

## 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 Students will be able to:

Indicators recall questions and answers for starting a conversation

Assessed recall phrases for telling what people are like and what they do using correct form in Unit 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 Students will be able to:

Indicators understand written and oral descriptions of the classroom setting, classroom rules

Assessed and classroom activities

in Unit 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	Students will be able to:
Indicators	understand written and oral descriptions of extracurricular activities
Assessed	exchange information about what they do after school.
in Unit	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)
<b>Unit 4</b>	<b>Un evento especial ¿Cómo te preparas?</b>
Summary	<b>Students learn to talk about their daily routine and preparations for a special event.</b>
Performance	Students will be able to:
Indicators	use reflexive verbs to describe and exchange information about their daily routine
Assessed	use possessive articles and long form possessive adjectives
in Unit	use the verbs ser and estar to state characteristics and conditions
<b>Unit 5</b>	<b>Un evento especial ¿Qué ropa compraste?</b>
Summary	<b>Students exchange information about after school activities.</b>
Performance	Students will be able to:
Indicators	identify items of clothing
Assessed	talk about a shopping trip
in Unit	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
<b>Unit 6</b>	<b>Tú y tu comunidad ¿Qué hiciste ayer?</b>
Summary	<b>Students learn to talk about preparations for a past event.</b>
Performance	name businesses located in downtown
Indicators	name and describe products and services available in downtown businesses
Assessed	use direct and indirect object pronouns to stand for someone or something just named
in Unit	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 past trip
<b>Unit 7</b>	<b>Tú y tu comunidad ¿Cómo se va...?</b>
Summary	<b>Students learn to give driving advice (commands, directions).</b>
Performance	Students will be able to:
Indicators	communicate driving instructions
Assessed	use familiar commands for regular and some irregular verbs
in Unit	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
<b>Unit 8</b>	<b>Recuerdos del pasado Cuando éramos niños / Celebrando los días festivos</b>
Summary	<b>Students learn to talk about what they were like as children and describe family celebrations.</b>
Performance	Students will be able to:

Indicators name childhood toys, games and elementary school activities  
 Assessed listen and read about favorite childhood toys and elementary school experiences  
 in Unit talk and write and exchange information about what they were like as a child and experiences 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 heroico / un accidente**

Summary **Students learn to talk about events in the news and to describe accidents and hospital emergency experiences.**

Performance Students will be able to:  
 Indicators name and describe natural disasters  
 Assessed comprehend written and audio descriptions of disasters and rescues  
 in Unit 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 Students will be able to:  
 Indicators describe television broadcasts such as sporting events, beauty contests and game shows  
 Assessed  
 in Unit communicate about 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  
 students recognize the pluperfect (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  
 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 Students will be able to:  
 Indicators describe several dishes and ingredients popular in Hispanic countries  
 Assessed listen to and read about cooking instructions and advice  
 in Unit talk and write about recipes and kitchen safety  
 exchange information about how to prepare certain dishes  
 form negative tú commands  
 use object pronouns with commands  
 use the impersonal se (passive voice construction)

<b>Unit 12 Buen provecho ¿Te gusta comer al aire libre?</b>	
Summary	<b>Students learn to talk and write about outdoor cooking and activities.</b>
Performance Indicators	Students will be able to: listen to and read about cooking and camping activities
Assessed in Unit	talk and write about cookouts and outdoor celebrations exchange information about cookout preparations use Usted and Ustedes commands use the preposition por in certain expressions contrast the prepositions por and para
<b>Unit 13 Como ser un buen turista - Un viaje en avión - Quiero que disfrutes de tu viaje</b>	
Summary	<b>Students learn to talk and write about travel experiences and recommendations and how to be a good tourist.</b>
Performance Indicators	Students will be able to: listen to and read about travel recommendations
Assessed in Unit	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 and express possibilities
<b>Unit 14 ¿Cómo será el futuro? ¿Qué profesión tendrás? - ¿Qué haremos para mejorar el mundo?</b>	
Summary	<b>Students learn to talk and write about future plans, including career plans and environmental predictions.</b>
Performance Indicators	Students will be able to: exchange information about career choices
Assessed in Unit	talk about the environment use the future tense of regular and irregular verbs to talk about plans for their own future and the environment use the conditional tense to talk about what would happen under certain conditions
<b>Unit 15 Leyendas de España</b>	
Summary	<b>Students learn about the history of Spain and the connections between that history and the modern language and culture.</b>
Performance Indicators	Students will be able to: converse on personal topics
Assessed in Unit	read for understanding several Hispanic stories, including stories that recount events in Spanish history discuss reading assignments use relative pronouns to form complex sentences