

World Languages Course of Study 2014



Wickliffe City School District
2221 Rockefeller Road
Wickliffe, Ohio 44092

Wickliffe City Schools

French I -Pacing Guide

Quarter 1

Unit	Standards
1. Rationale for Taking a Foreign Language	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Preliminary Lesson A	-To learn how to greet people
3. Preliminary Lesson B	-To learn how to say goodbye to people
4. Preliminary Lesson C	-To ask and tell names
5. Preliminary Lesson D	-To express simple courtesies -To find out and tell the days of the week and the months of the year and to count from 1 to 30
6. Preliminary Lesson E	- To find out and to tell time
7. Preliminary Lesson F	National Standards Communication Standard 1.1, 1.2, and 1.3 Cultures Standard 2.1 Connections Standard 3.1 Comparisons Standard 4.1, and 4.2
8. Chapter 1: “Une amie et un ami” (Friends who are girls and boys)	Student Learning Objectives: The students will be able to: -ask or tell what someone is like -ask or tell where someone is from -ask or tell who someone is -describe oneself or someone else -talk about students from France and Martinique

Quarter 2

Unit	Standards
Chapter 2: “Les cours et les profs” (courses and teachers)	National Standards: Communication In Chapter 2, students will communicate in spoken and written French to: -obtain and provide information about their friends and courses -talk about themselves Students will engage in conversations, provide and obtain information, and exchange opinions as they fulfill the chapter objectives Communications Standard 1.1, 1.2, 1.3 Cultures Standards 2.1, 2.2 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1 Objectives: The student will be able to:

	<ul style="list-style-type: none"> -describe people and things -talk about more than one person or thing -tell what subjects one takes in school and express some opinions about them -speak to people formally and informally -talk about French-speaking people in the United States -Topics of Special Interest for Students -Review for Semester I Exam
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Quarter 3	
Unit	Standards
<p>Chapter 3: “Pendant et après les cours” (During and after courses)</p>	<p>National Standards: Communication</p> <p>In Chapter 3, students will communicate in spoken and written French to talk about school and after school activities. They will be able to engage in conversations, provide and obtain information, and exchange opinions as they fulfill the chapter objectives.</p> <p>Communication Standard 1.1, 1.2, 1.3 Cultures Standard 2.1, 2.2 Connections Standard 3.1 Comparisons Standard 4.1, 4.2 Communities Standard 5.1</p> <p>Objectives: In this chapter, the student will be able to:</p> <ul style="list-style-type: none"> -talk about what one does in school -talk about what students and their friends do after school -identify and shop for school supplies -talk about what one does or does not do -discuss schools in France <p>National Standards Communication Standard 1.1, 1.2,1.3 Cultures Standard 2.1, and 2.2 Connections Standard 3.1 Comparisons standard 4.2 Communities Standard 5.1</p>
<p>Chapter 4: “La famille et la maison,” (the family and the house)</p>	<p>In Chapter 4, students will learn to talk about their families and their homes</p> <p>Objectives: In this chapter, the student will be able to:</p> <ul style="list-style-type: none"> -talk about his/her family -describe his/her home and neighborhood -tell his/her age and find out someone else’s age -tell what belongs to oneself and others -describe more people and things -talk about families and homes in French-speaking countries

Quarter 4	
Unit	Standards
	<p>Projects</p> <ol style="list-style-type: none"> 1. “ Family Tree Project” 2. “Dream House Project” <ul style="list-style-type: none"> -Remedial/Enrichment Work -Specialized Speaking Instruction -Review for Semester II Exam

<p>Chapter 7: “Les vêtements” (clothing)</p>	<p>In chapter 7, students will learn to identify, describe, and shop for clothing</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standard 2.1 and 2.2 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1</p> <p>The students will be able to: -identify and describe articles of clothing -state color and size preference -shop for clothing -describe people’s activities -compare people and things -express opinions and make observations -discuss clothes and clothes shopping in the French-speaking world -review chapters 5 through 7</p>
<p>“Reflets de l’Afrique” (Reflections of Africa)</p>	<p>Project: The students will put on a fashion show The photos and the accompanying captions allow students to gain insights into the people and culture of French-speaking Africa.</p>
<p>Chapter 8: “L’aéroport et l’avion,” (the airport and the plane)</p>	<p>In chapter 8, students will learn to talk about traveling by air, including departing, boarding, and traveling on board.</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standard 2.1 Connections Standard 3.1 Communities Standards 5.1, and 5.2</p> <p>The students will be able to: -check in for a flight -talk about some services aboard the plane -talk about more activities -ask more questions -talk about people and things as a group -discuss air travel in France</p>
<p>Chapter 9: “La gare et le train,” (the train station and the train)</p>	<p>In chapter 9, students will learn to communicate when traveling by train country.</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standard 2.1, and 2.2 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1 and 5.2</p>

The students will be able to:
 -purchase a train ticket and request information about arrival and departure
 -use expressions related to train travel
 -talk about people’s activities
 -point out people or things

Quarter 3

Unit	Standards
<p>Chapter 10: “Les sports,” (Sports)</p> <p>Chapter 11: L’ete et l’hiver (summer and winter)</p> <p>Review chapters 8-11</p>	<p>-discuss an interesting train trip in French-speaking Africa.</p> <p>In chapter 10, students will learn to discuss and describe sports and other</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standard 2.1 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1</p> <p>The students will be able to: -talk about team sports and other physical activities. -describe past actions and events. -ask people questions. -discuss sports in Canada and in French-speaking Africa.</p> <p>In chapter 11, students will learn to discuss and describe winter and summer clothing and equipment.</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standards 2.1 and 2.2 Connections Standard 3.1 Comparisons Standard 4.2 Communities 5.1</p> <p>The students will be able to: -describe summer and winter weather -talk about summer activities and sports -talk about winter sports -discuss past actions and events -make negative statements -talk about a ski trip in Quebec</p> <p>Review</p>

Quarter 4	
Unit	Standards
<p>“Reflets du Canada,” (Reflections of Canada)</p> <p>Chapter 12: “La routine quotidienne,” (the daily routine)</p> <p>Level 2, Chapter 1: “Les loisirs culturels,” (Cultural pastimes)</p>	<p>National Standards Culture: The photos and the accompanying captions allow students to gain insights into the people, and culture of French-speaking Canada.</p> <p>In chapter 12, the students will learn to discuss and describe their personal routines, and family life.</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standards 2.1, and 2.2 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1</p> <p>The students will be able to: -describe their personal grooming habits -talk about their daily routines -talk about their family life -tell some things that one would do for him/herself -talk about daily activities in the past -discuss a French family’s daily routine</p> <p>In chapter 1, the students will learn to discuss cultural events and express their cultural likes and dislikes.</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standards 2.1 and 2.2 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1</p> <p>The students will be able to: -discuss movies, plays, and museums -tell what one knows and whom one knows -tell what happens to you or someone else -refer to people and things already mentioned -talk about some cultural activities in Paris</p>

Wickliffe City Schools
French III -Pacing Guide

Quarter 1 & 2	
Unit	Standards
<p>Level 2, Chapter 2: “La santé et la médecine,” (Health and medicine)</p>	<p>In chapter 2, students will learn to talk about routine illnesses and to a doctor.</p> <p>National Standards Communication Standard 1.1, 1.2, 1.3 Cultures Standard 2.1, Connections Standard 3.1 and 3.2 Comparisons Standard 4.2 Communities Standard 5.1</p> <p>The students will be able to: -explain a minor illness to a doctor -have a prescription filled at a pharmacy -tell for whom something is done -talk about some more activities -give commands -refer to people, places, and things already mentioned -discuss medical services in France</p>
<p>Chapter 3: “Les télécommunications” (telecommunications)</p>	<p>In chapter 3, students will learn to talk about computers, e-mail, and</p> <p>National Standards Communication Standard 1.1, 1.2, and 1.3 Cultures Standard 2.1 and 2.2 Connections Standard 3.1 Comparisons Standard 4.1 Communities Standard 5.1</p> <p>The students will be able to: - talk about computers, e-mail, the internet, faxes, and telephones -talk about habitual and continuous actions in the past -narrate in the past -discuss today’s telecommunications</p>
<p>Chapter 4: “Des voyages intéressants,” (interesting trips)</p>	<p>In chapter 4, students will communicate about train and plane travel</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standards 2.1, and 2.2 Connections Standard 3.1</p>

<p>Review Chapters 1-4</p> <p>“Reflets de la France,” (Reflections of France”)</p>	<p>Comparisons Standard 4.2 Communities Standard 5.1</p> <p>The students will be able to: -talk about train travel -talk about air travel -describe past events -identify cities, countries, and continents -discuss old and modern trains in France</p> <p>Review</p> <p>National Standards Cultures: The photos and the accompanying captions allow students people and culture of France.</p>
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Quarter 3 & 4

Unit	Standards
<p>Chapter 5: “La banque et la poste” (the bank and the post office)</p>	<p>In this chapter, students will learn to communicate with postal and bank clerks.</p> <p>National Standards Communication Standards 1.1, 1.2, and 1.3 Cultures Standard 2.1 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1</p> <p>The students will be able to: -talk about using the services of the bank -use words and expressions related to postal services -give more information in one sentence -refer to people and things already mentioned -tell what you and others do for one another -make negative statements -talk about teen spending habits</p>

Wickliffe City Schools
French IV - Pacing Guide

Quarter 1	
Unit	Standards
BL 2 Chapter 13: “Good Manners”	Communication Standard 1.1 Communication Standard 1.2 Communication Standard 1.3 Cultures Standard 2.1 Connections Standard 3.1 Comparisons Standard 4.1 Comparisons Standard 4.2 Communities Standard 5.1
Chapter 14: “Professions and Trades”	Communication Standard 1.1 Communication Standard 1.2 Communication Standard 1.3 Cultures Standard 2.1 Cultures Standard 2.2 Connections Standard 3.1 Communities Standard 5.1
Review of Chapters 12-14 and Reflections of Francophone Europe	Communication Standard 1.1 Communication Standard 1.2 Communication Standard 1.3 Cultures Standard 2.1 Cultures Standard 2.2 Connections Standard 3.1 Comparisons Standard 4.1 Comparisons Standard 4.2 These additional curriculum items will be chosen based on student choices
Quarter 2	
Unit	Standards
Various readings, movies, plays, current events, poetry, etc....	Communication Standard 1.1 Communication Standard 1.2 Communication Standard 1.3 Cultures Standard 2.1 Cultures Standard 2.2 Connections Standard 3.1 Comparisons Standard 4.1 Comparisons Standard 4.2 These additional curriculum items will be chosen based on student choice

Quarter 3	
Unit	Standards
<p>Various readings, movies, plays, current events, poetry, etc</p>	<p>Communication Standard 1.1 Communication Standard 1.2 Communication Standard 1.3 Cultures Standard 2.1 Cultures Standard 2.2 Connections Standard 3.1 Comparisons Standard 4.1 Comparisons Standard 4.2</p> <p>These additional curriculum items will be chosen based on student choice</p>
Quarter 4	
Unit	Standards
<p>Various readings, movies, plays, current events, poetry, etc....</p> <p>Special Interest Projects</p> <p>*French V students will have additional items that fit their individual taste and ability level.</p>	<p>Communication Standard 1.1 Communication Standard 1.2 Communication Standard 1.3 Cultures Standard 2.1 Connections Standard 3.1 Comparisons Standard 4.2 Communities Standard 5.1</p> <p>These additional curriculum items will be chosen based on student choices and abilities.</p>

Wickliffe City Schools
Spanish-I - Pacing Guide

Quarter 1	
Unit	Standards
Introductory lessons in mini-chapters A through G — AUGUST	<p>I can speak and write:</p> <ul style="list-style-type: none"> • Greet people • Say good-bye to people • Express yourself politely • Count to 100 • Identify days of the week • Identify the month of the year • Find out and give the date • Ask and tell the time • Discuss the seasons and weather <p>Culture lessons: I can speak about and use correctly:</p> <ul style="list-style-type: none"> • Spanish names • Formality • Currencies • Spanish calendar • 24-clock
Chapter 1—OCTOBER	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Identify and describe people and things • Tell where someone is from • Tell what subjects you take and express opinions about them • Talk about Spanish speakers in the United States • Use nouns, adjectives, and articles in Spanish • Use the verb “ser” (to be) • Use tú and usted <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • School children and high school students in Spain and Latin America • Spanish speakers in the United States (with emphasis on Mexican Americans and Cuban Americans) • Basic descriptions of Cuban-Americans and life in Miami, Florida (Calle Ocho neighborhood) • Basic traits of characters from the novel <i>El Quijote</i>
Quarter 2	
Unit	Standards
Chapter 2—NOVEMBER	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Discuss families and pets • Describe a house or apartment • Describe rooms and some furnishings

<p>Chapter 3 (first half)— DECEMBER</p> <p>Cumulative review— JANUARY (prior to semester exam)</p>	<ul style="list-style-type: none"> • Discuss a family from Ecuador • Use the verb “tener” • Use possessive adjectives <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Families and homes in Spanish-speaking world • Pets in the Spanish-speaking world • Basic descriptions about Quito, Ecuador and the Galapagos Islands <p>Supplemental readers: I can read, understand, and answer questions about “Enrique y María” mini chapters 1-10 (students read at their own pace but finish this by end of first semester)</p> <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about what you do in school • Identify some school clothes and school supplies • Talk about what you and your friends do after school • Compare school and after-school activities in Spanish-speaking countries and the United States • Learn how to conjugate regular verbs • Use the present tense of –ar verbs • Use the verbs “ir” “dar” and “estar” • Use the contractions “al” and “del” <p style="text-align: center;">Students complete (before first semester exam) the “Repaso acumulativo” on pgs. 52-53 and 86-87</p>
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Quarter 3	
Unit	Standard
<p>Chapter 3 (second half)— JANUARY</p> <p>Chapter 4 —FEBRUARY</p>	<ul style="list-style-type: none"> • Use the present tense of –ar verbs • Use the verbs “ir” “dar” and “estar” • Use the contractions “al” and “del” <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • School and after-school activities in Spanish-speaking countries and the United States • Working habits of young people in the Spanish-speaking world • Basic descriptions about teenagers lives in Arequipa, Perú vs. New York City <p>Supplemental readers: I can read, understand, and answer questions about: “Enrique y María” mini chapters 1-10 (students read at their own pace but finish this by end of first semester)</p>

	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> Identify foods and discuss meals Talk about places where you eat Order food or a beverage at a café Compare eating habits in Spain, Latin America, and the United States Use the present tense of –er and –ir verbs Use expressions with the infinitive “ir a”, “tener que”, “acabar de” <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> Eating habits in the Spanish-speaking world compared to the United States Typical dishes including rice, beans, Spanish tortilla, etc. Spain: mesones and tunos (bars/restaurants with tapas and university musicians) Spanish tapas, cacao plant, Argentine beef, Inca Cola and mate (popular drinks) <p>Supplemental readers: I can read, understand, and answer questions about “Enrique y María” mini chapters 11-16 (students read at their own pace but finish this by end of second semester)</p>
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Quarter 4

Unit	Standard
<p>Chapter 5—APRIL</p> <p>Review of key grammar concepts from Ch 3, 4, 5—late MAY</p> <p>Cumulative review—JUNE (prior to semester exam)</p>	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> Talk about sports Describe a soccer uniform Identify colors Compare team sports in the United States and Spanish-speaking countries Use the present tense of stem-changing verbs Use special verbs (3rd person singular/plural with personal pronouns): interesar, aburrir, and gustar <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> Sports in the Spanish-speaking world compared to the United States Roberto Clemente and his short life as a baseball player and humanitarian Soccer and baseball in the Spanish-speaking world (teams, stadiums, etc.) The popularity of Jai alai in northern Spain (also popular in Miami, Florida) and dominoes in Caribbean cultures <p>Supplemental readers: I can read, understand, and answer questions about “Enrique y María” mini chapters 11-16 (students read at their own</p>

pace but finish this by end of second semester)

Mostly verb conjugations in present tense, special and irregular verbs, parts-of-speech, etc. (See above for details)

Students complete (before second semester exam) the “Repaso acumulativo” on pgs. 122-123, 156-157, 190-191

Wickliffe City Schools
Spanish-II - Pacing Guide

Quarter 1	
Unit	Standards
Review lessons from Spanish-I –AUGUST Chapter 6—SEPTEMBER Chapter 7—OCTOBER	<p>PRE-ASSESSMENT: pg. 190-191 Cumulative Review exercises and activities for students to self-assess</p> <p>SELF-INVENTORY: review the last two pages of every chapter through Ch 5 (grammar and vocab) to take notes and ask teacher questions for clarification</p> <p>I can speak and write:</p> <ul style="list-style-type: none"> • Describe people’s personality, conditions, and emotions • Explain minor illnesses • Talk about a doctor’s appointment • Learn about a literary genre—the picaresque novel • Use “ser” and “estar” • Use indirect object pronouns <p>SLOs: I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about summer and winter weather and activities • Discuss summer and winter resorts in Spanish-speaking countries • Use the preterite (past) tense of regular –ar verbs • Use the preterite of “ir” and “ser” (irregular verbs) • Use direct object pronouns <p>Supplemental readers: I can read, understand, and answer questions about: “Enrique y María” mini chapters 17-30 (students read at their own pace but finish this by end of 1st semester)</p>
Quarter 2	
Unit	Standards
Chapter 8—NOVEMBER Chapter 9 —DECEMBER	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about a birthday party • Discuss concerts, movies, and museums • Discuss Hispanic art and music • Use the preterite of –er and –ir verbs • Use the verbs “oír” and “leer” • Use affirmative and negative words <p>Supplemental readers: I can read, understand, and answer questions about: “Enrique y María” mini chapters 17-30 (students read at their own pace but finish this by end of 1st semester)</p> <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about buying clothes • Talk about buying food

<p>Cumulative review— JANUARY (prior to semester exam)</p>	<ul style="list-style-type: none"> • Compare shopping in Spanish-speaking countries with shopping in the United States • Use more numbers • Use the present tense of “saber” vs. “conocer” • Use comparatives and superlatives • Use demonstrative adjectives and pronouns <p>Supplemental readers: I can read, understand, and answer questions about: “Enrique y María” mini chapters 17-30 (students read at their own of 1st semester)</p> <p>Students complete in the first book (before taking semester exam in mid/late January) the “Repaso cumulativo” on pg. 326, covering all of Spanish-I and II learned thus far (Ch 1-9 in first book)</p>
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Quarter 3	
Unit	Standard
<p>Chapter 1—JANUARY and FEBRUARY</p>	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about packing for a trip and getting to the airport • Tell what you do at the airport • Talk about being on an airplane • Discuss air travel in South America • Use verbs that have “g” in the “yo” (first-person) form of the present tense • Use the progressive tense (“doing something”) with forms of estar <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Airports in Spain and Latin America • Air travel in South America • Nazca lines in Perú (mysterious anthropological designs in mountainsides from Nazca people)
<p>Chapter 2 — FEBRUARY - MARCH</p>	<ul style="list-style-type: none"> • Aqueduct of Segovia, Spain • A beach in Palma de Mallorca • Casa Rosada in Buenos Aires <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Identify more parts of the body • Talk about your daily routine • Talk about backpacking and camping • Use reflexive verbs • Use commands with “favor de” + infinitive <p>Culture readings: I can read, understand, and answer questions about:</p>
<p>Chapter 3—MARCH - APRIL</p>	<ul style="list-style-type: none"> • Backpackers in the Spanish-speaking world • Camping in the Spanish-speaking world • Youth hostels abroad/youth international travel

	<p>SLOs: I can speak and write and read about:</p> <ul style="list-style-type: none"> • Use vocabulary related to train travel • Discuss interesting train trips in Peru and Mexico • Use the preterite of irregular verbs • Use the verb decir • Use prepositional pronouns <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Machu Picchu and Cuzco, Perú • Panama Canal and the Canal Railway • Atacama Desert • Indigenous market in Perú • El AVE and trains in Spain <p>Supplemental readers: I can read, understand, and answer questions about:</p> <p>“El Quijote” mini chapters 1-4 (in back of the textbook); “El Quijote” comic book chapters 1-4 (students read at own pace but finish by end of 2nd semester)</p> <p>Interactive supplemental online webisodes (learning series from the BBC)</p>
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Quarter 4

Unit	Standard
Chapter 3—APRIL	<p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Machu Picchu and Cuzco, Perú • Panama Canal and the Canal Railway • Atacama Desert • Indigenous market in Perú • El AVE and trains in Spain <p>Supplemental readers: I can read, understand, and answer questions about:</p> <p>“El Quijote” mini chapters 1-4 (in back of the textbook); “El Quijote” comic book chapters 1-4 (students read at own pace but finish by end of 2nd semester)</p> <p>Interactive supplemental online webisodes (learning series from the BBC)</p>
Chapter 4 —MAY (carry chapter 4 over to Spanish-III in fall)	<p>SLOs: I can speak and write and read about:</p> <ul style="list-style-type: none"> • Order and pay for a meal at a restaurant • Identify more foods • Identify eating utensils and dishes • Discuss restaurants in Spain and Latin America • Use stem-changing verbs in the present and preterite • Use adjectives of nationality • Use the passive voice with “se” <p>Culture readings: I can read, understand, and answer questions about:</p>

<p>Cumulative review— MAY/JUNE (prior to semester exam)</p>	<ul style="list-style-type: none">• Restaurants in Spain and Latin America• Typical dishes: paella (Spain) and el casado (Costa Rica)• Side-walk cafés in Spanish-speaking world• Revisited: Argentine beef, Spanish tapas, fruit stands in Mexico <p>Supplemental readers: I can read, understand, and answer questions about: “El Quijote” comic book chapters 1-4 (students read at own pace but finish by end of 2nd semester) Interactive supplemental online webisodes (learning series from the BBC) “Mi vida loca”</p> <p>SELF-ASSESSMENT: pg. 132-133, 100-101, 66-67, 32-33 Cumulative Review exercises and activities for students to self-assess prior to second semester exam</p>
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Wickliffe City Schools
Spanish-III - Pacing Guide

Quarter 1	
Unit	Standards
<p>Review lessons from Spanish-II specifically Ch 4 from end of last school year—AUGUST</p> <p>Chapter 5—SEPTEMBER</p> <p>Historia de México (Así Leemos readers Ch 1-6) —OCTOBER</p>	<p>PRE-ASSESSMENT: pg. 132 Cumulative Review exercises and activities for students to self-assess</p> <p>SELF-INVENTORY: review the last two pages of every chapter through Ch 4 (grammar and vocab) to take notes and ask teacher questions for clarification</p> <p>Review regular and irregular preterit verbs: use “Student Resources” section in the back of the book pgs. SR28-SR33</p> <p>Ask students to use this throughout the year as their quick “cliff-notes” graphic organizer to sort out verb tenses</p> <p>I can speak and write:</p> <ul style="list-style-type: none"> • Talk about several Hispanic holidays • Compare holidays that you celebrate with those in some Spanish-speaking countries • Use regular and irregular forms of the imperfect tense <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Holidays in the Spanish-speaking world • New Year’s Eve in Spain • Patron saints • Día de los Muertos (México), Día de San Juan (Puerto Rico), Navidad y Hanuka <p>I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • México prehispánico (pre-colonizado) • Hernán Cortés • Moctezuma • Quetzalcoatl: la leyenda • La malinche
Quarter 2	
Unit	Standards
<p>Chapter 6—NOVEMBER</p>	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about computers, the Internet, and e-mail • Talk about a digital camera and an MP3 player • Make and receive phone calls • Discuss technology in Hispanic countries • Use the preterit and imperfect tenses together; know the difference <p>Culture readings: I can read, understand, and answer questions</p>

<p>Historia de México (Así leemos readers Ch 7-10) —NOVEMBER</p> <p>Indigenous cultures research project—DECEMBER/JANUARY</p> <p>Historia de México (Así leemos readers Ch 11-14) —DECEMBER</p> <p>Cumulative review—JANUARY (prior to semester exam)</p>	<p>about:</p> <ul style="list-style-type: none"> • The world of technology: cell phone etiquette (i.e. preventing accidents to common courtesy) • Technology today versus when your grandparents grew up • Public phones and metro stations in Spanish-speaking world (i.e. Medellin, Colombia) <p>I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Marcha a la capital de Tenochitlán • Moctezuma recibe a Cortés • Moctezuma es prisionero de Cortés <p>I can research an indigenous culture’s history, art, way of life, etc. and:</p> <ul style="list-style-type: none"> • Understand enough to paraphrase in my level of Spanish • Create a presentation that’s visual and oral • Teach/present to my classmates in Spanish • Answer my classmates questions in Spanish <p>SLOs I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Muere el emperador azteca • La noche triste <p>Students complete in the “Repaso acumulativo” on pg. 198-199, 166-167 (Ch 5 & 6 in textbook)and review Historia de México repasos 1-3 pg. 96, 106, 116 (Así Leemos readers)</p>
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Quarter 3	
Unit	Standard
<p>Literatura 2 pg. 364—JANUARY</p> <p>Chapter 7— JANUARY/FEBRUARY</p> <p>Historia de México (Así leemos readers Ch 15-22) —FEBRUARY</p>	<p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • José Martí the poet and his background • <i>Versos sencillos</i> (examples of his poetry) <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Check into a hotel or hostel • Ask for things you may need while at a hotel or hostel • Discuss hotel stays in Latin America and Spain • Use the present perfect tense • Use double object pronouns <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • A youth hostel and an inn • Pilgrimage “el Camino de Santiago” <p>I can read, understand, and answer questions about:</p>

<p>Chapter 8 –MARCH</p>	<ul style="list-style-type: none"> • La capital azteca Tenchocitlán y su caída (fall) • La época colonial (side bar: What is colonization? What is imperialism?) • Nueva España (a.k.a. México) • La guerra de independencia • Después de la revolución • Obregón al presente <p>SLOs: I can speak and write and read about:</p> <ul style="list-style-type: none"> • Describe life in the city • Describe life in the country • Discuss the differences between the city and country in Latin America • Use the future tense • Use object pronouns with infinitives and gerunds <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Avenida 9 de Julio in Buenos Aires, Argentina • Bogotá, Colombia • Bosque de Chapultepec in Mexico City • Cattle ranching in Argentina • Hispanic influence in the development of Miami, Florida
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Quarter 4

Unit	Standard
<p>Chapter 9 –APRIL</p> <p>Group project –MAY</p> <p>Chapter 10 –MAY</p>	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about cars and driving • Give directions • Discuss the Pan American Highway • Use “tú” affirmative commands • Use the conditional tense <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • The Bridge of the Americas in Panama • Avenida Bolívar • Independence Monument in Mexico City • Pan American Highway • Traffic in Spanish-speaking countries <p>I can write create and present:</p> <ul style="list-style-type: none"> • Content from Ch 8 and 9 in an original play with my group <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Talk about foods and food preparation • Talk about a Spanish recipe • Use the subjunctive (present tense)

<p>Cumulative review— MAY/JUNE (prior to semester exam)</p>	<ul style="list-style-type: none">• Use formal commands• Use negative informal commands <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none">• Discovering Hispanic/Spanish recipes (other than tacos): paella, sopa de pollo, arroz con pollo, la ropa vieja <p>Supplemental readers: students choose from mobile Spanish library: short stories, “El Quijote” comic book format, book of short stories (i.e., Isabel Allende, Gabriel García Márquez, articles online w/ipads)</p> <p>SELF-ASSESSMENT: pg. 322-323, 294-295, 260-261, 226-227 Cumulative Review exercises and activities for students to self-assess prior to second semester exam</p>
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Wickliffe City Schools
Spanish IV - Pacing Guide

Quarter 1	
Unit	Standards
<p>Review lessons from Spanish-III—AUGUST</p> <p>Chapter 1—SEPTEMBER (this is a repeat/overlap chapter from Ch 10 book 2)</p> <p>Chapter 2—OCTOBER</p> <p>Partner project—OCTOBER</p> <p>Introduction to presenting country news—OCTOBER</p>	<p>PRE-ASSESSMENT: pg. 26 Cumulative Review exercises and activities for students to self-assess acquired knowledge SELF-INVENTORY: complete the review mini-chapters A-F to questions for clarification</p> <p>Reminder: use “Student Resources” section in the back of the book pgs. SR28-SR33 as their quick “cliff-notes” graphic organizer to sort out verb tenses; also introduce them to the reference materials (501 Spanish Verbs and all-Spanish dictionary that they are welcome to use)</p> <p>I can remember from last year and improve on speaking, writing, and reading about:</p> <ul style="list-style-type: none"> • Talk about foods and food preparation; talk about a Spanish recipe • Use the subjunctive (present tense) • Use formal commands • Use negative informal commands <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Discovering Hispanic/Spanish recipes (other than tacos): paella, sopa de pollo, arroz con pollo, la ropa vieja <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • More parts of the body • Exercise and keeping fit • Having an minor accident and a trip to the ER • Using the subjunctive mood with impersonal expressions <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Active lifestyle and good health Doctors without Borders influence and program
Quarter 2	
Unit	Standards
<p>Presenting country news—NOVEMBER to JANUARY</p>	<p>I can write, create, and present:</p> <ul style="list-style-type: none"> • A talk show regarding health/fitness/sports in Spanish impersonal expressions <p>I can research, read, write, and present:</p> <ul style="list-style-type: none"> • Current important topics on two to three assigned Spanish-

<p>Literary themes and concepts common in Spanish and Latin American literature— DECEMBER/JANUARY</p>	<p>speaking countries</p> <ul style="list-style-type: none"> • Paraphrase in my own words • Be able to answer questions from classmates regarding the topic I've chosen • Comprehend other students' presentations and ask questions and make comments for oral participation <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Short novel "Ojos de Carmen", about an American teenage boy who lives in Ecuador for a summer • Messages (or themes/concepts) present throughout the chapters of "Ojos" • Ecuadorian culture (indigenous and Spanish, etc.) • Ecuadorian life (majority of the population vs. minority of the pop.) <p>I can research, read, write, and present:</p> <ul style="list-style-type: none"> • Current important topics on two to three assigned Spanish-speaking countries • Paraphrase in my own words • Be able to answer questions from classmates regarding the topic I've chosen <p>Comprehend other students' presentations and ask questions and make comments for oral participation</p> <p>I can listen/read, write, apply, and speak about:</p> <ul style="list-style-type: none"> • Five common themes (i.e., societies in contact; gender; Time and space; the duality of being; interpersonal relationships; literary construction/genres) and their various concepts in general • These same themes/concepts and how they compare to AP English literary themes/concepts • Short videos to illustrate each of the 5 themes • Short stories by Hispanic/Spanish authors, specifically "Lazarillo de Thormes", to illustrate themes/concepts • Connect/compare these popular themes/concepts to life today (per news learned on Spanish-speaking countries.
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Quarter 3	
Unit	Standard
Chapter 3—JANUARY	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Passages /stages of life: weddings, baptisms, birthdays, and funerals

<p>Researching/presenting country news—JANUARY to MARCH</p> <p>Second half of “Lazarillo de Thormes”—JANUARY</p> <p>Ongoing (semester 2) Spanish portfolio assignment— FEBRUARY</p> <p>Chapter 4 –FEBRUARY/MARCH</p>	<ul style="list-style-type: none"> • Poetry by various Hispanic authors, including Valdelomar, Sor Juana de la Cruz, etc. • The subjunctive mood to express wishes and emotions • Possessive pronouns <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Celebrations and rites of passage <p>SLOs: I can research, read, write, and present:</p> <ul style="list-style-type: none"> • Current important topics on two to three assigned Spanish-speaking countries • Paraphrase in my own words • Be able to answer questions from classmates regarding the topic I’ve chosen • Comprehend other students’ presentations and ask questions and make comments for oral participation <p>I can read, write, apply, and speak about:</p> <ul style="list-style-type: none"> • Which common themes and their various concepts apply to “Lazarillo de Thormes” • Exemplify how/where the themes and concepts are applied in “Lazarillo” • How Lazarillo’s life compares to Spanish-speaking youth today, especially in the large cities, using news items <p>I can show/present, in either a hard-copy or electronic format, evidence of my Spanish skills in:</p> <ul style="list-style-type: none"> • Reading authentic Spanish materials (i.e., news articles, short stories, poems, etc.) • Writing about various topics presented throughout the semester based on in-class writing prompts/drafts • Speaking about various topics, especially related to literature and current events happening in Spanish countries • Listening and comprehending authentic Spanish auditory materials presented by native speakers • Gaining cultural experiences through exposure to examples of authentic written and spoken Spanish • Create short-term and long-term goals to improve the above areas that I choose to focus on most <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Errands and chores at home (i.e., dishes, laundry, going to the bank, etc.) • Preparing for a trip through Andalusia, Spain
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	<ul style="list-style-type: none"> • The subjunctive mood with expressions of doubt; with adverbial clauses as well • Perfect tenses (pluperfect, conditional perfect, future perfect) <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Short story from Argentina “El mensajero de San Martin”
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Quarter 4

Unit	Standard
<p>Portfolio assessment mid-semester check point—APRIL</p> <p>Chapter 5—APRIL/MAY</p> <p>Societies in contact—focus on this one literary theme and its underlying concepts</p>	<p>I can show/present, in either a hard-copy or electronic format, <u>progress</u> made with my Spanish skills by:</p> <ul style="list-style-type: none"> • Inserting and updating artifacts (evidence) of 5 key areas outlined in February from class work • Assessing myself and my progress toward reaching my goals, and redefining them as necessary <p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Manners in general (good and bad) • Compare manners in Spanish-speaking countries to those in the United States • The imperfect subjunctive (past subjunctive) • When to use the infinitive in the indicative mood vs. just the subjunctive mood • Spanish suffixes <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • A famous episode/chapter from Spanish literature “El conde Lucanor” by Don Juan Manuel <p>Based on the piece of Spanish literature I choose to exemplify “societies in contact,” I can write and speak about:</p> <ul style="list-style-type: none"> • Which concepts apply to my selection • Exemplify how/where the concepts apply to my selection • Connect/compare these same concepts to Spanish-speaking countries today, using news items acquired in-class • Discuss the above concepts in a Socratic seminar with my classmates

Wickliffe City Schools

Spanish V - Pacing Guide

Quarter 1	
Unit	Standards
<p>Review lessons from Spanish-IV— AUGUST</p> <p>Chapter 5— AUGUST/SEPTEMBER (this is a repeat/review from last year, as grammar warrants extra practice)</p> <p>All-Spanish contemporary novel and film (ex. “Como agua para chocolate”)— SEPTEMBER/OCTOBER</p> <p>Introduction to presenting country news—OCTOBER</p>	<p>PRE-ASSESSMENT: pg. 130-131 Cumulative Review exercises and activities for students to self-assess acquired knowledge SELF-INVENTORY: using the “Student Resources” section in the back of the book pgs. SR28-SR33 graphic organizer to sort out verb tenses; also use reference material (“501 Spanish Verbs” and grammar books on shelf)</p> <p>SLOs: I can speak and write and read about:</p> <ul style="list-style-type: none"> • Manners in general (good and bad) • Compare manners in Spanish-speaking countries to those in the United States • The imperfect subjunctive (past subjunctive) • When to use the infinitive in the indicative mood vs. just the subjunctive mood • Spanish suffixes <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • A famous episode/chapter from Spanish literature “El conde Lucanor” by Don Juan Manuel
Quarter 2	
Unit	Standards
<p>Chapter 6—NOVEMBER</p> <p>presenting country news— NOVEMBER to JANUARY</p>	<p>I can read, speak, and write about:</p> <ul style="list-style-type: none"> • Basic storyline in book • Different traditional roles/expectations of family members (i.e., per birth order) • Mexican traditions that involve food • Uses of the subjunctive mood in present and imperfect • Expressions that are culture specific in book <p>Upon finishing the book, I can:</p> <ul style="list-style-type: none"> • Create a project and presentation regarding a specific central theme in the book (examples: mock interview with the author (talk-show format); artistic interpretation such as painting, etc.) • Compare these themes and concepts to AP English and discuss similarities/differences

Literary themes and concepts common in Spanish and Latin American literature—
DECEMBER/JANUARY

I can research, read, write, and present:

- Current important topics on two to three assigned Spanish-speaking countries
- Paraphrase in my own words
- Be able to answer questions from classmates regarding the topic I've chosen
- Comprehend other students' presentations and ask questions and make comments for oral participation

I can speak and write and read about:

- Several modes of travel
- A short trip to Bolivia
- The subjunctive with conjunctions of time
- The subjunctive to express suggestions and advice
- Irregular nouns

Culture readings: I can read, understand, and answer questions about:

- A short reading by Spanish author Emilia Pardo Bazan

I can research, read, write, and present:

- Current important topics on two to three assigned Spanish-speaking countries
- Paraphrase in my own words
- Be able to answer questions from classmates regarding the topic I've chosen

Comprehend other students' presentations and ask questions and participate

I can listen/read, write, apply, and speak about:

- Five common themes (i.e., societies in contact; gender; time and space; the duality of being; interpersonal relationships; literary construction/genres) and their various concepts in general
- These same themes/concepts and how they compare to AP B themes/concepts
- Short videos to illustrate each of the 5 themes
- Poems by Hispanic/Spanish authors, from book "Abriendo Puertas" to illustrate themes/concepts
- Connect/compare these popular themes/concepts to life today (per news learned on Spanish-speaking countries)

Quarter 3	
Unit	Standard
<p>Chapter 7—JANUARY— FEBRUARY</p> <p>Researching/presenting country news—JANUARY to MARCH</p> <p>“Abriendo Puertas: poetry/short stories”—JANUARY/FEBRUARY</p> <p>Ongoing (semester 2) Spanish portfolio assignment— FEBRUARY</p>	<p>I can speak and write and read about:</p> <ul style="list-style-type: none"> • Fine art and literature • Mural by Mexican artist Diego Rivera • A sonnet by Spanish poet Federico Garcia Lorca • The present perfect and plumperfect subjunctive • Si clauses and adverbs ending -mente <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • Las artes • El poema famoso del Nicolas Guillen <p>SLOs: I can research, read, write, and present:</p> <ul style="list-style-type: none"> • Current important topics on two to three assigned Spanish-speaking countries • Paraphrase in my own words • Be able to answer questions from classmates regarding the topic I’ve chosen • Comprehend other students’ presentations and ask questions and make comments for oral participation <p>I can read, write, apply, and speak about:</p> <ul style="list-style-type: none"> • Which common themes and their various concepts apply to various Hispanic poets • Exemplify how/where the themes and concepts are applied in the poems • Make comparisons to AP English readings (specifically poetry) <p>I can show/present, in either a hard-copy or electronic format, evidence of my Spanish skills in:</p> <ul style="list-style-type: none"> • Reading authentic Spanish materials (i.e., news articles, short stories, poems, etc.) • Writing about various topics presented throughout the semester based on in-class writing prompts/drafts • Speaking about various topics, especially related to literature and current events happening in Spanish countries • Listening and comprehending authentic Spanish auditory materials presented by native speakers • Gaining cultural experiences through exposure to examples of authentic written and spoken Spanish • Create short-term and long-term goals to improve the above areas that I choose to focus on most

Quarter 4	
Unit	Standard
Chapter 8 –MARCH/APRIL	I can speak and write and read about: <ul style="list-style-type: none"> • The history of Spanish speakers in the United States • Poem by Puerto Rican poet Julia de Burgos • The subjunctive mood with aunque • The subjunctive with –quiera • Definite and indefinite articles (special uses) and apocopated (shortened) adjectives
Portfolio assessment mid-semester check point—APRIL	I can show/present, in either a hard-copy or electronic format, <u>progress</u> made with my Spanish skills by: <ul style="list-style-type: none"> • Inserting and updating artifacts (evidence) of 5 key areas outlined in February from class work • Assessing myself and my progress toward reaching my goals, and redefining them as necessary
“Abriendo Puertas: short stories/plays”—MARCH/APRIL	
Chapter 9/10—APRIL/MAY	I can read, write, apply, and speak about: <ul style="list-style-type: none"> • Which common themes and their various concepts apply to various Hispanic authors and works of art • Exemplify how/where the themes and concepts are applied in the short stories and plays • Make comparisons to AP English readings (specifically short stories/plays)
Societies in contact—focus on this one literary theme and its underlying concepts—MAY	I can speak and write and read about: <ul style="list-style-type: none"> • More foods, history of foods, and food preparation • Professions and occupations; have a mock job interview • Passive voice; relative pronouns; expressions with hace and hacia • Por vs. para; the subjunctive in relative clauses <p>Culture readings: I can read, understand, and answer questions about:</p> <ul style="list-style-type: none"> • A poem by famous Chilean poet Pablo Neruda • A short story by the famous Colombian author Gabriel Garcia Marquez <p>Based on the piece of Spanish literature I choose to exemplify “soc and speak about:</p> <ul style="list-style-type: none"> • Which concepts apply to my selection • Exemplify how/where the concepts apply to my selection • Connect/compare these same concepts to Spanish-speaking countries today, using news items acquired in-class • Discuss the above concepts in a Socratic seminar with my classmates

