
 - Discuss García Márquez, his life and accomplishments, “La peste del insomnio” and the genre of magical realism in literature.

Extensions: Research Colombia’s history and how the events in *Cien Años de Soledad* closely mimic, often parallel and satirize real events that Marquéz wishes to critique.

Remediation:

- Teacher created worksheets
- Spanishgrammar.com

Instructional Methods:

- Overhead notes
- Chapter exercises
- Warm-up
- Individual practice

Materials & Resources:

- Teacher notes
- Text
- Internet

Assessments:

- Grammar function activities
- Spoken personal expression and discussion
- Creative personal response to presented situations
- Spanish immersion conversation
- Oral examination, cumulative