Course Title: Spanish 5H

Department: World Language

Primary Course Materials:

Additional Resources:
¡Ven Conmigo! (Level 2) ancillary materials: student workbooks, DVD program, and listening activities
Internet resources and Web 2.0 tools
Sanako 1200: language learning lab activities

Course Description: This advanced course is designed for students who have successfully completed Spanish 4—H. Students will continue to develop and refine proficiency in the four modalities of language learning: listening, speaking, reading, and writing. In open-ended and culturally contextualized situations, students will use the language creatively and practically to explore topics relating to favorite vacation activities and foods, stress and health management measures, environmental research and advances, and art and music choices. Students will continue to build their vocabulary and expand their knowledge of verb tenses in order to increase the number and type of situations in which they can function using the language. Students will read literary excerpts which relate to the themes discussed in class. This course will be conducted in Spanish.

Essential Questions:
- Who am I?
- What is culture?
- How am I influenced by culture?
- How do I interact with others?

Learning Skills Objectives: Upon completion of Spanish 5H, students will be able to:
- Comprehend formal and informal spoken Spanish from a variety of media sources.
- Read and grasp ideas in authentic documents, fiction and non-fiction.
- Communicate information and ideas through accurate speaking and writing using multiple forms of discourse and a variety of formats.
- Write a full-length essay in Spanish.
- Discuss main points, make appropriate inferences and predictions, and synthesize ideas based on research and information gathered from a variety of sources.
- Make connections and comparisons between multiple cultural perspectives.
- Formulate questions to gather additional information.

District-Based Common Goals:
Thinking and Communicating
1) X Read information critically to develop understanding of concepts, topics and issues.
2) X Write clearly, factually, persuasively and creatively.
3) X Speak clearly, factually, persuasively and creatively.
4) X Use computers and other technologies to obtain, organize and communicate information and to solve problems.
5) X Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines
6) X Gain and Apply Knowledge in:
   a) X Literature and Language
   b) X Mathematics
   c) X Science and Technology
   d) X Social Studies, History and Geography
Work and Contribute

7) **X** Demonstrate personal responsibility for planning one’s future academic and career options.
8) **X** Participate in a school or community service activity.
9) **X** Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Massachusetts Curriculum Framework Learning Standards:
Target Language Proficiency Level: Stage 3 Language Learner

<table>
<thead>
<tr>
<th>PreK-12 Standard 1: Interpersonal Communication</th>
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<tbody>
<tr>
<td><strong>Stage 1</strong></td>
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<tr>
<td>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</td>
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<tr>
<td>x 1.1 Greet and respond to greetings</td>
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<td>x 1.2 Introduce and respond to introductions</td>
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<td>x 1.3 Ask and answer questions</td>
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<td>x 1.4 Make and respond to requests</td>
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<tr>
<td>x 1.5 Exchange information and knowledge</td>
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<td>x 1.6 Express likes and dislikes</td>
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<tr>
<td>x 1.7 Express needs and emotions</td>
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| **Stage 2**                                   |
| Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will: |
| x 1.8 Perform Stage 1 Learning Standards      |
| x 1.9 Ask and respond to questions to clarify information |
| x 1.10 Exchange opinions about people, activities, or events |
| x 1.11 Discuss class reading                  |

| **Stage 3**                                   |
| Using sentences, strings of sentences, fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will: |
| x 1.12 Perform Stage 1 and Stage 2 Learning Standards |
| x 1.13 Suggest possible solutions to a problem |
| x 1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint |
| x 1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc. |

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<thead>
<tr>
<th>PreK-12 Standard 2: Interpretive Communication</th>
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<td><strong>Stage 1</strong></td>
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<tr>
<td>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</td>
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<tr>
<td>x 2.1 Follow directions</td>
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<tr>
<td>x 2.2 Understand some ideas and familiar details</td>
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<tr>
<td>x 2.3 Obtain information and knowledge</td>
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<tr>
<td>x 2.4 Read or listen to and interpret signs, simple stories, poems, and informational texts</td>
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</table>

| **Stage 2**                                   |
| Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will: |
| x 2.5 Perform Stage 1 Learning Standards       |
| x 2.6 Follow directions such as for a recipe, a word maze, or a logic problem |
| x 2.7 Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures |
| x 2.8 Understand important ideas and details in highly contextualized authentic and adapted texts |
| x 2.9 Understand learned expressions, sentences, questions, and polite commands in messages |
| x 2.10 Identify themes in fictional and nonfictional works and relate them to personal experiences |

<p>| <strong>Stage 3</strong>                                   |
| Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will: |
| x 2.11 Perform Stage 1 and Stage 2 Learning Standards |
| x 2.12 Read articles in a magazine, journal, or newspaper, and understand main ideas |
| x 2.13 Read a literary text and understand the theme, characters, and setting |
| x 2.14 Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target language |
| x 2.15 Comprehend narration in present, past, and future |
| x 2.16 Identify and understand feelings and emotions |
| x 2.17 Comprehend audio and video texts         |
| x 2.18 Understand telephone conversations or written correspondence |</p>
<table>
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<tr>
<th>PreK-12 Standard 3: Presentational Communication</th>
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<tr>
<td><strong>Stage 1</strong></td>
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<tr>
<td>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</td>
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<tr>
<td>x 3.1  Express opinions and ideas</td>
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<tr>
<td>x 3.2  Express needs and emotions</td>
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<tr>
<td>x 3.3  Express agreement and disagreement</td>
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<tr>
<td>x 3.4  Describe people, places, and things</td>
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<tr>
<td>x 3.5  Write lists and short notes</td>
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<td>x 3.6  Present information in a brief report</td>
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<tr>
<td><strong>Stage 2</strong></td>
</tr>
<tr>
<td>Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:</td>
</tr>
<tr>
<td>x 3.7  Perform Stage 1 Learning Standards</td>
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<tr>
<td>x 3.8  Write simple paragraphs</td>
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<tr>
<td>x 3.9  Write greeting cards, notes, letters, and e-mails</td>
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<tr>
<td>x 3.10 Describe elements of stories such as characters, events, and settings</td>
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<tr>
<td>x 3.11 Give presentations on planned activities or on cultural topics</td>
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<tr>
<td><strong>Stage 3</strong></td>
</tr>
<tr>
<td>Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:</td>
</tr>
<tr>
<td>x 3.12 Perform Stage 1 and Stage 2 Learning Standards</td>
</tr>
<tr>
<td>x 3.13 Develop and present solutions to problems</td>
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<tr>
<td>x 3.14 State and support opinions to convince or persuade a listener or reader</td>
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<td>x 3.15 Write letters requesting specific information</td>
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<tr>
<td>x 3.16 Write e-mail correspondence with peers to compare and contrast interests</td>
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<tr>
<td>x 3.17 Write reviews about a story, play, movie or other form of literature</td>
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<thead>
<tr>
<th>PreK-12 Standard 4: Cultures</th>
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<tbody>
<tr>
<td><strong>Stage 1</strong></td>
</tr>
<tr>
<td>Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:</td>
</tr>
<tr>
<td>x 4.1  Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities</td>
</tr>
<tr>
<td>x 4.2  Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations</td>
</tr>
<tr>
<td>x 4.3  Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</td>
</tr>
<tr>
<td>x 4.4  Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments</td>
</tr>
<tr>
<td>x 4.5  Identify distinctive contributions made by people in the target culture</td>
</tr>
<tr>
<td>x 4.6  Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics</td>
</tr>
<tr>
<td>x 4.7  Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps</td>
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<tr>
<td><strong>Stage 2</strong></td>
</tr>
<tr>
<td>Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the task, and using English when necessary, students will:</td>
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<tr>
<td>x 4.8  Identify patterns of social behavior that are typical of the target culture</td>
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<tr>
<td>x 4.9  Interact appropriately in social and cultural activities, such as</td>
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<tr>
<td>• for modern languages: exchanges in a restaurant, at a bus stop, in a store, or in a classroom</td>
</tr>
<tr>
<td>• for classical languages: in triumphal marches, weddings, or funerals</td>
</tr>
<tr>
<td>x 4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture</td>
</tr>
<tr>
<td>x 4.11 Identify historical and/or cultural figures from the target culture and describe their contributions</td>
</tr>
<tr>
<td>x 4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture</td>
</tr>
<tr>
<td>x 4.13 Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used</td>
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<tr>
<td><strong>Stage 3</strong></td>
</tr>
<tr>
<td>Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary in the classical language classes, students will:</td>
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<tr>
<td>x 4.14 Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives</td>
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<td>x 4.15 Identify and use verbal and non-verbal cues appropriate to the target culture in a variety of situations</td>
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<tr>
<td>x 4.16 Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture</td>
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<tr>
<td>x 4.17 Identify cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, and videos and relate these to the language and perspectives of the target culture</td>
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<td>x 4.18</td>
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### COMPARISONS

#### PreK-12 Standard 5: Linguistic Comparisons

**Stage 1**
Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

- x 5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language
- x 5.2 Give examples of words in which the target language differs from/is similar to English
- x 5.3 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics

**Stage 2**
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions in the target language with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

- x 5.5 Compare, contrast, and exchange views on an aspect of the target language
- x 5.6 Identify words in the target language that are used frequently in English
- x 5.7 Analyze how idiomatic expressions work in both languages
- x 5.8 Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry
- x 5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English
- x 5.10 Give examples of words or word parts from the target language that have been adopted into the English language
- x 5.11 Analyze differences and similarities between the writing systems of both languages

**Stage 3**
Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, students will:

- 5.12 Respond to, compare, and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English
- x 5.13 Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language
- x 5.14 Discuss and analyze idiomatic expressions in the target language

#### PreK-12 Standard 6: Cultural Comparisons

**Stage 1**
Using selected words, phrases, and expressions with no major repeated patterns of error in the target culture and their own such as signs, symbols, displays, and inscriptions, students will:

- x 6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions
- x 6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture
- x 6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own
- x 6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture

**Stage 2**
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

- x 6.5 Compare, contrast, and exchange views on an aspect of the target culture
- x 6.6 Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures
- x 6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture
- x 6.8 Compare, contrast, and report on cultural traditions and celebrations
- x 6.9 Compare folktales from the target culture and the students’ own culture

**Stage 3**
Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, students will:

- x 6.10 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students’ own culture(s)
- 6.11 Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the United States
- 6.12 Analyze examples of how authors in the target culture view the role of the United States or other countries
- x 6.13 Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture

### CONNECTIONS

#### Learning Standard 7: Connections

**Stage 1**
Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

- x 7.1 Obtain information and knowledge related to other disciplines from sources in the target language
### Stage 2
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will:

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<td></td>
<td>7.2 Obtain information and knowledge related to other disciplines from sources in the target language</td>
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### Stage 3
Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:

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<tbody>
<tr>
<td></td>
<td>7.3 Obtain information and knowledge related to other disciplines from sources in the target language</td>
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### PreK-12 Standard 8: Communities

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<th>Stage</th>
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<tr>
<td>Stage 1</td>
<td>Using selected words, phrases, and expressions with no major repeated patterns of error, students will:</td>
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<td></td>
<td>8.1 Apply knowledge of the target language and culture beyond the classroom setting</td>
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<td>Stage 2</td>
<td>Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:</td>
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<td></td>
<td>8.3 Apply knowledge of the target language and culture beyond the classroom setting</td>
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### 21st Century Skills:
- Personalizing instruction
- Engaging students in cross-disciplinary learning
- Engaging students as active and self-directed learners
- Emphasizing inquiry, problem solving and higher order thinking
- Applying knowledge and skills in authentic tasks
- Engaging students in self-assessment and reflection
- Integrating technology

### Content Outline:

<table>
<thead>
<tr>
<th>Unit/Time Frame</th>
<th>Vocabulary and Grammar</th>
<th>Skills Integration</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| Capítulo 1: ¡Qué bien lo pasé este verano! | Vocabulary:  
- hobbies  
- vacation activities  
- opinions  
Grammar:  
- present tense (review)  
- preterite (review)  
- interrogatives | • interview and role-play  
• whiteboard drills and verb games  
• jeopardy  
• video: northern Spain  
• film: mariposa  
• article analysis and discussion  
• select songs: analyze and discuss lyrics  
• quia learning activities  
• language lab activities | • exams:  
grammatical analysis vocabulary  
oral response  
• journal writing/reflection  
• performance task: write an ode to an animal of choice |
| Capítulo 2: Por una vida sana. | Vocabulary:  
- emotions and feelings  
- managing stress  
- healthy lifestyles  
Grammar:  
- imperatives (review)  
- present progressive (review) | • dialogue and skit: advice  
• whiteboard drill activities  
• select videos  
• quia learning activities  
• language lab activities | • exams:  
grammatical analysis vocabulary  
oral response  
• journal writing/reflection  
• current events articles  
• performance task: (skit) El Estrés |
| Capítulo 3:  
*El ayer y el mañana.* | Vocabulary:  
• technology tools  
• environmental risks  
• environmental protections  
• individual responsibility  
Grammar:  
• present perfect tense  
• future tense  
• use of *lo que* | • small-group debates  
• select songs: analyze grammar and lyrics  
• story critique  
• videos and readings: Venezuela  
• whiteboard drill activities  
• communicative activity: crystal ball predictions  
• quia learning activities  
• language lab activities  
• exams:  
  • grammatical analysis  
  • vocabulary  
  • oral response  
  • current events articles  
  • performance task: *Adelanto del futuro*  
  (an invention) |
| --- | --- | --- |
| Capítulo 4:  
*Alrededor de la mesa.* | Vocabulary:  
• food and specialty shops  
• tastes  
• marketplace shopping  
• cooking mishaps  
Grammar:  
• *se* and indirect object pronouns  
• double object pronouns | • listen to interviews  
• critique a restaurant (oral)  
• comic strip: life with a Venezuelan family  
• taste test: an authentic Venezuelan recipe  
• internet activity: on-line food shopping  
• select songs: analyze grammar, lyrics, and meaning  
• whiteboard drill activities  
• language lab activities  
• exams:  
  • grammatical analysis  
  • vocabulary  
  • oral response  
  • essay: compare life in Venezuela to life in the United States  
  • performance task: *El restaurante*  
  (business proposal and implementation) |
| Capítulo 5:  
*Nuestras leyendas.* | Vocabulary:  
• myths and legends  
• characters and traits  
• expressing thoughts and opinions  
• expressing dreams  
Grammar:  
• *se* and verbs  
• indirect discourse  
• subjunctive | • whiteboard drill activities  
• small-group discussions  
• communicative activity: a genie grants a wish  
• proverb matching  
• conversation prompts  
• videos and readings: Mexico  
• read and discuss: select myths and legends  
• write and publish a critique of an art exhibit or a musical production  
• language lab activities  
• exams:  
  • grammatical analysis  
  • vocabulary  
  • oral response  
  • performance task: *Cuentame*  
  (create a contemporary legend or myth) |
| Capítulo 6:  
*El arte y la música.* | Vocabulary:  
• art and music  
• artists and musicians  
• descriptions and interpretations  
• opinions and recommendations  
Grammar:  
• subjunctive | • whiteboard drill activities  
• discussion: work of art interpretation  
• talk show  
• role-play  
• language lab activities  
• exams:  
  • grammatical analysis  
  • vocabulary  
  • oral response  
  • essay: a life-changing event  
  • performance task: *Obra Maestra* |
COURSE PROFICIENCIES: Spanish 5H

The following are the proficiency benchmarks that will be introduced and explored during the course of the year. Each student should learn and master these proficiencies. Upon completion of the course, each student will take a proficiency exam or complete a performance task focusing on these benchmarks.

Capítulo 1: ¡Qué bien lo pasé este verano!

1. Identify hobbies and pastimes.
2. Discuss your summer vacation and favorite vacation activities. Ask someone else.
3. Express interest, indifference and displeasure about select activities.

   CULTURE: Compare vacation trends in select Spanish-speaking countries and in the United States.
   Expand knowledge of regional cuisine.

   FOCUS AREA: Review the present tense and the preterite.
   Review and expand knowledge of question formation.

   LITERATURE: Select odes from Pablo Neruda.

Capítulo 2: Por una vida sana.

4. Identify situations which may be stressful.
5. Identify emotions created by stress.
6. Discuss how to manage stress when balancing school and personal obligations.
7. Seek help or offer advice about healthy lifestyles.
8. Consider preventative measures to take to maintain a healthy lifestyle.
9. Discuss how to incorporate a healthy lifestyle into your daily routine.

   CULTURE: Compare healthy living in select Spanish-speaking countries and in the United States.

   FOCUS AREA: Review the imperative.
   Review the formation and uses of the present progressive.
   Review the formation and uses of the imperfect.
   Review reflexive pronouns and verbs.

   LITERATURE: Excerpts about the history of the Spanish Civil War.

Capítulo 3: El ayer y el mañana.

10. Identify tools of technology.
11. Debate the advantages and disadvantages of technology in our society. Explain and support your viewpoint.
12. Consider how technology has changed our daily lives. Discuss how you use technology in your daily life.
13. Identify threats and risks to the environment.
15. Discuss our responsibility towards the environment. Indicate steps you take to protect the environment.
16. Predict how technology will impact the environment in the future.

   CULTURE: Increase awareness of environmental concerns in select Spanish-speaking countries.
   Compare technology use by teens in select Spanish-speaking countries and the United States.

   FOCUS AREA: Introduce the present perfect tense.
   Introduce the future tense.

   LITERATURE: Select short stories.

Capítulo 4: Alrededor de la mesa.

17. Identify popular authentic foods and recipes.
18. Identify shops in which popular authentic foods may be purchased.
19. List your favorite and least favorite foods. Make a list of ingredients needed for each recipe.
20. Describe how each of your favorite and least favorite foods tastes.
22. Brainstorm a list of mishaps which could happen while preparing your favorite food.
23. Fix an accident which happens while preparing your favorite food.

CULTURE: Compare mealtime and table etiquette in Spanish-speaking countries and the United States. Discuss the tradition of the sobremesa.

FOCUS AREA: Expand the use of se with indirect object pronouns. Utilize double object pronouns.

LITERATURE: Restaurant critiques from on-line magazines and newspapers.

Capítulo 5: Nuestras leyendas.

24. Identify characters in myths and legends. Consider character traits.
25. Identify structural elements of myths and legends.
26. Discuss themes, topics, and lessons from select myths and legends.
27. Agree or disagree with statements you hear about select myths and legends. Repeat comments made by others.
28. Apply the lessons learned from myths and legends to contemporary society.
29. Express your dreams for the future.

CULTURE: Expand knowledge of myths and legends from select Spanish-speaking countries.

FOCUS AREA: Expand the use of se with verbs. Introduce the formation and use of the subjunctive.

LITERATURE: Select myths and legends.

Capítulo 6: El arte y la música.

30. Identify artistic tools and mediums. Consider important Spanish artists.
31. Identify musical instruments and styles. Consider important Spanish musicians.
32. Discuss art and/or music with a friend. Transition and segue smoothly from one topic to the next.
33. Describe select works of art or pieces of music.
34. Express your opinion about select works of art or music. Recommend select works to someone else.

CULTURE: Increase awareness of art and music in select Spanish-speaking countries. Discuss the cultural and social significance of art and music.

FOCUS AREA: Expand knowledge of the uses of the subjunctive.

LITERATURE: Excerpts from (auto)biographies of select musicians and artists.