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: Full Year / 1 Credit

Writing Committee: Stephen Campbell, Tyler Graffius and Carrie Saylor
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
- Galeria Hispanica
- Bring the Standards for Foreign Language
  To Life (Blaz)
- Nassy-Levy Series Español Esencial
- Websites:
  - www.studyspanish.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: 25 class periods

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:
- Use the present and preterite tenses appropriately when speaking and writing
- Understand the tenses when listening or reading
- Extend the passive voice

Core Activities: Students will complete/participate in the following:
- Read El otro by Jorge Luis Borges
- Complete written review of present and preterite tenses
- Written and spoken exercises demonstrating mastery of the grammatical forms
- Conversation in Spanish which describes personal preferences and biographical information, incorporating literature and grammatical functions
- Paragraph writing which 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: 30 class periods

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:

- Correctly use the Imperfect, Present perfect, and Pluperfect tenses
- Review and extend knowledge of the uses of ser and estar

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

- Read Un perro ha muerto by Pablo Neruda
- Complete a written review of grammatical functions
- Written and spoken exercises demonstrating mastery of the grammatical forms
- Conversation in Spanish which describes personal preferences and biographical information, plus cumulative comprehension of literary examples, incorporating literature and grammatical functions
- Paragraph writing which explores personal goals and dreams: things I have never done but would like to one day

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: 35 class periods

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:
- Correctly use reflexive verbs in a variety of tenses
- Use direct, indirect and double object pronouns in reading and writing

Core Activities: Students will complete/participate in the following:
- Read “Viajes” and “Cronopios y Tortugas,” two excerpts from Julio Cortázar’s Historias de Cronopios y de famas
- Complete a written review of grammatical functions
- Written and spoken exercises demonstrating mastery of the grammatical forms
- Conversation in Spanish which describes personal preferences and biographical information, plus cumulative comprehension of literary examples, incorporating literature and grammatical functions
- Exploration of the theme of personal idiosyncrasies
- A 5-paragraph essay exploring people in our lives that fit the description of the personality types presented in Cortazar’s work
- A 5-paragraph essay comparing the 3 different personalities with text-based evidence

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
● Essay
● In-class Essay
● Spanish immersion conversation
Curriculum Scope & Sequence

Planned Course: Advanced Spanish Honors

Unit: Reactions to the Expectations of Others

Time frame: 25 class periods

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:
- Correctly use the present subjunctive in expressions of will, doubt, negation and emotion
- Present perfect subjunctive in reading and writing

Core Activities: Students will complete/participate in the following:
- Read Nada menos que todo un hombre by Miguel de Unamuno
- Complete a written review grammatical functions
- Written and spoken exercises demonstrating mastery of the grammatical forms
- Conversation in Spanish which describes personal preferences and biographical information, plus cumulative comprehension of literary examples, incorporating literature and grammatical functions
- Exploration of the theme of reacting to people’s expectations and morality

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
- 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:** 25 class periods

**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:
- Correctly use the future, future perfect, conditional and conditional perfect
- Use indirect object pronouns to explain unexpected or unplanned events

**Core Activities:** Students will complete/participate in the following:
- Read “El niño al que se le murió el amigo” by Ana María Matute
- Complete written review grammatical functions
- Written and spoken exercises demonstrating mastery of the grammatical forms
- Conversation in Spanish which describes personal preferences and biographical information, plus cumulative comprehension of literary examples, incorporating literature and grammatical functions
- Exploration of the theme of life experiences that change us
- History of the Spanish Civil War

**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
- 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: 35 class periods

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:
- Correctly use the imperfect subjunctive and the pluperfect subjunctive in reading and writing
- Discuss elements of magical realism found in various examples of Latin-American Literature

Core Activities: Students will complete/participate in the following:
- Read “La peste de insomnio”, an excerpt from the novel Cien años de soledad by Gabriel García Márquez
- Complete written review grammatical functions
- Written and spoken exercises demonstrating mastery of the grammatical forms
- Conversation in Spanish which describes personal preferences and biographical information, plus cumulative comprehension of literary examples, incorporating literature and grammatical functions
- Exploration of the theme of life experiences that change us
- History of the Spanish Civil War

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
● Creative personal response to presented situations
● Spanish immersion conversation
● 5-paragraph essay comparing examples of literature
● Oral examination, cumulative