

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Foreign Language--Spanish II honors**

<p><b><i>Mission Statement</i></b></p>	<p>Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding o and respect for other cultures. <i>(As developed during department meeting—all levels, all languages, March 10, 2006)</i></p>
<p><b><i>Course Sequence</i></b> (Grades 6-12)</p>	<p>Spanish I  Spanish II                      Spanish II Honors  Spanish III  Spanish IV  Spanish V (AP)</p>

## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<p>Spanish II honors</p> <p>9-12</p> <p>(1-2-3-4)</p> <p>Completion of Spanish I with an A- or above, reading score in the 90<sup>th</sup> percentile (local), teacher recommendation</p>
<p><b>Course Description</b></p>	<p>Spanish II honors students continue their foreign language study by developing skill of listening, reading speaking and writing. This course is designed as a more rigorous course so that students have the opportunity to progress from a structured sequential language program to one that emphasizes a thematic approach and the integration of all language skills. Students will progress toward the goal of independent use of the language and critical thinking skills in speaking, reading, writing and active listening. These skills will be applied to long range and short-term assignments. More advanced grammatical structures of the Spanish language will be introduced throughout the year.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<ul style="list-style-type: none"> <li>• ¡En Español! Dos</li> <li>• Textbook—Etapa Preliminar-Unidad 3, Etapa 3</li> <li>• Workbook—¡En Español! Dos</li> <li>• ¡En Español! Dos Video &amp; Audio series</li> <li>• Teacher Ancillaries/Assessment Program</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Etapa Preliminar	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a—Comprehend illustrated stories, audiovisual programs or websites.</li> <li>• 28.A.2b—Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B.2a—Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b—Produce language using proper pronunciation, intonation and inflection.</li> <li>• 28.C.2a—Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.D.2a—Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2c—Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.E.2—Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• The student will exchange greetings</li> <li>• The student will discuss likes and dislikes</li> <li>• The student will describe people and places</li> <li>• The student will ask for and give information</li> <li>• The student will talk about school life</li> <li>• The student will talk about the new school year</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• The student will use the verb gustar and indirect object pronouns</li> <li>• The student will use the verb preguntar</li> <li>• The student will use expressions of frequency</li> <li>• The student will use the verb venir</li> <li>• The student will use the verb decir</li> <li>• The student will use adjectives to describe</li> </ul>	

	<ul style="list-style-type: none"> <li>• The student will use the verb tener</li> <li>• The student will differentiate between ser vs. estar</li> <li>• The student will use interrogative words</li> <li>• The student will tell time</li> <li>• The student will use the regular present tense verbs</li> <li>• The student will use the verb ir</li> <li>• The student will use stem-changing verbs</li> <li>• The student will use irregular <i>yo</i> verbs</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• The students will learn about the Hispanic influence in New York &amp; New Jersey</li> <li>• The student will learn about the Latina population in the United states</li> <li>• The student will learn about the Hispanic presence in Connecticut</li> <li>• The student will learn about City Year</li> <li>• The student will learn how to recite phone numbers in Spanish-speaking countries</li> </ul>		
<p><b>Assessments</b></p>	<table border="1"> <tr> <td data-bbox="509 989 1060 1843"> <p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Listen for directions from the teacher in Spanish</li> <li>• Pronounce Spanish (correct intonation, inflection, stress, accentuation)</li> <li>• Ask questions and request clarification</li> <li>• Complete workbook activities for Etapa Preliminar</li> <li>• Do student pair grammar activities from text</li> </ul> </td> <td data-bbox="1060 989 1474 1843"> <p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Etapa Preliminar exam</li> <li>• Ser vs. estar quiz</li> <li>• Interrogative word quiz</li> <li>• Regular present tense verb quiz</li> <li>• Stem-change and irregular <i>yo</i> verb quiz</li> <li>• Create a collage of you vacation</li> <li>• Write a paragraph about your vacation</li> <li>• Discuss the origin of language and the etymology of words</li> <li>• Journal entry of personal choice</li> <li>• Categorize prior vocabulary</li> </ul> </td> </tr> </table>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Listen for directions from the teacher in Spanish</li> <li>• Pronounce Spanish (correct intonation, inflection, stress, accentuation)</li> <li>• Ask questions and request clarification</li> <li>• Complete workbook activities for Etapa Preliminar</li> <li>• Do student pair grammar activities from text</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Etapa Preliminar exam</li> <li>• Ser vs. estar quiz</li> <li>• Interrogative word quiz</li> <li>• Regular present tense verb quiz</li> <li>• Stem-change and irregular <i>yo</i> verb quiz</li> <li>• Create a collage of you vacation</li> <li>• Write a paragraph about your vacation</li> <li>• Discuss the origin of language and the etymology of words</li> <li>• Journal entry of personal choice</li> <li>• Categorize prior vocabulary</li> </ul>
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## *Frameworks*

<b>Unit of Study: major topics</b>	Unidad 1	Resources that will support instruction  En Español II textbook and resources
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A.2a- Comprehend illustrated stories, audiovisual programs or websites.</li> <li>• 28.A.2b- Follow instructions in the target language, given one stop at a time, for a wide range of activities.</li> <li>• 28.B.2a Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.</li> <li>• 28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A.2 Demonstrate activities (e.g. , games, songs and role playing) associated with the target language</li> <li>• 29.B.2a Identify sample art works and their creators associated with area where the target language is spoken.</li> <li>• 29.B.2b Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.</li> <li>• 29.C.2c Summarize the main points of selected media presentations in the target language.</li> <li>• 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about where you went and what you did in past tense</li> <li>• Discuss leisure time and fine art</li> <li>• Talk about the past(preterite verb forms)</li> <li>• Comment on food</li> <li>• Ask and give information about things and people you know</li> <li>• Learn irregular verb forms in the preterite tense including</li> </ul>	

	<p>spelling changers</p> <ul style="list-style-type: none"> <li>• Distinguish between the use of saber and conocer</li> <li>• Recognize and use the adjectives of nationality</li> <li>• Demonstrative adjectives and pronouns</li> <li>• Stem changing preterite</li> <li>• Cultural readings on la Calle Olvera, los murales en Chicago, El Centro Museo de Bellas Artes Mexicanas, La cena, Miami: Puerta de las Americas, la fiesta, Periodicos por computadora</li> <li>• Discuss Spanish speaking communities in EEUU</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions in reference to the past using preterite (U1E1) Compare and contrast news casts in Spanish and English</li> <li>• (U1E1) Write an essay on what they did last year on vacation</li> <li>• (U1E1) Dialogue of restaurant situation</li> <li>• (U1E1) Dialogue of a situation on an airplane</li> <li>• (U1E1) journal describing the highlights of a recent vacation</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Identify irregular preterite verb forms</li> <li>• Compare and contrast saber and conocer</li> <li>• Create a menu using appropriate vocabulary</li> <li>• Identify stem changers in the present and preterite</li> <li>• Skim and scan during reading passages</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• Present an ofrenda in Spanish to the class for El Día de los Muertos using verbs in the preterite</li> <li>• Attend (optional) Pilsen neighborhood field trip to Mexican</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Oral questions relating to the current unit</li> <li>• (U1E1) create a skit describing a situation in an airport</li> <li>• (U1E1) Create a comic strip describing your recent vacation using preterite</li> <li>• (U1E2) Compare and contrast various art pieces from various hispanic artists</li> <li>• (U1E2) Give opinion in Spanish of art pieces created by students and by famous artists.</li> <li>• (U1E3) Recreate a front page of a newspaper for a journal article</li> <li>• (U1E3) create a newscast in Spanish and present in the format of a DVD or VHS tape</li> <li>• (U1E3) Write a letter of community interest to the editor of Viking View</li> <li>• (U1E2) Recreate a song or rap using the irregular verbs in the preterite</li> <li>• (U1E3) Locate all Spanish speaking</li> </ul>

	<p>Fine Arts museum</p> <ul style="list-style-type: none"> <li>• (U1E2) Research a Spanish artist</li> <li>• (U1E2) Create a brochure for a gallery opening of the chosen artist.</li> <li>• (U1E2) Create an original art piece that represents the style of the chosen artist.</li> <li>• (U1E2) Discuss Miami, Florida;</li> <li>• Pilsen neighborhood, Chicago, Illinois; Spanish speaking communities in the United States</li> <li>• (U1E2) Watch video on murales through the video series of the textbook</li> </ul>	<p>countries with capitals on a map, in addition to nationalities</p> <ul style="list-style-type: none"> <li>• (U1E3) Listen to a news program in Spanish through a Podcast or through a Spanish television station</li> </ul>
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**Unit Frameworks**  
**Unidad 2**

<b>Unit of Study: major topics</b>	Unidad 2: Ayer y hoy: Ciudad de México	Resources that will support instruction  ¡En español 2! Textbook and Resources
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</li> <li>• <b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• <b>28.B.2a</b> Pose questions spontaneously in structured situations.</li> <li>• <b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</li> <li>• <b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• <b>28.C.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• <b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• <b>28.D.2b</b> Present a simple written or oral report on familiar topics.</li> <li>• <b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• <b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</li> <li>• <b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</li> <li>• <b>29.D.2</b> Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).</li> <li>• <b>30.A.2a</b> Identify products that are from countries where the target language is spoken and that are found in the United States economy.</li> <li>• <b>30.A.2c</b> Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.</li> <li>• <b>30.B.2a</b> Use the target language to describe activities and characteristics of selected occupations and work places.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b> Students will describe childhood experiences, family relationships, express personal reactions, narrate in the past, discuss family celebrations and activities in progress, order in a restaurant, ask for and pay a restaurant bill, and talk about things to do in the city.</p> <p><b><u>Grammar</u></b> Students will use possessive adjectives and pronouns, the imperfect tense,</p>	



	<p>progressive tenses, study the preterite versus the imperfect, double object pronouns, indirect object pronouns, <i>dentro de, fuera de, tener</i> expressions, verbs like <i>gustar</i>, and <i>dar una vuelta</i>.</p> <p><b><u>Culture</u></b>  Students will learn about the Aztec calendar, <i>El Bosque de Chapultepec</i>, <i>las marionetas</i>, the earthquake of 1985, Diego Rivera, <i>la piñata</i>, <i>El Museo Nacional de Antropología</i>, Teotihuacán, Mexican food, <i>el baile folklórico</i>, <i>El Palacio de Bellas Artes</i>, and <i>las telenovelas</i>.</p> <p><b><u>Recycled Grammar</u></b>  Students will use reflexive pronouns and verbs, and nationalities.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• (U1E1) Create your own childhood comic strip using your own childhood and present it to class</li> <li>• (U1E1) students will bring a photo of themselves when they were younger and write a paragraph comparing themselves then and now while using preterite v imperfect</li> <li>• (U1E1) Students will read their favorite children’s book in Spanish and discuss their favorite fairy tale or book as a child</li> <li>• (U1E1) Form groups to reminisce about GHS, use preterite and imperfect to talk about what you used to do. Present to class</li> <li>• (U1E2) Using a story board they will create an illustrated story from the past focusing on preterite versus imperfect</li> <li>• (U1E2) Compose their own song related to a holiday</li> <li>• (U1E2) Listen and sing the holiday song of <i>Las mañanitas</i></li> <li>• (U1E2) Reading of <i>Ventanas “A celebrar de la calle”</i></li> <li>• (U1E2) Reading of <i>Ventanas “De Paseo del Prado”</i></li> <li>• (U1E3) Create a Venn diagram describing the differences and similarities between Spanish cuisine and Mexican cuisine</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocab associated with childhood activities and family relationships</li> <li>• Quiz on possessive adjectives and pronouns, reflexive verbs and pronouns, and the imperfect</li> <li>• Test on Etapa 1</li> <li>• Quiz on vocab associated with ordinal numbers, celebrations, and transitional words</li> <li>• Quiz on past and present progressive tenses, and preterite versus imperfect</li> <li>• Test on Etapa 2</li> <li>• Quiz on vocab associated with ordering at a restaurant and activities in the city</li> <li>• Quiz on direct, indirect and double object pronouns</li> <li>• Speaking assessment of describing what is happening in the picture using present progressive and past progressive</li> <li>• Test on Etapa 3</li> <li>• Writing Assessment: Write a review for a movie they’ve seen recently. Use preterite and imperfect. This is an undisclosed writing prompt.</li> </ul>

	<ul style="list-style-type: none"><li>• (U1E3) Discuss Aztec practices through En Voces reading Teotihuacan: Ciudad misteriosa</li><li>• (U1E3) Reading of Tapas sabrosas in Ventanas Dos</li> <li>• Read dialogues from scripts</li><li>• Write a critique for a restaurant in your town and then create a restaurant guide for the town in Geneva</li><li>• Write and perform a skit on a restaurant experience gone wrong</li><li>• Use a writing prompt to write a newspaper article on a natural disaster</li><li>• Complete a cooking project involving authentic recipes and the students' family members. Remake this recipe during class and tell instructions in Spanish</li></ul>	
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## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p>Sol y Sombra : Puerto Rico (Sun and Shade)</p>	<p>Resources that will support instruction * En Español text – Unit 3, workbook, audio and video package</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<ul style="list-style-type: none"> <li>• <b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites</li> <li>• <b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities</li> <li>• <b>28.B.2a</b> Pose questions spontaneously in structured situations</li> <li>• <b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection</li> <li>• <b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language</li> <li>• <b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words</li> <li>• <b>28.C.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons</li> <li>• <b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization</li> <li>• <b>28.D.2c</b> Present an original production using known vocabulary and grammatical structures</li> <li>• <b>29.A.2</b> Demonstrate activities associated with the target language</li> <li>• <b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</li> <li>• <b>29.D.2</b> Use simple history vocab to identify historical concepts and trends</li> <li>• <b>29.E.2</b> Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken</li> <li>• <b>30.A.2b</b> Use the target language to make, use and estimate measurements</li> <li>• <b>30.A.2c</b> Use target language vocabulary to identify and describe basic earth science content and life forms</li> <li>• <b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports</li> <li>• <b>30.B.2a</b> Use the target language to describe activities and characteristics of selected occupations and work places.</li> </ul>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Students will discuss ways to stay fit and healthy.</li> <li>• Students will make suggestions</li> <li>• Students will talk about daily routine and personal care</li> <li>• Students will discuss beach activities.</li> <li>• Students will tell someone what to do</li> <li>• Students will talk about chores</li> <li>• Students will say if something has already been done.</li> <li>• Students will describe time periods</li> <li>• Students will talk about health and illness</li> <li>• Students will give advice</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Students will use usted/ustedes commands.</li> <li>• Students will use usted/ustedes commands with pronoun placement</li> <li>• Students will learn negative tú commands</li> <li>• Students will learn <i>acabar de</i> + infinitive</li> <li>• Students will learn hacer with expressions of time</li> <li>• Students will learn subjunctive with impersonal expressions</li> <li>• Students will use <i>doler</i> with indirect object pronouns.</li> <li>• Students will use subjunctive with impersonal expressions</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• Students will learn about baseball in Puerto Rico.</li> <li>• Students will learn about Old San Juan</li> <li>• Students will learn about El Yunque Bosque Nacional</li> <li>• Students will learn about Puerto Rico in general</li> <li>• Students will learn about <i>el manatí</i></li> <li>• Students will learn about the political status of Puerto Rico</li> <li>• Students will learn about the history of pirates.</li> <li>• Students will learn about huracances</li> <li>• Students will learn about the celebration of <i>Carnaval</i></li> <li>• Students will learn about <i>los jibaros</i></li> </ul> <p><b><u>Recycled Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Students will review pronoun placement.</li> <li>• Students will review expressions of frequency; double pronouns</li> <li>• Students will review affirmative tú commands</li> </ul>
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<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Complete workbook activities for etapa 1, 2 and 3</li> <li>• Watch vocab and culture video and respond to questions</li> <li>• Create poster about Puerto Rico</li> <li>• Writing: keep an exercise journal for one week.</li> </ul> <p>Discuss activities and plans they have for the following week.</p> <ul style="list-style-type: none"> <li>• Speaking: you and a partner discuss daily routines alternating roles with present and past tense verbs</li> <li>• Give formal commands as a class leader</li> <li>• Create a poster that would represent good health habits</li> <li>• (U3E2) Writing: Choose a forest from their country of choice and investigate the plants and animals that live there</li> <li>• (U3E2) Reading: Cuéntame: El Cuento de las arañas verdes</li> <li>• (U3E2) Listening in relation to written accents</li> <li>• (U3E2) Circumlocution about the various objects described</li> <li>• (U3E2) Speaking: Create a conversation in which your partner shares a problem with you and give advice.</li> <li>• (U3E3) Random advice given by choosing slips in speaking</li> <li>• (U3E3) Writing: describe a trip to the emergency room.</li> <li>• (U3E3) speaking: You are in pain and must discuss the problem with your doctor. You must get advice and then switch roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Other Evidence</li> <li>• quiz on vocab etapa 1 associated with fitness and daily routine</li> <li>• quiz on usted/ustedes commands</li> <li>• test on etapa 1</li> <li>• writing: write a letter to the cafeteria on how you could improve the nutritional value</li> <li>• Listening: write a summary of what was heard in 5 sequential sentences</li> <li>• quiz on vocab etapa 2 associated with beach activities and chores</li> <li>• quiz on tú affirmative and negative commands</li> <li>• quiz on forming adverbs with <i>-mente</i></li> <li>• test on etapa 2</li> <li>• quiz on vocab etapa 3 associated with health and illness</li> <li>• quiz on forms of present subjunctive</li> <li>• writing: Students examine a picture of a messy house. They will need to tell someone what to do in order to clean it up by using informal commands</li> <li>• test on etapa 3</li> <li>• For speaking ,students need to tell the teacher what they would do if they found themselves seriously ill in Puerto Rico using vocabulary and impersonal expressions</li> </ul>
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