

**Waterford Public Schools  
World Language Curriculum  
Grades 6-12**



**201- Revision**

## TABLE OF CONTENTS

|   |                     |
|---|---------------------|
| <a href="#">Framework.....</a>                                | <a href="#">1</a>   |
| <a href="#">Philosophy.....</a>                               | <a href="#">2</a>   |
| <a href="#">Grade 6 Exploratory French/Spanish/Latin.....</a> | <a href="#">3</a>   |
| <a href="#">Grade 7 French I Part I.....</a>                  | <a href="#">16</a>  |
| <a href="#">Grade 8 French I Part II.....</a>                 | <a href="#">43</a>  |
| <a href="#">Grade 7 Spanish I Part I.....</a>                 | <a href="#">67</a>  |
| <a href="#">Grade 8 Spanish I Part II.....</a>                | <a href="#">91</a>  |
| <a href="#">Grade 7 Latin I Part I.....</a>                   | <a href="#">112</a> |
| <a href="#">Grade 8 Latin I Part II.....</a>                  | <a href="#">137</a> |
| <a href="#">French I Advanced.....</a>                        | <a href="#">149</a> |
| <a href="#">French II Advanced.....</a>                       | <a href="#">196</a> |
| <a href="#">French III Advanced.....</a>                      | <a href="#">252</a> |
| <a href="#">French IV Honors.....</a>                         | <a href="#">314</a> |
| <a href="#">Advanced Placement French.....</a>                | <a href="#">373</a> |
| <a href="#">Spanish I Advanced .....</a>                      | <a href="#">398</a> |
| <a href="#">Spanish II Advanced / Honors .....</a>            | <a href="#">438</a> |
| <a href="#">Spanish III Advanced / Honors.....</a>            | <a href="#">493</a> |
| <a href="#">Spanish IV Advanced / Honors.....</a>             | <a href="#">556</a> |
| <a href="#">Spanish V Advanced / AP / ECE .....</a>           | <a href="#">620</a> |
| <a href="#">Latin I Advanced.....</a>                         | <a href="#">657</a> |
| <a href="#">Latin II Advanced .....</a>                       | <a href="#">704</a> |
| <a href="#">Latin III / IV Honors ECE Poetry.....</a>         | <a href="#">724</a> |
| <a href="#">Latin III / IV Honors ECE Prose .....</a>         | <a href="#">741</a> |



## **REVISION COMMITTEE MEMEBERS**

The following staff made significant contributions to the development of the Waterford Public Schools Grade 6-12 World Language Curriculum:

|                  |  |
|------------------|--|
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# WORLD LANGUAGE CURRICULUM FRAMEWORK

**Six Domains and nine content standards with overarching questions frame world language content:**

## COMMUNICATION

1. How do I use another language to communicate with others? (*Interpersonal Mode*)
2. How do I understand what others are trying to communicate in another language? (*Interpretive Mode*)
3. How do I present information, concepts and ideas in another language in a way that is understood? (*Presentational Mode*)

## CULTURES

4. How do I use my understanding of culture to communicate and function appropriately in another culture?

## CONNECTIONS

5. How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (*Interdisciplinary Mode*)
6. How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (*Intradisciplinary Mode*)

## COMPARISONS AMONG LANGUAGES

7. How do I demonstrate an understanding of the similarities, differences and interactions across languages?

## COMPARISONS AMONG CULTURES

8. How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

## COMMUNITIES

9. How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

## **PHILOSOPHY**

Language, communication, and self-expression are at the core of the human experience. Effective communication in more than one language and a broad cultural awareness are essential for economic and social success in today's world. Our goal is to help all students develop these skills. Our program is designed to initiate students into a lifelong interaction with other languages and cultures.

## **GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN COURSE DESCRIPTION**

Physiological studies have found that speaking two or more languages is a great asset to the cognitive process. In addition, learning about other cultures expands students' world view and gives them the ability to understand events around them. The process of learning another language increases vocabulary and grammatical skills that are immediately transferable to students' first language.

In this trimester-long exploratory class, students take the first steps toward learning one of the world's most important languages: French, Latin and Spanish. By the end of sixth-grade, students will have explored each of the languages in succession. Knowing one of these western-based languages gives students a broader and deeper understanding of their own history and cultural traditions which contain countless references derived from these cultures and languages.

In these classes, students will learn the basics of culture and language. They will learn how to initiate conversations and communicate in the language using appropriate forms of address, and how to identify themselves and others. Students will be introduced to basic cultural traditions such as holidays and celebrations. They will learn how to navigate in the classroom, and identify and ask for common objects. Finally, students will learn how to hold a more extended conversation using weather-related vocabulary and expressions.

**Prerequisite:** None

**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT I: NAMES/GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

**Objectives for Unit I**

Students will learn about and be able to recognize cognates in the target language.  
Students will identify themselves and others in the target language.  
Students will greet one another, introduce each other, and bid each other farewell in the target language.  
Students will express how they are feeling and ask that of others.  
Students will learn common vocabulary for salutations/exchanging pleasantries (“How are you today?”).  
Students will be exposed to common vocabulary and useful classroom expressions (such as “May I use the bathroom? May I have a pencil” etc).  
Students will learn the alphabet in the target language.  
Students will use appropriately the correct forms of address for formal/informal and singular/plural.

**Rationale:** Cognates were moved from Unit 2 to Unit 1.

**Rationale:** There is no time to teach all of the useful classroom expressions; however, students see and hear them throughout the trimester.

**Essential Questions for Unit I**

How do cultures use names and titles to identify social standing, if at all?  
How do I greet and take leave of others?  
How do I ask how others feel and talk about how I feel?  
What influence does formal vs. informal greetings have in language?  
How do I pronounce the letters of the alphabet?



**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT I: NAMES/GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

| Standard               | Grade Level Expectations  | Evidence of Learning  |
|------------------------|---|---|
| CCSS.<br>RL.6.4        | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  | <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will complete comprehension questions and matching activities.</li> <li>-Students will complete vocabulary quizzes.</li> </ul>                 |
| CCS<br>S<br>RI.6.<br>1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will fill-in and appropriately complete responses based on dialogs.</li> </ul>   |
| CCSS<br>RI.6.2         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   | <ul style="list-style-type: none"> <li>- Students will answer questions based on the dialogs.</li> </ul>  |
| CCSS<br>RI.6.4         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   | <ul style="list-style-type: none"> <li>- Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>- Students will fill-in and appropriately complete responses based on dialogs.</li> </ul>   |
| CCSS<br>W.6.2<br>a     | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>- Students will write dialogs demonstrating mastery of vocabulary and cultural forms of address.</li> </ul>  |
| CCSS<br>SL.6.1c        | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  | <ul style="list-style-type: none"> <li>- Students will ask and respond to greetings and farewells with peers and others in the target language.</li> </ul>  |
| CCSS<br>SL.6.4         | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.   | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and speak clearly when presenting in front of the class.</li> </ul> |
| CCSS<br>SL.6.6         | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)   | <ul style="list-style-type: none"> <li>-Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in question/answer role-play scenarios.</li> </ul>                            |
| CCSS<br>L.6.1          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>-Students will use appropriate word order and syntax when speaking or responding to questions or in dialogs with peers and others.</li> </ul>  |

**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT I: NAMES/GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

|               |   |  |
|---------------|---|--|
| CCSS<br>L6.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.                            |
| CCSS<br>L6.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or others are feeling.           |
| CCSS<br>L6.4a | Use context as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.                           |
| CCSS<br>L6.4c | Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries or other reference materials to look up unknown vocabulary and idioms. |

## GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN

### UNIT II: CELEBRATIONS

#### Objectives for Unit II

Students will be able to identify where French/Spanish/Latin is spoken.

Students will be able to identify the geographical extent of the Roman Empire and its major landmarks.

Students will be able to identify colors in the target language. (Latin – Colors introduced in Unit 3)

Students will be able to count up through 31 and refer to dates on a calendar. (Latin – Numbers only through 13)

Students will be able to say when their birthdays are and ask that of others.

Students will be able to express their age and ask that of others.

Students will be able to identify holiday celebrations in the target cultures.

**Rationale:** Colors are introduced in Latin in Unit 3 because it goes along with nouns and adjectives in that unit.

**Rationale:** Numbers only to 13 in Latin because Roman calendar is different.

#### Essential Questions for Unit II

How does geography influence the success of languages?

How do students say the day, month and date in the target language?

How do holiday traditions differ amongst various countries?

How do celebrations express a culture's values and perceptions?

**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT II: CELEBRATIONS**

| Standard       | Grade Level Expectations  | Evidence of Learning   |
|----------------|---|--|
| CCSS.<br>RL6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  | <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will complete comprehension questions and matching activities.</li> <li>-Students will complete vocabulary quizzes.</li> </ul>                      |
| CCSS<br>RI6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>- Students will identify and correctly label important places and geographical locations.</li> <li>Students will answer questions and identify cultural symbols such as flags.</li> </ul>                                   |
| CCSS<br>RI6.2  | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   | <ul style="list-style-type: none"> <li>- Students will use their vocabulary knowledge to identify dates of important events and create a calendar.</li> </ul>  |
| CCSS<br>RI6.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   | <ul style="list-style-type: none"> <li>- Students will complete vocabulary quizzes related to the calendar (days of the week, months, etc.).</li> <li>- Students will fill-in and answer questions related to current vocabulary.</li> </ul>                       |
| CCSS<br>W6.2a  | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>- Students will create a holiday card in the target language.</li> <li>-Students will make a poster (or other visual aid) using appropriate vocabulary.</li> </ul>  |
| CCSS<br>SL6.1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  | <ul style="list-style-type: none"> <li>- Students will ask and provide information about their birthdays and favorite holiday in the target language.</li> </ul>   |
| CCSS<br>SL6.4  | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.   | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary appropriately when speaking/presenting to peers and others.</li> <li>-Students will maintain eye contact with peers and speak clearly when presenting in front of the class.</li> </ul> |
| CCSS<br>SL6.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See  | <ul style="list-style-type: none"> <li>-Students will speak in a formal manner in presentations and in a familiar manner when communicating</li> </ul>   |

**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT II: CELEBRATIONS**

|               |   |  |
|---------------|---|--|
|               | standards 1 and 3 for specific expectations.)   | with peers in class discussions..  |
| CCSS<br>L6.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogs with peers and others. |
| CCSS<br>L6.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.  |
| CCSS<br>L6.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when giving information about themselves or asking about others..                       |
| CCSS<br>L6.4a | Use context as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.   |
| CCSS<br>L6.4c | Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries or other reference materials to look up unknown vocabulary and idioms.                             |

**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT IV: IN THE CLASSROOM (French/Spanish)/IN THE COLOSSEUM (Latin)**

**Objectives for Unit IV**

Students will be able to recognize nouns and identify gender of nouns.  
Students will be able to identify objects in the classroom in the target language.  
Students will be able to recognize singular and plural forms of nouns.

**Rationale:** Removed “ask for objects” because there is no time to teach interrogatives in the trimester.

**Rationale:** Removed the following because there is no time to conjugate a verb or teach conjugations:

Students will learn what it means to conjugate a verb.  
Students will conjugate the verb “to have” and be able to say what they have as compared to others.

**Rationale:** Removed “Students will learn subject pronouns” because students do not “learn” the subject pronouns. They see them in Unit 1 and are able to recognize pronouns I and both forms of You in French and Spanish.

**Essential Questions for Unit IV**

How does one identify objects in the language?  
How do students identify objects in the classroom, in their bags, in school, in general, or in the colloseum (Latin)?  
How do students know the difference between singular and plural nouns?

**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT IV: IN THE CLASSROOM (French/Spanish)/IN THE COLOSSEUM (Latin)**

| Standard       | Grade Level Expectations  | Evidence of Learning  |
|----------------|---|---|
| CCSS.<br>RL6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  | <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will complete comprehension and matching activities. -Students will complete vocabulary quizzes.</li> </ul>  |
| CCSS<br>RI6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>- Students will identify and correctly label objects in the classroom in the target language.</li> <li>-Students will answer questions using appropriate vocabulary.</li> </ul>  |
| CCSS<br>RI6.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   | <ul style="list-style-type: none"> <li>- Students will complete vocabulary quizzes related to the new vocabulary.</li> </ul>  |
| CCSS<br>W6.2a  | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>- Students will create a shopping list of what supplies they need in class.</li> <li>-Students will draw the items found in their backpack.</li> </ul>   |
| CCSS<br>SL6.1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  | <ul style="list-style-type: none"> <li>- Students will ask and provide information about what supplies they have in the target language.</li> <li>-Students will make note of what others have in their backpacks based on what they hear in class.</li> <li>Students will listen and appropriately respond to their peers using new vocabulary.</li> </ul> |
| CCSS<br>SL6.4  | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.   | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary appropriately when speaking/presenting to peers and others.</li> <li>-Students will maintain eye contact with peers and speak clearly when presenting in front of the class.</li> </ul>  |
| CCSS<br>SL6.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)   | <ul style="list-style-type: none"> <li>-Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions.</li> </ul>   |

**GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN**  
**UNIT IV: IN THE CLASSROOM (French/Spanish)/IN THE COLOSSEUM (Latin)**

|               |   |  |
|---------------|---|--|
| CCSS<br>L6.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogs with peers and others. |
| CCSS<br>L6.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.  |
| CCSS<br>L6.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when giving information about themselves or asking about others..                       |
| CCSS<br>L6.4a | Use context as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.   |
| CCSS<br>L6.4c | Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries or other reference materials to look up unknown vocabulary and idioms.                             |



## **GRADE 6 EXPLORATORY – FRENCH / SPANISH LATIN**

### **UNIT III: WEATHER**

**Rationale:** Latin spends more time on Unit 2-3 and covers weather on a daily basis, as terms are not used as often.

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#### **Objectives for Unit III**

Students will be able to discuss the four seasons (by month).

Students will be able to express their preference of season.

Students will be able to report the weather at various time of the year.

Students will be able to answer questions in the target language regarding the weather.

#### **Essential Questions for Unit III**

How does one describe the weather of the seasons?

How does one describe today's weather, in particular?

How does geography influence the weather of a particular region?

## GRADE 6 – EXPLORATORY – FRENCH / SPANISH LATIN

### UNIT III: WEATHER

**Rationale: Latin spends more time on Unit 2-3 and covers weather on a daily basis, as terms are not used as often.**

| Standard       | Grade Level Expectations  | Evidence of Learning  |
|----------------|---|---|
| CCSS.<br>RL6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  | <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will complete comprehension questions and matching activities using vocabulary.. -Students will complete vocabulary quizzes.</li> </ul>  |
| CCSS<br>RI6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>- Students will identify weather conditions in various cities in the target language.</li> <li>-Students will answer questions using appropriate vocabulary.</li> </ul>  |
| CCSS<br>RI6.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   | <ul style="list-style-type: none"> <li>- Students will complete vocabulary quizzes related to the new vocabulary.</li> </ul>  |
| CCSS<br>W6.2a  | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>- Students will create a weather forecast using appropriate vocabulary and idioms in the target language.</li> <li>-Students will draw a weather map and label appropriate weather conditions..</li> </ul>   |
| CCSS<br>SL6.1c | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  | <ul style="list-style-type: none"> <li>- Students will ask and provide information about the weather in dialogs with peers.</li> <li>- Students will share today’s weather and compare it to other seasonal conditions.</li> <li>-Students will listen and appropriately respond to their peers when asked of their favorite season.</li> <li>-Students will discuss weather/seasons in connection with holidays using prior vocabulary in dialogs with peers.</li> </ul> |
| CCSS<br>SL6.4  | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.   | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary appropriately when speaking/presenting to peers and others.</li> <li>-Students will maintain eye contact with peers and speak clearly when presenting in front of the class.</li> </ul>  |

## GRADE 6 – EXPLORATORY – FRENCH / SPANISH LATIN

### UNIT III: WEATHER

Rationale: Latin spends more time on Unit 2-3 and covers weather on a daily basis, as terms are not used as often.

|               |   |  |
|---------------|---|--|
| CCSS<br>SL6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions.. |
| CCSS<br>L6.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogs with peers and others.     |
| CCSS<br>L6.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.  |
| CCSS<br>L6.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when giving information about themselves or asking about others..                           |
| CCSS<br>L6.4a | Use context as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.   |
| CCSS<br>L6.4c | Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.                                 | -Students will use dictionaries or other reference materials to look up unknown vocabulary and idioms.                                 |

### RESOURCES

Autentico A 2018 student edition published by Pearson

Autentico A 2018 digital courseware by Pearson

Teacher created materials

[www.onlinefreecspanish.com](http://www.onlinefreecspanish.com)

[www.quizlet.com](http://www.quizlet.com)

[www.conjuguemos.com](http://www.conjuguemos.com)

[www.create.kahoot.com](http://www.create.kahoot.com)

[www.youtube.com](http://www.youtube.com)

[www.spanishlistening.org](http://www.spanishlistening.org)

## **GRADE 7 FRENCH COURSE DESCRIPTION**

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves, those around them and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. There is a great emphasis on vocabulary acquisition and study skills. They discover language structure and spelling patterns by reading a variety of authentic written material. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. Additionally, students broaden their knowledge of language structure and spelling patterns by creating original texts. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Prerequisite:** Grade 6 Exploratory

## GRADE 7 FRENCH

### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

#### Objectives for Unit I

Students will be able to identify themselves and others in the target language.

Students will be able to greet one another, introduce each other in the target language and bid each other farewell.

Students will be able to express how they are feeling and ask that of others.

Students will be able to use common vocabulary for salutations/exchanging pleasantries (“How are you today?”)

Students will be able to ask about and state their name, age, place of origin, and nationality using verbs **avoir** and **être**.

Students will be able to understand and respond appropriately to common classroom expressions and requests, such as “May I use the bathroom? May I have a pencil” etc.

Students will be able to identify simple nouns using **il y a** (using classroom object vocabulary).

Students will be able to use definite and indefinite articles.

Students will be able to make negative sentences using **ne...pas**. (Does not necessarily include de after negation)

Students will be able to identify colors in the target language. (agreement of adjectives is not taught discreetly at this point)

Students will be able to count from 1-100 (and up).

Students will be able to recognize cognates in the target language.

Students will use appropriately the correct forms of address for formal/informal and singular/plural.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit 1

How do cultures use names and titles to identify social standing, if at all?

How does one greets and takes leave of others?

How does one ask how others feel and talk about how I feel?

What influence does formal vs. informal greetings have in language?

How does one conjugate the verb **avoir**?

How does one use definite and indefinite articles before nouns?

How does one make a negative sentence using **ne...pas**?

How does one nouns in general, using **voici**?

How does one say their nationality and place of origin?

How does one conjugate the verb **être**? (used with nationality)

How does one ask and answer basic questions?

**GRADE 7 FRENCH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | -Students will answer questions based on a text.  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |

**GRADE 7 FRENCH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

|                 |   |   |
|-----------------|---|---|
| CCSS<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.           | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 FRENCH**

### **UNIT II: LIKES AND DISLIKES**

#### **Objectives for Unit II**

Students will be able to tell about activities they like and don't like to do, where they live, etc. using regular -er verbs like aimer & habiter, for example.

Students will be able to describe using basic adjectives of description such as "C'est amusant, C'est intéressant, C'est génial!"

Students will be able to ask others what they like to do.

Students will be able to use the verb to like plus an infinitive to describe what people like and don't like to do.

Students will be able to ask and tell what people are like using basic adjectives of description like "sportif, intelligent, aimable."

Students will be able to use definite and indefinite articles.

Students will be able to identify word order and adjective placement in a sentence. (BAGS adjectives are not discreetly taught at this time.)

ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.

#### **Essential Questions for Unit II**

How does one conjugate a regular -er verb in French to say what one likes/dislikes?

How does one conjugate a regular -er verb in French to say what activities one does?

How does one describe oneself and others using adjectives of description?

How does one conjugate the verb **être**?

How does recognizing cognates help me to communicate in another language?

How does one use definite and indefinite articles before nouns?

How do those definite and indefinite articles show gender of nouns?



## GRADE 7 FRENCH

### UNIT II: LIKES AND DISLIKES

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> </ul>   |

**GRADE 7 FRENCH**  
**UNIT II: LIKES AND DISLIKES**

|                 |   |   |
|-----------------|---|---|
|                 |   | -Students will participate in one-to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.           | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 FRENCH**

### **UNIT III: CALENDAR AND WEATHER**

#### **Objectives for Unit III**

Students will be able to identify days/months/seasons.

Students will be able to discuss their birthdays (by date and by season) and ask that of others.

Students will recognize possessive adjectives MY/YOUR and use them accordingly.

Students will be able to share what they do or how they celebrate their birthdays.

Students will be able to identify the weather at various times of the year in different French cities, for example.

Students will be able to conjugate the verb faire as it refers to the weather in the target language.

Students will be able to deliver a five day weather report for a French city in the target language.

ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.

#### **Essential Questions for Unit III**

How does one say the date, day and/or month in the target language?

How does one identify the seasons by weather in the target language?

How does one report the weather at various times of year or in various regions in France in the target language?

How does one use the verb faire when referring to the weather (il form only)?

How does one compare the weather in each of the seasons?

How do cognates help identify vocabulary in another language?

**GRADE 7 FRENCH**  
**UNIT III: CALENDAR AND WEATHER**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | -Students will answer questions based on a text.  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-   |

**GRADE 7 FRENCH**  
**UNIT III: CALENDAR AND WEATHER**

|                 |   |   |
|-----------------|---|---|
|                 |   | to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.           | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 FRENCH**

### **UNIT IV: IN TOWN/FOLLOWING DIRECTIONS**

#### **Objectives for Unit IV**

Students will be able to identify places in a town like: library, bookstore, post office, and park, to name a few.

Students will be able to express where one is going using the irregular verb aller.

Students will recognize and be able to use the correct form of the word to/at + a place (known as contraction à).

Students will be able to say and follow simple directions to/from various locations on a map to get around town in the target language.

Students will be able to identify places where certain activities take place like où on nage, où on mange, for examples.

ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.

#### **Essential Questions for Unit IV**

How does one identify places in the target language?

How does one say where he/she is going using the forms of the verb aller?

How does one use the forms of the contraction à before nouns and how is this determined?

How does one give directions to/from one place or another in the target language using Commands in the Tu or Vous form? (Directions are given in VOUS form)

How does one describe activities that happen at various places in a town using common regular -er verbs? (pour + infinitive, related to places)

## GRADE 7 FRENCH

### UNIT IV: IN TOWN/FOLLOWING DIRECTIONS

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | -Students will answer questions based on a text.  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;  | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.  |

**GRADE 7 FRENCH**  
**UNIT IV: IN TOWN/FOLLOWING DIRECTIONS**

|                 |   |   |
|-----------------|---|---|
|                 | use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |



## **GRADE 7 FRENCH**

### **UNIT V: IN THE HOME**

#### **Objectives for Unit V**

Students will be able to identify rooms in a house.

Students will be able to discuss activities that take place in various rooms in the house, like for example where one eats, sleeps, studies, etc.

Students will be able to identify locations of rooms in a house in relation to others. (using prepositions)

Students will be able to describe their own bedroom, objects and other furnishings in their rooms and using prepositions, like near, next to, to the right of, between, in front of, for examples.

Students will be able to answer and ask questions about their bedrooms in French using words like:

Quand, Où, Qui and Pourquoi, for examples.

Students will be able to describe their bedrooms using simple adjectives of description like c'est grande, c'est confortable or c'est petite, for examples.

ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.

#### **Essential Questions for Unit V**

How does one describe where one lives in French?

How does one describe one's bedroom to others?

How does one give a detailed description of one's bedroom/furnishings?

How do floors in a building differ in France?

How do adjectives change to make agreement with nouns in French?

How does one use prepositions to disclose the location of items of furniture, for example?

## GRADE 7 FRENCH UNIT V: IN THE HOME

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact</li> </ul>   |

## GRADE 7 FRENCH

### UNIT V: IN THE HOME

|                 |   |   |
|-----------------|---|---|
|                 | clear pronunciation.  | with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 FRENCH**

### **UNIT VI: TELLING TIME**

#### **Objectives for Unit VI**

Students will identify numbers through 60 in the target language. Students will be able to tell time in order to state times of various events. Students will understand how to use military time to determine time of day. Students will be able to tell time when looking at flight info, class times and for other important events.

ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.

#### **Essential Questions for Unit VI**

How does one express numbers 0-60 in the target language?  
How does one read the analog (and digital) clock to tell time?  
How does one express time in quarter and half hours?  
How does one tell minutes past the hour and before the hour?  
How does one ask the time in the target language?  
How does time of day play a role in expressing time in the target language (including use of the 24 hour clock)?  
How does one designate morning, afternoon, evening and night?  
How does one express time for various events like appointments, classes, etc. in the target language?

## GRADE 7 FRENCH UNIT VI: TELLING TIME

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact</li> </ul>   |

**GRADE 7 FRENCH**  
**UNIT VI: TELLING TIME**

|                 |   |   |
|-----------------|---|---|
|                 | clear pronunciation.  | with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 FRENCH**

### **UNIT VII: SCHOOL LIFE**

#### **Objectives for Unit VII**

Students will recognize vocabulary for various school subjects in the target language.

Students will talk and write about classes, teachers and classroom supplies.

Students will describe where things are located in the classroom using prepositions.

Students will use ordinal numbers to discuss the order of their classes.

Students will talk about their preferences in regards to classes, teachers, etc.

Students will describe their classes and teachers using adjectives like: boring, easy, fun, etc.

Students will discuss differences between schools in the US and that of other countries.

Students will be able to read a schedule of another student and compare their school day with that of another student.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit VII**

How does one identify school subjects in the target language?

How does one describe the order of one's classes to others?

How does one express location of items/supplies in the classroom in the target language?

How does one express one's preferences in regards to classes, teachers or activities in the target language?

In what ways would one describe his/her classes, teachers, etc. in the target language using simple adjectives like *facile*, *difficile*, *intéressant*, etc.?

How does one describe and compare the school day here vs. the school day in another country?

What differences exist between school in the US and school in another country?

How does one compare one's class schedule to that of another student in the target language?

## GRADE 7 FRENCH UNIT VII: SCHOOL LIFE

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact</li> </ul>   |



**GRADE 7 FRENCH**  
**UNIT VII: SCHOOL LIFE**

|                 |   |   |
|-----------------|---|---|
|                 | clear pronunciation.  | with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 FRENCH**

### **UNIT VIII: FOODS AND CULTURAL TRADITIONS**

#### **Objectives for Unit VIII**

Students will be able to discuss foods they eat or drink. (Students see the verb prendre, but it is not taught at this time.)

Students will be able to talk about food and beverage preferences at various meal times.

Students will be able to express what foods we like and dislike.

Students will be able to use the verb to like with nouns.

Students will be able to express hunger or thirst using the appropriate expressions in the target language.

Students will be able to differentiate between healthy and unhealthy food choices.

Students will be able to discuss meal time differences in other countries.

ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.

#### **Essential Questions for Unit VIII**

How does one identify foods/drinks in the target language?

How does one discuss foods/drinks for various meal times?

How are meal times different in the US and in another country?

How does one express one's likes or dislikes of certain foods/drinks?

How does one use the verb to like with nouns to express preferences in the target language?

How does one use the expressions to have hunger or thirst in the target language?

How does one compare a traditional meal choice in the US to that in another country?

**GRADE 7 FRENCH**  
**UNIT VIII: FOODS AND CULTURAL TRADITIONS**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.   | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and others and speak</li> </ul>   |

## GRADE 7 FRENCH

### UNIT VIII: FOODS AND CULTURAL TRADITIONS

|                 |   |   |
|-----------------|---|---|
|                 |   | clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

### RESOURCES

[www.wordreference.com](http://www.wordreference.com) [www.quizlet.com](http://www.quizlet.com) (vocabulary practice)  
<https://leconjugueur.lefigaro.fr/conjugaison/verbe>  
[www.commeunefrancaise.com](http://www.commeunefrancaise.com)  
[www.thefrenchexperiment.com/learn-french](http://www.thefrenchexperiment.com/learn-french)  
[www.iletaitunehistoire.com](http://www.iletaitunehistoire.com)  
<https://learnfrenchbypodcast.com/beginner.php>  
[www.newsinslowfrench.com](http://www.newsinslowfrench.com)  
<https://www.youtube.com/watch?v=LgA3Ynirhms> (dialogues)  
[www.digitaldialects.com/French](http://www.digitaldialects.com/French)  
<https://fr.brainpop.com/>  
[www.languageguide.org](http://www.languageguide.org)

## GRADE 7 FRENCH PACING GUIDE

| Unit or Grade Level Expectations  | 1st<br>Trimester | 2nd<br>Trimester | 3rd<br>Trimester |
|---|------------------|------------------|------------------|
| <b>Unit 1 Greetings/Salutations/Farewells</b><br>Greetings/Salutations/Farewells<br>Ça va expressions<br>Irregular verb <i>avoir</i><br>Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)<br><i>Avoir</i> + age expression<br>Irregular verb <i>être</i><br>Adjectives of nationality<br>Review of colors & numbers<br>Review subject pronouns, difference between <i>tu</i> & <i>Vous</i>  | X                |                  |                  |
| <b>Unit 2 Likes &amp; Dislikes</b><br>Conjugating regular -er verbs in Present tense ( <i>aimer, adorer, détester, bavarder, danser, chanter, jouer, inviter, visiter, rater</i> , for examples)<br>Making a negative sentence using <i>ne...pas</i><br>Using simple adjectives to describe<br>Asking questions using <i>Est-ce que</i> , intonation or inversion and answering in target language<br>Verb + infinitive construction ( <i>aimer</i> + infinitive)<br>Word order and adjective placement in sentences  | X                |                  |                  |
| <b>Unit 3 Calendar &amp; Weather</b><br>Day/Month/Season vocabulary<br>Identifying dates/days on calendar<br>Asking and answering questions about one's birthday<br>Identifying weather in French (using verb <i>faire, il</i> form)<br>Verb <i>commencer</i>   | X                |                  |                  |
| <b>Unit 4 In Town</b><br>Places in Town like <i>la poste, le parc</i> , etc.<br>Irregular verb <i>aller</i><br>Forms of the contraction <i>à</i><br>Directional vocabulary ( <i>à gauche, en face de</i> , etc.)<br>Recognizing commands in the <i>Tu</i> & <i>VOUS</i> forms   | >                | X                |                  |
| <b>Unit 5 Home</b><br>House vocabulary like: <i>la cuisine, le salon</i> , etc.<br>Additional furniture vocabulary like <i>le four, le lit, la lampe</i><br>Prepositional phrases like <i>entre, près de, à droite de</i> , etc. to indicate location of furnishings in a room<br>Question words like <i>comment, qui, quand, pourquoi, où</i><br>Verb <i>manger</i> (and other -ger verbs)<br>Answering questions with <i>Qu'est-ce que</i><br>The expression <i>il y a</i><br>Additional adjectives of description like <i>grand, petit, confortable</i> , for examples |                  | X                |                  |

## GRADE 7 FRENCH PACING GUIDE

|  |  |  |   |
|--|--|--|---|
|  |  |  |   |
| <b>Unit 6 Telling Time</b><br>Review numbers through 60<br>Telling time vocabulary (military time)<br>Time of day vocabulary ( <i>le matin</i> , etc.)   |  |  | X |
| <b>Unit 7 School</b><br>School subject vocabulary Identifying courses on a schedule Ordinal numbers ( <i>premier, deuxième</i> , etc.) Verb <i>préférer</i><br>Forms of interrogative adjective <i>quel</i><br>Additional adjectives of descriptions like: <i>amusant, difficile, ennuyeux</i> |  |  | X |
| <b>Unit 8 Foods and Cultural Traditions</b><br>Food & drink vocabulary<br>Irregular verb <i>boire</i><br><i>Avoir</i> expressions: <i>avoir faim &amp; avoir soif</i><br>Additional adjectives of description like <i>dégoutant, bon/ bonne, sucré</i><br>Partitive <i>de</i>                  |  |  | X |

(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)

## **GRADE 8 FRENCH COURSE DESCRIPTION**

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves, those around them and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. There is a great emphasis on vocabulary acquisition and study skills. They discover language structure and spelling patterns by reading a variety of authentic written material. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. Additionally, students broaden their knowledge of language structure and spelling patterns by creating original texts. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Prerequisite:** Grade 7 French

## GRADE 8 FRENCH

### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

#### Objectives for Unit I

Students will be able to identify themselves and others in the target language.

Students will be able to greet one another, introduce each other in the target language and bid each other farewell.

Students will be able to express how they are feeling and ask that of others.

Students will be able to use common vocabulary for salutations/exchanging pleasantries (“how are you today?”)

Students will be able to ask about and state their name, age, place of origin, and nationality using the verbs **avoir** and **être**.

Students will be able to understand and respond appropriately to common classroom expressions and requests, such as “May I use the bathroom? May I have a pencil” etc.

Students will be able to count from 1-100 (and up).

Students will be able to recognize cognates in the target language.

Students will be able to identify simple nouns using **il y a**.

Students will be able to use definite and indefinite articles.

Students will be able to make negative sentences using **ne...pas**.

Students will use appropriately the correct forms of address for formal/informal and singular/plural.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit I

How do cultures use names and titles to identify social standing, if at all?

How does one greet and take leave of others?

How does one ask how others feel and talk about how I feel?

What influence do formal vs. informal greetings have in language?

How does one conjugate the verb **avoir**?

How does one use definite and indefinite articles before nouns?

How does one change nouns from singular to plural?

How does one make a negative sentence using **ne...pas**?

How does one name nouns in general, using **voici**?

How does one say their nationality and place of origin?

How does one conjugate the verb **être**?

How does one ask and answer basic questions?



**GRADE 8 FRENCH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 8.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3   | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class  |

**GRADE 8 FRENCH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

|                 |   |   |
|-----------------|---|---|
|                 | <a href="#">here</a> for specific expectations.)  | discussions and in role-play situations.  |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## GRADE 8 FRENCH

### UNIT II: ONESELF

#### Objectives for Unit II

Students will be able to describe one's physical description, using adjectives of description and appropriate vocabulary

Students will be able to describe using basic adjectives of description like tall/short and brown haired, for example, relating to physical descriptions.

Students will be able to recognize where adjectives belong as far as word order is concerned in a sentence. (BAGS adjectives discreetly taught at this time.)

Students will be able to tell describe physical descriptions of others using basic vocabulary/adjectives of description.

Students will be able to identify parts of the body in French.

Students will be able to use the avoir mal expression to express pain, including forms of contraction à.

Students will be able to use other expressions that use the verb avoir, like avoir tort, avoir raison & avoir besoin de, for example.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit II

How does one conjugate the irregular verbs *avoir* and *être*?

How does one describe oneself and others in the target language (physical descriptions)?

How does the placement of adjectives affect meaning in French? I.e ancien

How does one state other physical characteristics of a person/individual using adjectives of description?

How does one identify body parts in French?

How is the verb *avoir* used in the expression *avoir mal*?

How does the word *à* in French change based on gender or number of the noun?

How is the verb **avoir** used in other expressions in French?

## GRADE 8 FRENCH UNIT II: ONESELF

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</li> </ul>  |
| CCSS.<br>SL 8.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when   | <ul style="list-style-type: none"> <li>-Students will speak in a formal manner in presentations and in a familiar</li> </ul>  |

## GRADE 8 FRENCH UNIT II: ONESELF

|                 |   |   |
|-----------------|---|---|
|                 | indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)  | manner when communicating with peers in class discussions and in role-play situations.  |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## GRADE 8 FRENCH

### UNIT III: CLOTHING & TAKING A TRIP

#### Objectives for Unit III

Students will be able to identify articles of clothing in French.

Students will be able to say what they and what others are wearing in French.

Students will be able to conjugate regular -er verbs like **porter** and -ger verbs like **voyager**.

Students will recognize the forms of the demonstrative adjective **ce**.

Students will be able to say what one wears for various events or activities, as well as at various times of year and in various weather conditions.

Students will be able to identify clothing they are packing for an imaginary trip. Futur proche

Students will be able to name a few places in the world where French is spoken.

Students will be able to conjugate the irregular verb **aller**.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit III

How does one identify articles of clothing in French?

How does one say what one and others are wearing in French?

How does the demonstrative adjective *ce* change to agree with a noun?

How does one say what clothing is most appropriate for various situations (like attending a wedding or sporting event) and in various weather conditions?

How does weather and location play a part in what one wears?

How does one conjugate the verb *aller*?

## GRADE 8 FRENCH

### UNIT III: CLOTHING & TAKING A TRIP

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</li> </ul>  |
| CCSS.<br>SL 8.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when   | <ul style="list-style-type: none"> <li>-Students will speak in a formal manner in presentations and in a familiar</li> </ul>  |

**GRADE 8 FRENCH**  
**UNIT III: CLOTHING & TAKING A TRIP**

|                 |   |   |
|-----------------|---|---|
|                 | indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)  | manner when communicating with peers in class discussions and in role-play situations.  |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |



## GRADE 8 FRENCH

### UNIT IV: LEISURE ACTIVITIES

#### Objectives for Unit IV

Students will be able to ask and answer questions in the target language about what they do for fun, with whom and when, etc.

Students will be able to use the irregular verb **aller** to be able to say where they go.

Students will be able to compare leisure activities of students in other countries.

Students will be able to share what sports/hobbies they do at various times of the year.

Students will be able to conjugate the irregular verb **faire** (used in many leisure expressions).

Students will be able to conjugate a regular -ir verb in French.

Students will be able to use irregular -ir verbs like **sortir** and **dormir** when talking about leisure activities.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit IV

How does one identify various sports/leisure activities in the target language?

How does one describe activities one does for fun in the target language?

How does one conjugate a regular -ir verb in the Present tense in French?

How are irregular verbs like *dormir* and *sortir* similar in their conjugations?

How does one express how often/when those leisure activities take place in the target language?

How does one ask and answer interrogatives in the target language?

How does one describe one's activities with others in the target language?

How does culture play a role in activities that one participates in?

## GRADE 8 FRENCH

### UNIT IV: LEISURE ACTIVITIES

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</li> </ul>  |
| CCSS.<br>SL 8.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when   | <ul style="list-style-type: none"> <li>-Students will speak in a formal manner in presentations and in a familiar</li> </ul>  |

## GRADE 8 FRENCH

### UNIT IV: LEISURE ACTIVITIES

|                 |   |   |
|-----------------|---|---|
|                 | indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)  | manner when communicating with peers in class discussions and in role-play situations.  |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 8 FRENCH**

### **UNIT V: TRANSPORTATION**

#### **Objectives for Unit V**

Students will be able to identify more places where French is spoken around the world.

Students will recognize that prepositional phrases change before various geographic names. (Not taught discreetly)

Students will be able to say how to get from place to place using vocabulary in the target language for various modes of transportation.

Students will be able to conjugate the irregular verb **prendre** the train

Students will be able to answer questions in the target language like Quand? Qui? Pourquoi?

Students will be able to conjugate regular -re verbs in French.

Students will be able to differentiate between the different forms of possessive adjectives in French. see all forms, application issues

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit V**

Where in the world is French spoken besides in France?

How do prepositions change in French based on gender of nouns? How

does one express the various modes of transportation in French? How

does one conjugate a regular -re verb in the Present tense in French? How

does the irregular verb prendre differ from that of a regular -re verb? How

does one ask and answer questions in French about travel?

## GRADE 8 FRENCH

### UNIT V: TRANSPORTATION

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a</li> </ul>   |

## GRADE 8 FRENCH

### UNIT V: TRANSPORTATION

|                 |   |   |
|-----------------|---|---|
|                 |   | group (or with peers).  |
| CCSS.<br>SL 8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 8 FRENCH**

### **UNIT VI: JOBS & PROFESSIONS**

#### **Objectives for Unit VI**

Students will be able to talk about events or activities in the Near Future using **aller** + an infinitive.  
Students will be able to identify various jobs or professions in the target language and recognize that nouns may change based on gender.

Students will be able to conjugate the irregular verbs **vouloir** and **pouvoir** in French.

Students will be able to identify differences in the work week in the US vs. that in France.

Students will be able to identify various places in town like: **l'école, la poste, l'aéroport** to identify places where one works.

Students will be able to recognize and discuss various holidays that interrupt the work week in France.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit VI**

How does one express actions that are going to take place tomorrow, the next day, in five years, etc.?

What is an infinitive?

How does one identify jobs/professions in French?

How do cognates help us to recognize words in another language?

How does one conjugate the irregular verbs *vouloir* and *pouvoir*?

How is the work week different in France than what we are accustomed to here in the US?

How are holidays different in France?

## GRADE 8 FRENCH

### UNIT VI: JOBS & PROFESSIONS

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant   | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately</li> </ul>   |



**GRADE 8 FRENCH**  
**UNIT VI: JOBS & PROFESSIONS**

|                 |   |   |
|-----------------|---|---|
|                 | evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  | when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 8 FRENCH UNIT VII: SUMMER**

### **Objectives for Unit VII**

Students will be able to talk about their summer plans in French using Near Future tense (**aller** + infinitive).

Students will be able to use all three categories of regular verbs in French to communicate activities or plans for their summer vacation.

Students will be able to discuss chores and responsibilities that they have at home.

Students will be able to ask and answer questions about their summer vacation using the target language and related vocabulary.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### **Essential Questions for Unit VII**

How does one express what is going to take place in French using Near Future tense?

How does weather play a role in what activities one does in the summer?

How does one express what responsibilities one has at home (if any) using the target language?

How does one ask questions and answer questions of others using relative vocabulary in the target language?

## GRADE 8 FRENCH UNIT VII: SUMMER

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</li> </ul>  |
| CCSS.<br>SL 8.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when   | <ul style="list-style-type: none"> <li>-Students will speak in a formal manner in presentations and in a familiar</li> </ul>  |

## GRADE 8 FRENCH UNIT VII: SUMMER

|                 |   |   |
|-----------------|---|---|
|                 | indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)  | manner when communicating with peers in class discussions and in role-play situations.  |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## GRADE 8 FRENCH PACING GUIDE

| Unit or Grade Level Expectations   | 1st<br>Trimester | 2nd<br>Trimester | 3rd<br>Trimester |
|--|------------------|------------------|------------------|
| <b>Unit 1 Greetings/Salutations/Farewells</b><br>Ça va expressions<br>Irregular verb <i>avoir</i><br>Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)<br><i>Avoir</i> + age expression<br>Irregular verb <i>être</i><br>Review of agreement of adjectives (use nationality)<br>Review subject pronouns, difference between <i>tu</i> & <i>Vous</i><br>Making a negative sentence using <i>ne...pas</i>                          | X                |                  |                  |
| <b>Unit 2 Oneself</b><br>Adjectives of physical description like <i>grand, petit, gros, mince</i> , etc.(and agreement of)<br>Word order of adjectives/nouns (BAGS adjectives).<br>Descriptions of hair/eyes vocabulary and other distinguishing features<br>Body parts vocabulary<br>Using the expression <i>avoir mal</i> , plus the forms of the contraction <i>à</i><br>Other <i>avoir</i> expressions like <i>avoir tort, avoir raison, avoir besoin de</i> , for example | X                |                  |                  |
| <b>Unit 3 Clothing/Taking a Trip</b><br>Clothing vocabulary<br>Review of conjugating regular -er verbs like <i>porter</i><br>Review of conjugating -ger verbs like <i>voyager</i><br>Forms of demonstrative adjective <i>ce</i><br>Review of weather/season vocabulary (plus additional expressions for varying weather conditions)<br>Asking and answering questions about what one wears at various times of year or for various events<br>Irregular verb <i>aller</i>       | X                |                  |                  |
| <b>Unit 4 Leisure Activities</b><br>Leisure Activities/Sports/Hobby vocabulary<br>Irregular verb <i>faire</i><br>Conjugating regular -ir verbs in Present tense ( <i>choisir, finir, grossir, maigrir</i> , for examples)<br>Irregular verbs <i>sortir</i> & <i>dormir</i> (including verbs <i>partir</i> & <i>servir</i> )<br>Expressions of time like <i>souvent, de temps en temps, le lundi</i>  | >                | X                |                  |

## GRADE 8 FRENCH PACING GUIDE

|  |  |   |   |
|--|--|---|---|
| <p><b>Unit 5 Transportation</b><br/>           Places where French is spoken other than France<br/>           Prepositional phrases (before geographic names) like <i>en France, au Maroc, aux États-Unis</i><br/>           Vocabulary for Modes of Transportation like <i>à pied, en voiture, en avion</i>, for example<br/>           Question words like <i>quand, pourquoi, où, qui</i><br/>           Answering questions with <i>Qu'est-ce que</i><br/>           Conjugating regular -re verbs in Present tense (<i>rendre, descendre, etc.</i>)<br/>           Irregular verb <i>prendre</i><br/>           Possessive adjectives</p> |  | > | X |
| <p><b>Unit 6 Jobs &amp; Professions</b><br/>           Near Future (<i>aller + infinitive</i>)<br/>           Vocabulary for jobs/professions (nouns that change from masculine to feminine forms like <i>musicien to musicienne</i> or <i>acteur to actrice</i>)<br/>           Irregular verbs <i>vouloir &amp; pouvoir</i></p>  |  |   | X |
| <p><b>Unit 7 Summer</b><br/>           Summer activity vocabulary<br/>           Chores &amp; household responsibility vocabulary<br/>           Review Near Future tense (<i>aller + infinitive</i>)<br/>           Review asking and answering questions with <i>Est-ce que</i> and <i>Qu'est-ce que</i></p>   |  |   | X |

### RESOURCES

[www.wordreference.com](http://www.wordreference.com) [www.quizlet.com](http://www.quizlet.com)  
 (vocabulary practice)  
<https://leconjugueur.lefigaro.fr/conjugaison/verbe>

[www.commeunefrancaise.com](http://www.commeunefrancaise.com)  
[www.thefrenchexperiment.com/learn-french](http://www.thefrenchexperiment.com/learn-french)  
[www.iletaitunehistoire.com](http://www.iletaitunehistoire.com)  
<https://learnfrenchbypodcast.com/beginner.php>  
[www.newsinslowfrench.com](http://www.newsinslowfrench.com)

<https://www.youtube.com/watch?v=LgA3Ynirhms> (dialogues)  
[www.digitaldialects.com/French](http://www.digitaldialects.com/French)  
<https://fr.brainpop.com/>

[www.languageguide.org](http://www.languageguide.org)

## **GRADE 7 SPANISH COURSE DESCRIPTION**

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves, those around them and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. There is a great emphasis on vocabulary acquisition and study skills. They discover language structure and spelling patterns by reading a variety of authentic written material. Additionally, students broaden their knowledge of language structure and spelling patterns by creating original texts. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Prerequisite:** Grade 6 Exploratory Spanish

## GRADE 7 SPANISH

### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

#### Objectives for Unit I

Students will be able to identify themselves and others in the target language.

Students will be able to greet one another, introduce each other in the target language and bid each other farewell.

Students will be able to express how they are feeling and ask that of others.

Students will be able to use common vocabulary for salutations/exchanging pleasantries (“how are you today?”)

Students will be able to ask about and state their name, age, place of origin, and nationality using verbs **ser** and **tener**.

Students will be able to understand and respond appropriately to common classroom expressions and requests, such as “May I use the bathroom? May I have a pencil” etc.

Students will be able to identify simple nouns using **hay** (there is/there are) using classroom object vocabulary.

Students will be able to use definite and indefinite articles.

Students will be able to make negative sentences using **no**. (Does not necessarily include *de* after negation)

Students will be able to identify colors in the target language. (agreement of adjectives is not taught discreetly at this point)

Students will be able to count from 1-100 (and up).

Students will be able to recognize cognates in the target language.

Students will use appropriately the correct forms of address for formal/informal and singular/plural. (in expressions like “How are you”)

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit I

How do cultures use names and titles to identify social standing, if at all?

How does one greet and take leave of others?

How does one ask how others feel and talk about how I feel?

What influence does formal vs. informal greetings have in language?

How does one conjugate the verb **tener** in the singular forms?

How does one use definite and indefinite articles before nouns?

How does one make a negative sentence using **no**?

How does one use nouns and articles in general, using **hay**?

How does one say their nationality and place of origin?

How does one conjugate the verb **ser** in the singular forms? (used with nationality)

How does one ask and answer basic questions?



**GRADE 7 SPANISH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | -Students will answer questions based on a text.  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and  | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.  |

**GRADE 7 SPANISH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

|                 |   |   |
|-----------------|---|---|
|                 | examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## GRADE 7 SPANISH

### UNIT II: CALENDAR & WEATHER

#### Objectives for Unit II

Students will be able to identify days/months/seasons.

Students will be able to discuss their birthdays (by date and by season) and ask that of others.

Students will recognize possessive adjectives **my/your** and use them accordingly.

Students will be able to identify the weather at various times of the year in different Spanish speaking countries. and their cities.

Students will be able to identify the different seasons at various times of the year in different Spanish speaking countries.

Students will be able to use the expressions **está/hace** as it refers to the weather in the target language.

Students will be able to deliver a five day weather report for a Spanish speaking city in the target language.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit II

How does one say the date, day and/or month in the target language?

How does one describe when his/her birthday is?

How does one identify the seasons by weather in the target language?

How does one report the weather at various times of year or in various Spanish speaking cities in the target language?

How does one use the verbs **estar** and **hacer** when referring to the weather (hace/está form only)?

How does one compare the weather in each of the seasons?

How do cognates help identify vocabulary in another language?

**GRADE 7 SPANISH**  
**UNIT II: CALENDAR & WEATHER**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately</li> </ul>   |

**GRADE 7 SPANISH**  
**UNIT II: CALENDAR & WEATHER**

|                 |   |   |
|-----------------|---|---|
|                 | pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## GRADE 7 SPANISH

### UNIT III: LIKES & DISLIKES

#### Objectives for Unit III

Students will be able to tell about activities they like and don't like to do, etc. using the expressions **me gusta/ me encanta** for example.

Students will be able to ask others what they like to do.

Students will be able to use the verb to like plus an infinitive to describe what people like and don't like to do.

Students will be able recognize verbs in the infinitive form as well as the family each verb belongs to.

Students will be able to describe what activities they do not like, using the negative expressions, **no, nada, ni...ni....**

Students will be able to make agreement agree with positive or negative statements by using the expressions **A mí también/A mí tampoco.**

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit III

How does one conjugate the verb *gustar/encantar* in the first person to say what one likes/dislikes to do?

How does one conjugate the verb *gustar* in the second person to ask what someone else likes/dislikes to do?

How does recognizing cognates help me to communicate in another language?

How does one use the negative expressions **no, nada, ni...ni...?**

How does one make agreement with positive and negative statements using the expressions **A mí también/A mí tampoco.**

## GRADE 7 SPANISH

### UNIT III: LIKES & DISLIKES

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately</li> </ul>   |

**GRADE 7 SPANISH**  
**UNIT III: LIKES & DISLIKES**

|                 |   |   |
|-----------------|---|---|
|                 | pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |



## **GRADE 7 SPANISH**

### **UNIT IV: DESCRIPTIONS OF PEOPLE**

#### **Objectives for Unit IV**

Students will be able to describe themselves, personality wise, using basic adjectives of description such as, ‘deportista, ordenado’

Students will be able to use the verb ‘ser’ in the singular forms.

Students will be able to ask and tell what people are like using basic adjectives of description like “deportista, inteligente” .

Students will be able to use definite and indefinite articles.

Students will be able to identify word order and adjective placement in a sentence.

Students will be able to use the appropriate form adjectives (feminine or masculine) in order to describe people or themselves.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit IV**

How does one conjugate the verb **ser** in the singular forms in order to describe themselves or others?

How does one describe oneself and others using adjectives of description?

How does recognizing cognates help me to communicate in another language?

How does one use definite and indefinite articles before nouns?

How do those definite and indefinite articles show gender of nouns?

How does placement of adjectives determine meaning in another language?

**GRADE 7 SPANISH**  
**UNIT IV: DESCRIPTIONS OF PEOPLE**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and</li> </ul>  |

**GRADE 7 SPANISH**  
**UNIT IV: DESCRIPTIONS OF PEOPLE**

|                 |   |   |
|-----------------|---|---|
|                 | examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).   |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 SPANISH**

### **UNIT V: FAMILY**

#### **Objectives for Unit V**

Students will be able to describe how they are related to family members.

Students will be able to describe family members including their age, hair and eye color, and personality.

Students will be able to use the verb ‘tener’ in the singular forms to tell age, hair and eye color.

Students will be able to use the verb ‘ser’ in the singular forms to describe personality and appearance.

Students will be able to use definite and indefinite articles.

Students will be able to identify word order and adjective placement in a sentence.

Students will be able to use the appropriate adjective form (feminine or masculine) in order to describe family members.

Students will be able to compare and contrast cultural perspective on family life.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit V**

How does one conjugate the verb **ser** in the singular forms in order to describe family members?

How does one describe oneself and others using adjectives of description?

How does recognizing cognates help me to communicate in another language?

How does one use adjectives after nouns?

How does one use definite and indefinite articles before nouns?

How do those definite and indefinite articles show gender of nouns?

How does placement of adjectives determine meaning in another language?

**GRADE 7 SPANISH  
UNIT V: FAMILY**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues</li> </ul>   |

**GRADE 7 SPANISH  
UNIT V: FAMILY**

|                 |   |   |
|-----------------|---|---|
|                 |   | with peers in the target language.  |
| CCSS.<br>SL 7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.           | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 7 SPANISH**

### **UNIT VI: SCHOOL LIFE**

#### **Objectives for Unit VI**

Students will recognize vocabulary for various school subjects in the target language.

Students will be able to use regular -ar verbs in the present tense to discuss what students do during the day.

Students will talk and write about classes, teachers and classroom supplies.

Students will use ordinal numbers to discuss the order of their classes.

Students will talk about their preferences in regards to classes, teachers, etc.

Students will describe their classes and teachers using adjectives like: boring, easy, fun, etc.

Students will discuss differences between schools in the US and that of other countries.

Students will be able to read a schedule of another student and compare their school day with that of another student.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit VI**

How does one identify school subjects in the target language?

How does one describe the order of one's classes to others?

How does one express one's preferences in regards to classes, teachers or activities in the target language?

How does one use regular -ar verbs in order to describe what activities are done in school.

In what ways would one describe his/her classes, teachers, etc. in the target language using simple adjectives like fácil, difícil, interesante, divertido etc.?

How does one describe and compare the school day here vs. the school day in another country?

What differences exist between school in the US and school in another country?

How does one compare one's class schedule to that of another student in the target language?

## GRADE 7 SPANISH UNIT VI: SCHOOL LIFE

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> </ul>  |



**GRADE 7 SPANISH**  
**UNIT VI: SCHOOL LIFE**

|                 |   |   |
|-----------------|---|---|
|                 | examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

**GRADE 7 SPANISH**  
**UNIT VII: SCHOOL OBJECTS & THEIR LOCATION IN THE CLASSROOM**

**Objectives for Unit VII**

Students will recognize vocabulary for various school supplies in the target language.  
Students will describe where things are located in the classroom using prepositions.  
Students will be able to use the contraction 'del'  
Students will be able to use the plural form of nouns and articles.  
Students will be able to show possession using 'de'  
Students will be able to use the verb 'estar' to tell where things/people are located.  
Students will be able to use interrogative words to ask questions

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**Essential Questions for Unit VII**

How does one identify school supplies in the target language?  
How does one express location of items/supplies in the classroom in the target language?  
How does one describe and compare the school day here vs. the school day in another country?  
What differences exist between school in the US and school in another country?  
How does one compare one's class schedule to that of another student in the target language?

**GRADE 7 SPANISH**  
**UNIT VII: SCHOOL OBJECTS & THEIR LOCATION IN THE CLASSROOM**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately</li> </ul>   |

## GRADE 7 SPANISH

### UNIT VII: SCHOOL OBJECTS & THEIR LOCATION IN THE CLASSROOM

|                 |   |   |
|-----------------|---|---|
|                 | pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

### RESOURCES

Autentico A 2018 student edition published by Pearson

Autentico A 2018 digital courseware by Pearson

Teacher created materials

[www.onlinefreespanish.com](http://www.onlinefreespanish.com)

[www.youtube.com](http://www.youtube.com)

[www.quizlet.com](http://www.quizlet.com)

[www.spanishlistening.org](http://www.spanishlistening.org)

[www.conjuguemos.com](http://www.conjuguemos.com)

[www.create.kahoot.com](http://www.create.kahoot.com)

## GRADE 7 SPANISH PACING GUIDE

| Unit or Grade Level Expectations   | 1st<br>Trimester | 2nd<br>Trimester | 3rd<br>Trimester |
|--|------------------|------------------|------------------|
| <p><b>Unit 1</b><br/>Greetings/Introductions/Farewells/ Useful Expressions<br/>¿Cómo está(s)? ¿Cómo te llamas? ¿de dónde eres?, ¿y tú? ¿y usted?, (muy) bien, regular/más o menos, mal, soy de..., tengo que irme, este(a) es..., mucho gusto, encantado(a), igualmente, buenos días, buenas tardes, buenas noches, adiós, hasta luego, hasta pronto, chao, nos vemos</p> <p>Identifying noun: el papel, el cuaderno, la carpeta, el libro, el pupitre, el escritorio, el bolígrafo, el lápiz.<br/>Review of gender with definite and indefinite articles, making nouns plural.</p> <p>Irregular verb <i>ser</i> (yo and tú)<br/>Review of numbers (0-60)<br/>¿Cuántos años tienes? Tengo ....años. <i>Tener</i> + age expression (yo and tú)<br/>Review subject pronouns, difference between <i>tú</i> &amp; <i>Ud.</i></p> | X                |                  |                  |
| <p><b>Unit 2</b><br/>Calendar and weather<br/>Day/Month/Season Vocabulary<br/>Identifying dates/days on calendar<br/>Asking and answering questions about one's birthday-<br/>¿Cuándo es tu cumpleaños?<br/>Mi cumpleaños es el ....de.....<br/>Identifying weather in Spanish<br/>¿Qué tiempo hace?<br/>Hace frío/calor/ sol/ viento/buen tiempo/mal tiempo<br/>Está nublado/lloviendo/nevando<br/>Hay tormentas</p>  | X                |                  |                  |
| <p><b>Unit 3</b><br/>Likes and Dislikes<br/>Expressing likes with <i>A mí (No) Me gusta + verb in infinitive</i><br/><i>Bailar, cantar, correr, dibujar, escribir cuentos, escuchar música, esquiar hablar por teléfono, ir a la escuela, jugar videojuegos, leer revistas, montar en bicicleta, montar en monopatín, nadar, pasar tiempo con amigos, patinar, practicar deportes, tocar la guitarra, trabajar, usar la computadora, ver la tele</i><br/>Showing agreement with <i>a mí también/ tampoco</i><br/>Making a negative sentence using <i>ni...ni, nada, no, tampoco</i><br/>Talking about what others like using <i>te gusta, le gusta</i><br/>Asking and answering what others like to do using <i>qué te/ le gusta hacer?, Te gusta, le gusta...</i></p>   | X                |                  |                  |

## GRADE 7 SPANISH PACING GUIDE

|  |  |   |   |
|--|--|---|---|
| <p><b>Unit 4</b><br/>         Descriptions of people<br/>         Using simple adjectives to describe (<i>soy, eres, es + adj</i>)<br/> <i>Artístico(a), atrevido(a), bueno(a), deportista, desordenado(a),</i><br/> <i>estudioso(a), gracioso(a), impaciente, inteligente, ordenado(a), paciente,</i><br/> <i>perezoso(a), reservado(a), serio(a), simpático(a), sociable, talentoso(a),</i><br/> <i>trabajador(a).</i><br/>         Word order, articles and adjective placement and agreement in sentences.</p> |  | X |   |
| <p><b>Unit 5</b><br/>         Family<br/>         Describing family members by age, relationship, and personality traits.<br/> <i>(hermano/a, primo/a, madre, padre, abuelo/a, tío/a, madrastra, padrastro, etc.)</i><br/>         Irregular verb ‘tener’ in the singular forms.</p>   |  | X |   |
| <p><b>Unit 6</b><br/>         School Life<br/>         Subject pronouns<br/>         Conjugating regular -ar verbs in Present tense (<i>hablar, estudiar, necesitar, enseñar, escuchar, bailar, cantar, pasar, trabajar</i>)<br/> <i>Tengo and tienes</i><br/>         School subjects/schedules/supplies<br/>         Ordinal numbers</p>   |  |   | X |
| <p><b>Unit 7</b><br/>         Describing where things are located in the classroom.<br/>         Prepositions (<i>cerca de, al lado de, a la derecha, a la izquierda, enfrente, lejos de, detrás de</i>)<br/>         Irregular verb <i>estar</i><br/>         Forms of the contraction <i>del</i></p>   |  |   | X |

## **GRADE 8 SPANISH COURSE DESCRIPTION**

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves, those around them and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. There is a great emphasis on vocabulary acquisition and study skills. They discover language structure and spelling patterns by reading a variety of authentic written material. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. Additionally, students broaden their knowledge of language structure and spelling patterns by creating original texts. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Prerequisites:** Grade 7 Spanish

## GRADE 8 SPANISH

### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

#### Objectives for Unit I

Students will be able to identify themselves and others in the target language.

Students will be able to greet one another, introduce each other in the target language and bid each other farewell.

Students will be able to express how they are feeling and ask that of others.

Students will be able to use common vocabulary for salutations/exchanging pleasantries (“how are you today?”)

Students will be able to ask about and state their name, age, place of origin, and nationality using verbs **ser** and **tener**.

Students will be able to understand and respond appropriately to common classroom expressions and requests, such as “May I use the bathroom? May I have a pencil?” etc.

Students will be able to identify simple nouns using **hay** (there is/there are) using classroom object vocabulary.

Students will be able to use definite and indefinite articles.

Students will be able to make negative sentences using **no**. (Does not necessarily include *de* after negation)

Students will be able to identify colors in the target language. (agreement of adjectives is not taught discreetly at this point)

Students will be able to count from 1-100 (and up).

Students will be able to recognize cognates in the target language.

Students will use appropriately the correct forms of address for formal/informal and singular/plural. (in expressions like “How are you”)

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit I

How do cultures use names and titles to identify social standing, if at all?

How does one greet and take leave of others?

How does one ask how others feel and talk about how I feel?

What influence does formal vs. informal greetings have in language?

How does one conjugate the verb **tener** in the singular forms?

How does one use definite and indefinite articles before nouns?

How does one make a negative sentence using **no**?

How does one use nouns and articles in general, using **hay**?

How does one say their nationality and place of origin?

How does one conjugate the verb **ser** in the singular forms? (used with nationality)

How does one ask and answer basic questions?



**GRADE 8 SPANISH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |

**GRADE 8 SPANISH**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

|                 |  |   |
|-----------------|--|---|
| CCSS.<br>SL 8.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                     | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 8 SPANISH UNIT II: IN THE HOME**

### **Objectives for Unit II**

Students will be able to identify rooms in a house.

Students will be able to discuss activities that take place in various rooms in the house, for instance where one eats, studies, cooks etc.

Students will be able to identify locations of rooms in a house.

Students will be able to describe their own bedroom, and what furnishings are in their rooms using 'hay'.

Students will be able to answer and ask questions about their bedrooms in Spanish using interrogative words like: 'Qué, cuántos, dónde, etc.'

Students will be able to describe their bedrooms using simple adjectives such as 'grande, pequeño, oscuro'.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### **Essential Questions for Unit II**

How does one describe where someone lives?

How does one describe one's bedroom?

How does one give a detailed description of one's bedroom/furnishings?

How do adjectives change to make agreement with nouns in Spanish?

How does one use prepositions and the expression 'hay' to describe location of items of furniture?

## GRADE 8 SPANISH UNIT II: IN THE HOME

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 7.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately</li> </ul>   |

## GRADE 8 SPANISH

### UNIT II: IN THE HOME

|                 |   |   |
|-----------------|---|---|
|                 | pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 8 SPANISH**

### **UNIT III: FOOD & CULTURAL TRADITIONS**

#### **Objectives for Unit III**

Students will be able to discuss foods they eat or drink.

Students will be able to talk about food and beverage preferences at various meal times.

Students will be able to express what foods they like and dislike.

Students will be able to use regular -er and -ir verbs in the present tense.

Students will be able to use frequency words to describe how often something is done.

Students will be able to express hunger or thirst using the appropriate expressions in the target language.

Students will be able to compare meals and meal times among cultures.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit III**

How does one identify foods/drinks in the target language?

How does one talk about foods/drinks for various meal times?

How are meal times different in the US and in Spanish speaking countries?

How does one express one's likes or dislikes of certain foods/drinks?

How does one use the verb to like with nouns to express preferences in the target language?

How does one use the expressions to have hunger or thirst in the target language?

How does one compare a traditional meal choice in the US to that in a Spanish speaking country?

**GRADE 8 SPANISH**  
**UNIT III: FOOD & CULTURAL TRADITIONS**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 7.1  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 7.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 7.1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-</li> </ul>   |

**GRADE 8 SPANISH**  
**UNIT III: FOOD & CULTURAL TRADITIONS**

|                 |   |   |
|-----------------|---|---|
|                 |   | to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.           | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 7.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 7.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 7.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 7.4a | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 7.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |



## **GRADE 8 SPANISH**

### **UNIT IV: AFTER SCHOOL ACTIVITIES**

#### **Objectives for Unit IV**

Students will be able to identify places in the community.

Students will be able to describe where they go and with whom.

Students will be able to ask questions using interrogative words, ‘adónde, con quién, por qué, a qué hora, etc.

Students will be able to talk about activities outside school.

Students will be able to use the irregular verb ‘ir’

Students will be able to describe when an event takes place.

Students will be able to use transition words such as: antes de, después de, luego.

Students will be able to tell how they go to places. For example ‘en carro, en bicicleta, a pie’

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit IV**

How does one discuss places to go around town?

How does one describe what to do in town?

How does one express when and how often things are done?

How does one ask questions using interrogative words?

How does one compare and contrast extracurricular activities among cultures?

**GRADE 8 SPANISH**  
**UNIT IV: AFTER SCHOOL ACTIVITIES**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate   | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact   |

**GRADE 8 SPANISH**  
**UNIT IV: AFTER SCHOOL ACTIVITIES**

|                 |   |   |
|-----------------|---|---|
|                 | volume, and clear pronunciation.  | with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 8 SPANISH**

### **UNIT V: LEISURE ACTIVITIES**

#### **Objectives for Unit V**

Students will be able to accept , extend and decline invitations.  
Students will be able to tell when an event happens.  
Students will be able to speak about sports and leisure activities.  
Students will be able to use the verb to play to talk about what sports/games they play.  
Students will be able to use the near future 'ir a + infinitive' to describe what they are going to do.  
Students will be able to extend invitations using 'quieres, te gustaría, prefieres'.  
Students will be able to accept or decline invitations.  
Students will be able to express feelings and emotions.  
Students will be able to tell what they have to do by using the expression 'tengo que'  
Students will be able to understand cultural perspectives on leisure activities.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit V**

How does one discuss things to do in the near future?  
How does one express when and how often things are done?  
How does one extend an invitation using 'quieres, te gustaría, prefieres'?  
How does one accept or decline an invitation?  
How does one make excuses?  
How does one express feelings and emotions?  
How does one use the verb 'jugar'?  
How does one compare and contrast leisure activities among cultures.

**GRADE 8 SPANISH**  
**UNIT V: LEISURE ACTIVITIES**

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RL 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.            | Present claims and findings, emphasizing salient  | -Students will pronounce  |

## GRADE 8 SPANISH

### UNIT V: LEISURE ACTIVITIES

|                 |   |   |
|-----------------|---|---|
| SL 8.4          | points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).   |
| CCSS.<br>SL 8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **GRADE 8 SPANISH**

### **UNIT VI: SUMMER**

#### **Objectives for Unit VI**

Students will be able to talk about their summer plans using the near future tense.

Students will be able to use all three categories of regular verbs to communicate activities or plans for their summer vacation.

Students will be able to discuss chores and responsibilities that they have to do at home.

Students will be able to ask and answer questions about their summer vacation using the target language and related vocabulary.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit VI**

How does one express what is going to take place using the near future tense?

How does weather play a role in what activities one does in the summer?

How does one express what responsibilities one has at home?

How does one ask questions and answer questions of others using relative vocabulary in the target language?

## GRADE 8 SPANISH UNIT VI: SUMMER

| Standard         | Grade Level Expectations  | Evidence of Learning  |
|------------------|---|---|
| CCSS.<br>RI. 8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 8.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 8.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 8.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate   | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact</li> </ul>   |



## GRADE 8 SPANISH UNIT VI: SUMMER

|                 |   |   |
|-----------------|---|---|
|                 | volume, and clear pronunciation.  | with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                  | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 8.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 8.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 8.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 8.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

### RESOURCES

Autentico A 2018 student edition published by Pearson

Autentico A 2018 digital courseware by Pearson

Teacher created materials

[www.onlinefreespanish.com](http://www.onlinefreespanish.com)

[www.quizlet.com](http://www.quizlet.com)

[www.conjuguemos.com](http://www.conjuguemos.com)

[www.create.kahoot.com](http://www.create.kahoot.com)

[www.youtube.com](http://www.youtube.com)

[www.spanishlistening.org](http://www.spanishlistening.org)

## GRADE 8 SPANISH PACING GUIDE

| Unit or Grade Level Expectations   | 1st<br>Trimester | 2nd<br>Trimester | 3rd<br>Trimester |
|--|------------------|------------------|------------------|
| <b>Unit 1</b><br>Greetings/Farewells/Useful Expressions<br>Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)<br>Review how to state age<br>Review of agreement of adjectives (use nationality)<br>Review subject pronouns, difference between formal and informal<br>Making a negative sentence - word order   | X                |                  |                  |
| <b>Unit 2</b><br>In the home<br>House vocabulary like: <i>la cocina, el cuarto, la sala, el baño, el patio</i><br>Additional furniture vocabulary like <i>la mesa, la cama, el televisor, el sofá, la silla</i><br>Question words <i>¿qué?, ¿dónde?</i><br>Review -ar conjugations: <i>Limpiar, estudiar, descansar, cocinar, lavar, hablar, mirar, trabajar.</i>  | X                |                  |                  |
| <b>Unit 3</b><br>Foods and Cultural Traditions<br>Food & drink vocabulary<br>Regular -er and -ir verbs ( <i>comer, compartir, beber</i> )<br><i>Tener</i> expressions: <i>Tengo hambre and Tengo sed</i><br>Additional adjectives of description like <i>sabroso, horrible, asqueroso, delicioso, rico</i><br>Review expressions ‘ <i>me gusta comer/ beber...</i> ’, ‘ <i>no me gusta comer /beber ....</i> ’ | X                |                  |                  |
| <b>Unit 4</b><br>After School Activities<br>Describing weekly activities and places you go to after school or on the weekends.<br>Places in town: <i>La biblioteca, el café, el campo, la playa etc.</i><br>Irregular verb <i>ir</i><br>Expressions of time like ( <i>por la tarde, el lunes, los lunes, todos los días, nunca, etc.</i> )<br>Contraction <i>al</i> .<br><i>Para + infinitive</i>              |                  | X                |                  |
| <b>Unit 5</b><br>Asking and answering questions to talk about where you go, with whom you go, when things are done, or where someone is from.<br>Interrogative words: <i>qué, cómo, quién, con quién, dónde, cuántos(as), adónde, de dónde, cuál, por qué, cuándo</i><br>Word order for questions and answers.   |                  | X                |                  |

## GRADE 8 SPANISH PACING GUIDE

|  |  |  |   |
|--|--|--|---|
| <p><b>Unit 6</b><br/> Near Future (<i>ir</i> +<i>a+</i> infinitive)<br/> Vocabulary for activities outside of school: <i>Ir de cámping, el concierto, la fiesta, el partido.</i><br/> Sports: <i>el fútbol el voleibol, el golf, el tenis, el béisbol, el básquetbol, el fútbol americano.</i><br/> Extend, accept and decline invitations using the expressions: <i>te gustaría, quieres, puedes, sabes, lo siento, tengo que, etc.</i><br/> Tell when an event happens: <i>¿A qué hora? , ¿cuándo?</i><br/> The irregular verbs <i>‘saber, jugar, preferir, poder.</i></p> |  |  | X |
| <p><b>Unit 7</b><br/> Summer activity vocabulary: <i>viajar, visitar, empacar, llevar and previously learned verbs.</i><br/> Review Near Future tense (<i>ir a+</i> infinitive)<br/> Review asking and answering yes/no questions and open ended questions.</p>  |  |  | X |

## **GRADE 7 LATIN I Part I**

### **DESCRIPTION OF COURSE:**

This introductory course is designed for middle-school students who have had no previous instruction in Latin other than general Exploratory courses.

Throughout the year, students begin their study of basic Latin grammar, syntax and vocabulary, receiving in the process a thorough grounding in grammatical terminology and sentence structure. The value of Latin in enhancing students' writing abilities and their understanding of English grammar and vocabulary is continually emphasized.

In addition to the fundamentals of Latin grammar and basic vocabulary, the Latin Grade 7 course of study also provides an overview of Roman geography, Roman history and Roman contributions to the Western world (including its engineering achievements such as roads and aqueducts, and its legal and civic achievements such as law codes and political systems that were to be of such a strong influence on the Founding Fathers of the United States). The course concludes with a brief introduction to Roman religion which is continued in Latin Grade 8.

Pre-requisites: Students who have successfully completed Latin Grade 6 Exploratory, or by permission of the instructor.

## UNIT I: Alphabet and Pronunciation

### Objectives

Students will be able to explain the development and spread of the Roman alphabet throughout Western Europe.

Students will be able to elucidate the alphabet's role in the political and military success of Western Europeans.

Students will be able to correctly pronounce consonants, vowels and diphthongs following the rules for ancient restored pronunciation.

Students will be able to define the parts of a Roman name and identify a name's social and political implications.

Students will be able to greet one another, introduce themselves by their Roman name, and bid each other farewell in Latin.

Students will be able to ask questions and give appropriate responses in common classroom situations. (e.g., May I use the bathroom? May I have a pencil?" etc.)

### Essential Questions

How and why did the alphabet develop, and how and where did it spread?

How did possessing an alphabet contribute to a culture's success?

How does one pronounce the letters of the alphabet?

How do cultures use names to identify social standing?

How does one greet and take leave of others in Latin?

How does one communicate basic classroom needs in Latin?

***ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.***

| Standard | Grade Level Expectations   | Evidence of Learning   |
|----------|--|--|
| RI.7.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)  | <ul style="list-style-type: none"> <li>-Students will answer questions both in writing and orally based on their readings.</li> <li>-Students will correctly trace the origins and spread of the Roman alphabet.</li> <li>- Students will create and label maps based on their reading.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>                                  |
| W.7.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, pen pal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  | -Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.   |
| SL.7.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary. -Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.   |
| L.7.1    | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>-Students will use appropriate word order and syntax when speaking or writing.</li> <li>-Students will use appropriate grammar in speaking and writing.</li> <li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li> <li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li> </ul>             |

## **UNIT II: The Roman Empire**

### **Objectives**

Students will be able to identify and label on a timeline significant dates in the rise and fall of the Roman Empire.

Students will be able to summarize the story of the founding of Rome by Romulus and Remus.

Students will be able to identify and label on a map the countries in the Roman Empire.

Students will be able to ask and tell others how they are feeling today in Latin.

Students will be able to recognize, define and identify the parts of speech (nouns, verbs, adjectives, etc.).

Students will be able to recognize, define and identify the parts of a sentence (subject, verb, direct object, etc.).

Students will be able to list the six Latin cases in order, and give the use and translation for each.

Students will be able to define and appropriately use each of the 12 endings for a 1st Declension noun.

Students will be able to explain how word order was used for emphasis in a typical Roman sentence.

### **Essential Questions**

When did Rome flourish?

How was Rome founded, according to Roman myth?

What countries were in the Roman empire?

How does one ask others how they are feeling today in Latin?

How are words used in different ways to express different meanings?

How does one derive meaning from a sentence?

How do Latin cases indicate meaning?

How do 1st Declension endings express meaning?

What can word order tell us in a typical Roman sentence?

| Standard | Grade Level Expectations   | Evidence of Learning   |
|----------|--|--|
| RI.7.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)  | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>   |
| W.7.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, pen pal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  | -Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.   |
| SL.7.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary. -Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.   |



|       |   |   |
|-------|---|---|
| L.7.1 | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking. | <ul style="list-style-type: none"><li>-Students will use appropriate word order and syntax when speaking or writing.</li><li>-Students will use appropriate grammar in speaking and writing.</li><li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li><li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li></ul> |
|-------|---|---|

## UNIT III: Sicily, Rome's First Province

### Objectives

Students will be able to identify and label on a map the island of Sicily and its significant landmarks.  
Students will be able to summarize the story of Rome's drive to build a navy and its conquest of Sicily.  
Students will be able to analyze the importance of Sicilian products to the success of the city of Rome.  
Students will be able to recognize, and add and subtract using Roman numerals.  
Students will be able to differentiate between subjects, predicate subjects and direct objects.  
Students will be able to identify prepositions and the components of prepositional phrases.  
Students will be able to describe 1st Declension nouns using 1st Declension adjectives.  
Students will be able to recognize, understand and use present tense forms of the verb "to be."  
Students will be able to ask and tell others where they live in Latin.

### Essential Questions

How does geography and climate affect the importance of a region?  
How did Rome create a navy, according to Roman myth, and conquer Sicily?  
How and what did Sicily contribute to the success of Rome?  
How do you add, subtract and count in Roman numerals?  
What is a subject, predicate subject and direct objects, and how do you identify them in English and in Latin?  
What is a preposition and a prepositional phrase, and how do you identify them in English and in Latin?  
How does one describe a 1st Declension noun?  
How do I talk about myself and others using the verb "to be"?  
How do I tell others in Latin where I am from?

| Standard | Grade Level Expectations   | Evidence of Learning   |
|----------|--|--|
| RI.7.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)  | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>   |
| W.7.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, pen pal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  | -Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.   |
| SL.7.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | <ul style="list-style-type: none"> <li>-Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary. -</li> <li>Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.</li> </ul>   |

|       |   |   |
|-------|---|---|
| L.7.1 | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking. | <ul style="list-style-type: none"><li>-Students will use appropriate word order and syntax when speaking or writing.</li><li>-Students will use appropriate grammar in speaking and writing.</li><li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li><li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li></ul> |
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## UNIT IV: Sardinia and Rural Life

### Objectives

Students will be able to evaluate the factors important to the success of ancient farms.

Students will be able to summarize the importance to Rome of its outlying areas and rural provinces.

Students will be able to compare and contrast the social status in the ancient world of various classes of people, including men, women, sons, daughters, urban dwellers, rural dwellers, and slaves.

Students will be able to evaluate and describe the functions and roles of different members of ancient farm families.

Students will be able to recognize and use appropriately the personal endings of verbs.

Students will be able to form and use appropriately the Present Stem of 1st conjugation verbs.

Students will be able to recognize and use appropriately 1st conjugation verbs in the Present Tense.

Students will be able to recognize and use appropriately the present infinitive.

### Essential Questions

How does geography and climate affect the success of farming?

What kind of infrastructure support is needed by large cities?

How do rural areas fit in culturally and socially with the cities that they serve?

What work and social conditions comprised life on a farm during ancient Roman times?

What is a verb, and how do you identify them in English and in Latin?

How do you differentiate between linking verbs and action verbs, and how do you identify them in English and in Latin?

How do you express in English and in Latin actions that take place in the present time?

What is an infinitive, and how do you recognize it in English and Latin?

| Standard | Grade Level Expectations   | Evidence of Learning   |
|----------|--|--|
| RI.7.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)  | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>   |
| W.7.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, pen pal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  | -Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.   |
| SL.7.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary. -Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.   |

|       |   |   |
|-------|---|---|
| L.7.1 | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking. | <ul style="list-style-type: none"><li>-Students will use appropriate word order and syntax when speaking or writing.</li><li>-Students will use appropriate grammar in speaking and writing.</li><li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li><li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li></ul> |
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## UNIT V: Roads

### Objectives

Students will be able to evaluate how roads contribute to a culture's success.

Students will be able to summarize the story of Rome's first great road, the Appian Way.

Students will be able to identify and label on a map the most important ancient roads on the Italian peninsula.

Students will be able to define and use appropriately each of the 12 endings for a 2nd Declension Masculine noun.

Students will be able to differentiate between subjects, predicate subjects and direct objects in English and Latin.

Students will be able to describe 2nd Declension Masculine nouns using 2nd Declension Masculine adjectives.

Students will be able to talk about themselves and others in the past using the Imperfect Tense of a regular verb.

Students will be able to talk about themselves and others in the past using the Imperfect Tense of the verb "to be."

### Essential Questions

How do roads contribute to a culture's success?

What are the advantages and disadvantages of roads?

When and why did Rome begin to build roads on the Italian peninsula?

What is a subject, predicate subject and direct object, and how do you identify them in English and in Latin?

How do 2nd Declension Masculine endings express meaning?

How do you differentiate between linking verbs and action verbs in the Imperfect Tense, and how do you identify them in English and in Latin?

How do you express in English and in Latin incomplete actions that took place in the past and were interrupted or on-going?



| Standard | Grade Level Expectations  | Evidence of Learning   |
|----------|---|--|
| RI.7.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>   |
| W.7.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, penpal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.   | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.</li> </ul>   |

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|--------|---|--|
| SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | <ul style="list-style-type: none"> <li>-Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary.</li> <li>-Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.</li> </ul>  |
| L.7.1  | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking.   | <ul style="list-style-type: none"> <li>-Students will use appropriate word order and syntax when speaking or writing.</li> <li>-Students will use appropriate grammar in speaking and writing.</li> <li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li> <li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li> </ul> |

## UNIT VI: Rome

### Objectives

Students will be able to evaluate how geography contributed to Rome's success.

Students will be able to identify and label on a map the location of Rome, Ostia and the Tiber on the Italian peninsula.

Students will be able to identify and label on a map Rome's seven hills.

Students will be able to identify and label on a map the great architectural monuments of Rome including the Colosseum, Forum, Circus Maximus, Temples to Jupiter and Juno, and the Pantheon.

Students will be able to define and use appropriately each of the 12 endings for a 2nd Declension Neuter noun.

Students will be able to differentiate between subjects, predicate subjects and direct objects in English and Latin.

Students will be able to describe 2nd Declension Neuter nouns using 2nd Declension Neuter adjectives.

### Essential Questions

What is the geography and topography of Rome and how did it contribute to Rome's success?

What were some of the principal features of ancient Rome and where in Rome were they located?

How do I talk about objects and events using 2nd Declension Neuter nouns?

| <b>Standard</b> | <b>Grade Level Expectations</b>  | <b>Evidence of Learning</b>  |
|-----------------|--|--|
| RI.7.1          | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)  | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>   |
| W.7.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, pen pal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.</li> </ul>   |

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|--------|---|--|
| SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | <ul style="list-style-type: none"> <li>-Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary.</li> <li>-Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.</li> </ul>  |
| L.7.1  | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking.   | <ul style="list-style-type: none"> <li>-Students will use appropriate word order and syntax when speaking or writing.</li> <li>-Students will use appropriate grammar in speaking and writing.</li> <li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li> <li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li> </ul> |

## UNIT VII: Europe

### Objectives

Students will be able to identify and label on a map Rome's principal provinces (now countries) in Western Europe.

Students will be able to evaluate and describe the major factors in Rome's military success.

Students will be able to identify and locate on a map major Roman ruins located in Western Europe.

Students will be able to talk about themselves and others in the future using the Future Tense of a regular verb.

Students will be able to talk about themselves and others in the future using the Future Tense of the verb "to be."

### Essential Questions

What was the geography of the Roman Empire?

What were the major military innovations that formed the basis for Rome's conquests throughout the region?

What are some of the principal architectural ruins left from Roman times, and where in Europe are they located?

How do you differentiate between linking verbs and action verbs in the Future Tense, and how do you identify them in English and in Latin?

How do you refer to in English and in Latin actions that will take place in the future?

How do I talk about myself and others in the future using regular verbs?

| <b>Standard</b> | <b>Grade Level Expectations</b>  | <b>Evidence of Learning</b>  |
|-----------------|--|--|
| RI.7.1          | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)  | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>   |
| W.7.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, pen pal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.</li> </ul>   |

|        |   |   |
|--------|---|---|
| SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | <ul style="list-style-type: none"><li>-Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary.</li><li>-Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.</li></ul>  |
| L.7.1  | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking.   | <ul style="list-style-type: none"><li>-Students will use appropriate word order and syntax when speaking or writing.</li><li>-Students will use appropriate grammar in speaking and writing.</li><li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li><li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li></ul> |



## UNIT VIII: Saturnalia

### Objectives

Students will be able to summarize the major holiday traditions surrounding the celebration of Rome's most beloved holiday, the Saturnalia.

Students will be able to analyze the origins of the traditions associated with Christianity's Christmas celebration.

Students will be able to identify Roman clothing items, and use basic sewing skills to sew a similar piece of clothing for themselves.

Students will be able to describe popular Roman games and entertainments, and assemble and present entertainments of their own.

Students will be able to identify items in the ancient Roman diet, and compare and contrast the diets of the wealthy with those of the poor.

### Essential Questions

What were some of the holiday traditions in ancient Rome?

What influence did Roman pagan traditions have on Christianity's Christmas celebration?

What kind of clothing did ancient Romans wear, and how was it made?

How did the ancient Romans entertain themselves?

What did the ancient Romans eat, and how did diet vary with wealth?

| Standard | Grade Level Expectations   | Evidence of Learning   |
|----------|--|--|
| RI.7.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)  | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>   |
| W.7.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, pen pal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will fill in and complete dialogues with partners.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.7.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings, basic questions about themselves, and farewells with peers and others in the target language.</li> </ul>   |

|        |   |  |
|--------|---|--|
| SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | <ul style="list-style-type: none"> <li>-Students will demonstrate in their oral responses correct pronunciation of Latin vocabulary.</li> <li>-Students will demonstrate the ability to understand and respond appropriately to basic questions on daily life and unit topics.</li> </ul>  |
| L.7.1  | Demonstrate command of the conventions of basic Latin grammar and usage when writing or speaking.   | <ul style="list-style-type: none"> <li>-Students will use appropriate word order and syntax when speaking or writing.</li> <li>-Students will use appropriate grammar in speaking and writing.</li> <li>-Students will recognize, define and appropriately use Latin vocabulary related to unit topics.</li> <li>-Students will use dictionaries and other reference materials to look up unknown vocabulary.</li> </ul> |

## RESOURCES

**Ecce Romani I Fourth Edition. Gilbert Lawall. Pearson Education, 2009.**  
**Teacher-created materials**

## PACING GUIDE

| Unit or Grade Level Expectations   | 1st Trimester | 2nd Trimester | 3rd Trimester |
|------------------------------------|---------------|---------------|---------------|
| Unit I: Alphabet and Pronunciation | X             |               |               |
| Unit II: The Roman Empire          | X             |               |               |
| Unit III: Sicily                   |               | X             |               |
| Unit IV: Sardinia                  |               | X             |               |
| Unit V: Roads                      |               | X             |               |
| Unit VI: Rome                      |               |               | X             |
| Unit VII: Europe                   |               |               | X             |
| Unit VIII: Saturnalia              |               |               | X             |

(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)

## GRADE 8 LATIN I PART II

### DESCRIPTION OF COURSE

This introductory course is designed for middle-school students who have taken Part I of the Latin I course.

During this course, students continue their study of basic Latin grammar, syntax and vocabulary, receiving in the process a thorough grounding in grammatical terminology and sentence structure. The value of Latin in enhancing students' writing abilities and their understanding of English grammar and vocabulary is continually emphasized.

Throughout the year, students are introduced to the fundamentals of ancient Roman religion and its gods and goddesses before embarking upon an initial sequence of mythological readings. Roman mythology imparts deep lessons on human psychology and behavior which have profoundly influenced our culture -- from poetry and literature to the naming of the planets and their moons to business names like Oracle. Connections between the ancient world and modern Western culture are made throughout.

**Pre-requisites:** Grade 7 Latin, Part I

**GRADE 8 LATIN**  
**UNIT I: ANCIENT ROMAN GODS & GODDESSES**

**Objectives**

Students will be able to summarize Roman religious traditions, and compare and contrast them to modern religious practices.  
Students will be able to identify the principal Roman gods and goddesses and describe their spheres of influence and attributes.  
Students will be able to analyze how mythology fulfills basic human psychological needs.  
Students will be able to evaluate how ancient Roman mythology has influenced modern Western culture.

**Essential Questions**

What religious rites and traditions does ancient Roman religion have in common with modern religions?  
What are different?  
Who were the ancient Roman gods and goddesses, and how do we recognize them?  
How does mythology fulfill basic human psychological needs?  
What in modern culture has been influenced by ancient Roman myth?

**GRADE 8 LATIN**  
**UNIT I: ANCIENT ROMAN GODS & GODDESSES**

| Standard | Grade Level Expectations  | Evidence of Learning  |
|----------|---|---|
| RI.8.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>-Students will create and label maps based on the readings.</li> <li>-Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>      |
| W.8.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, penpal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>-Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.   | <ul style="list-style-type: none"> <li>-Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.</li> </ul>  |
| SL.8.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  | <ul style="list-style-type: none"> <li>-Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</li> </ul>  |
| L.8.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>  |

**GRADE 8 LATIN**  
**UNIT II: OVID & THE MYTHS HE TOLD**

**Objectives**

Students will be able to summarize important events in the life of the Roman poet, Ovid.  
Students will be able to summarize Ovid's contribution to our knowledge of ancient mythology, and evaluate how his portrayals have influenced our views of the ancient world.

**Essential Questions**

What is the source for our information about the Roman gods and goddesses, and the myths in which they play a role?  
What events marked the life of the Roman poet Ovid?  
What can we discern of Ovid's interests and point of view from his stories, and how has that point-of view influenced our understanding of the ancient world?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**



**GRADE 8 LATIN**  
**UNIT II: OVID & THE MYTHS HE TOLD**

| Standard | Grade Level Expectations  | Evidence of Learning  |
|----------|---|---|
| RI.8.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues. -Students will answer questions both in writing and orally.</li> <li>-Students will create and label maps based on the readings.</li> <li>-Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>               |
| W.8.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, penpal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>-Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.   | <ul style="list-style-type: none"> <li>-Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.</li> </ul>  |
| SL.8.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  | <ul style="list-style-type: none"> <li>-Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</li> </ul>  |
| L.8.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>  |

## **GRADE 8 LATIN**

### **UNIT III: EUROPA AND THE BULL**

#### **Objectives**

Students will be able to summarize the story of Europa and the Bull.

Students will be able to recognize and identify the names and key aspects of the main characters in the story, Europa and the Roman deity Jupiter.

Students will be able to comprehend and appropriately use nouns and adjectives of the 1st and 2nd Declensions.

Students will be able to comprehend and appropriately use 1st and 2nd Conjugation verbs in the Present, Imperfect and Future tenses.

#### **Essential Questions**

What moral lessons are offered by this myth?

What does this myth explain that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately nouns and adjectives of the 1st and 2nd Declensions, and verbs of the 1st and 2nd Conjugations?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**GRADE 8 LATIN**  
**UNIT III: EUROPA AND THE BULL**

| <b>Standard</b> | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|-----------------|---|---|
| RI.8.1          | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues. -Students will answer questions both in writing and orally.</li> <li>-Students will create and label maps based on the readings.</li> <li>-Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>               |
| W.8.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, penpal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>-Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.8.1          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.  |
| SL.8.4          | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.  |
| L.8.1           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>  |

**GRADE 8 LATIN**  
**UNIT IV: MINERVA & ARACHNE**

**Objectives**

Students will be able to summarize the story of Minerva and Arachne.  
Students will be able to recognize and identify the names and key aspects of the main characters in the story, Arachne and the Roman deity Minerva.  
Students will be able to recognize and use appropriately the personal endings for the Perfect Tense of verbs.  
Students will be able to form and use appropriately the Perfect Stem of verbs in all conjugations.  
Students will be able to comprehend and use appropriately verbs of all conjugations in the Perfect Tense.

**Essential Questions**

What moral lessons are offered by the myth of Minerva and Arachne?  
What does this myth explain that was to the Greeks otherwise unexplainable?  
What cultural references to this myth can be found in our society's literature and art?  
How do we recognize and use appropriately verbs in the Perfect Tense?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**GRADE 8 LATIN**  
**UNIT IV: MINERVA & ARACHNE**

| Standard | Grade Level Expectations  | Evidence of Learning  |
|----------|---|---|
| RI.8.1   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>-Students will create and label maps based on the readings.</li> <li>-Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>      |
| W.8.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, penpal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>-Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.   | <ul style="list-style-type: none"> <li>-Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.</li> </ul>  |
| SL.8.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  | <ul style="list-style-type: none"> <li>-Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</li> </ul>  |
| L.8.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>  |

## **GRADE 8 LATIN**

### **UNIT V: LATONA & NIOBE**

#### **Objectives**

Students will be able to summarize the story of Latona and Niobe.

Students will be able to recognize and identify the names and key aspects of the main characters in the story: Niobe and the Roman deities Latona, Apollo, and Diana.

Students will be able to recognize and use appropriately nouns in the 3rd Declension.

#### **Essential Questions**

What moral lessons are offered by the myth of Latona and Niobe?

What does this myth explain that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately nouns in the 3rd Declension?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**GRADE 8 LATIN**  
**UNIT V: LATONA & NIOBE**

| <b>Standard</b> | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|-----------------|---|---|
| RI.8.1          | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of informational texts and short readings.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues. -Students will answer questions both in writing and orally.</li> <li>-Students will create and label maps based on the readings.</li> <li>-Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>               |
| W.8.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, penpal letters, journal entries, short responses, compare/contrast pieces, summaries, opinion pieces, etc.) | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>-Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.8.1          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.  |
| SL.8.4          | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.  |
| L.8.1           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>  |

**GRADE 8 LATIN  
UNIT V: LATONA & NIOBE**

**RESOURCES**

**Ecce Romani I Fourth Edition. Gilbert Lawall. Pearson Education, 2009.  
Teacher-created materials**

**PACING GUIDE**

| <b>Unit or Grade Level Expectations</b> | <b>1st<br/>Trimester</b> | <b>2nd<br/>Trimester</b> | <b>3rd<br/>Trimester</b> |
|---|--------------------------|--------------------------|--------------------------|
| Unit I: Roman Gods and Goddesses        | X                        |                          |                          |
| Unit II: Ovid                           | X                        | >                        |                          |
| Unit III: Europa and the Bull           |                          | X                        |                          |
| Unit IV: Minerva and Arachne            |                          | X                        | >                        |
| Unit V: Latona and Niobe                |                          |                          | X                        |

(Show via "X" when an objective will be introduced. ">" can be used to show continued work on an area)



## **FRENCH I ADVANCED COURSE DESCRIPTION**

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves, those around them and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. There is a great emphasis on vocabulary acquisition and study skills. They discover language structure and spelling patterns by reading a variety of authentic written material. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. Additionally, students broaden their knowledge of language structure and spelling patterns by creating original texts. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Prerequisites:** Students who have never taken French or who earned an average of below 70% in their previous French I class.

## FRENCH I ADVANCED

### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

#### Objectives for Unit I

- Students will be able to identify themselves and others in the target language.
- Students will be able to greet one another, introduce each other in the target language and bid each other farewell.
- Students will be able to express how they are feeling and ask that of others.
- Students will be able to use common vocabulary for salutations/exchanging pleasantries (“how are you today?”)
- Students will be able to ask about and state their name, age, place of origin, and nationality using verbs **avoir** and **être**.
- Students will be able to understand and respond appropriately to common classroom expressions and requests, such as “May I use the bathroom? May I have a pencil” etc.
- Students will be able to identify simple nouns using **il y a** (using classroom object vocabulary).
- Students will be able to use definite and indefinite articles.
- Students will be able to make negative sentences using **ne...pas**. (Does not necessarily include *de* after negation)
- Students will be able to identify colors in the target language. (agreement of adjectives is not taught discreetly at this point)
- Students will be able to count from 1-100 (and up).
- Students will be able to recognize cognates in the target language.
- Students will use appropriately the correct forms of address for formal/informal and singular/plural. (in expressions like How are you)

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit I

- How do cultures use names and titles to identify social standing, if at all?
- How does one greet and take leave of others?
- How does one ask how others feel and talk about how I feel?
- What influence do formal vs. informal greetings have in language?
- How does one conjugate the verb **avoir**?
- How does one use definite and indefinite articles before nouns?
- How does one make a negative sentence using **ne...pas**?
- How does one use nouns in general, using **voici**?
- How does one say their nationality and place of origin?
- How does one conjugate the verb **être**? (*used with nationality*)
- How does one ask and answer basic questions?

**FRENCH I ADVANCED**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

| Standard           | Grade Level Expectations  | Evidence of Learning  |
|--------------------|---|---|
| CCSS.<br>RL 9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |

## FRENCH I ADVANCED

### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

|                     |  |  |
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| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with |
|---------------------|--|--|

**FRENCH I ADVANCED**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

|                    |  |   |
|--------------------|--|---|
|                    |  | peers in the target language.   |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## FRENCH I ADVANCED UNIT II: LIKES & DISLIKES

### Objectives for Unit II

Students will be able to tell about activities they like and don't like to do, where they live, etc. using regular -er verbs like **aimer & habiter**, for example.

Students will be able to describe using basic adjectives of description such as "C'est amusant, C'est intéressant, C'est génial!"

Students will be able to ask others what they like to do.

Students will be able to use the verb to like plus an infinitive to describe what people like and don't like to do.

Students will be able to ask and tell what people are like using basic adjectives of description like "sportif, intelligent, aimable."

Students will be able to use definite and indefinite articles.

Students will be able to identify word order and adjective placement in a sentence. (BAGS adjectives are not discreetly taught at this time.)

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### Essential Questions for Unit II

How does one conjugate a regular -er verb in French to say what one likes/dislikes?

How does one conjugate a regular -er verb in French to say what activities one does?

How does one describe oneself and others using adjectives of description?

How does one conjugate the verb **être**?

How does recognizing cognates help me to communicate in another language?

How does one use definite and indefinite articles before nouns?

How do those definite and indefinite articles show gender of nouns?

## FRENCH I ADVANCED

### UNIT II: LIKES & DISLIKES

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |

**FRENCH I ADVANCED**  
**UNIT II: LIKES & DISLIKES**

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|--------------------|--|--|
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
|--------------------|--|--|



**FRENCH I ADVANCED**  
**UNIT II: LIKES & DISLIKES**

|                    |   |   |
|--------------------|---|---|
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED**

### **UNIT III: CALENDAR & WEATHER**

#### **Objectives for Unit III**

Students will be able to identify days/months/seasons.

Students will be able to discuss their birthdays (by date and by season) and ask that of others.

Students will recognize possessive adjectives MY/YOUR and use them accordingly.

Students will be able to share what they do or how they celebrate their birthdays.

Students will be able to identify the weather at various times of the year in different French cities, for example.

Students will be able to conjugate the verb **faire** as it refers to the weather in the target language.

Students will be able to deliver a five day weather report for a French city in the target language.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit III**

How does one say the date, day and/or month in the target language?

How does one identify the seasons by weather in the target language?

How does one report the weather at various times of year or in various regions in France in the target language?

How does one use the verb faire when referring to the weather (il form only)?

How does one compare the weather in each of the seasons?

How do cognates help identify vocabulary in another language?

## FRENCH I ADVANCED

### UNIT III: CALENDAR & WEATHER

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 9-10.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</li> <li>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</li> </ul>  |

**FRENCH I ADVANCED**  
**UNIT III: CALENDAR & WEATHER**

|                    |   |   |
|--------------------|---|---|
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED**

### **UNIT IV: IN TOWN/FOLLOWING DIRECTIONS**

#### **Objectives for Unit IV**

Students will be able to identify places in a town like: library, bookstore, post office, and park, to name a few.

Students will be able to express where one is going using the irregular verb **aller**.

Students will recognize and be able to use the correct form of the word to/at + a place (known as contraction à).

Students will be able to say and follow simple directions to/from various locations on a map to get around town in the target language.

Students will be able to identify places where certain activities take place like où on nage, où on mange, for examples.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit IV**

How does one identify places in the target language?

How does one say where he/she is going using the forms of the verb aller?

How does one use the forms of the contraction à before nouns and how is this determined?

How does one give directions to/from one place or another in the target language using Commands in the Tu or Vous form? (directions are given in VOUS form)

How does one describe activities that happen at various places in a town using common regular -er verbs? (pour + infinitive, related to places)

**FRENCH I ADVANCED**  
**UNIT IV: IN TOWN/FOLLOWING DIRECTIONS**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-</li> </ul>   |

**FRENCH I ADVANCED**  
**UNIT IV: IN TOWN/FOLLOWING DIRECTIONS**

|                    |  |   |
|--------------------|--|---|
|                    |  | to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED**

### **UNIT V: IN THE HOME**

#### **Objectives for Unit V**

Students will be able to identify rooms in a house.

Students will be able to discuss activities that take place in various rooms in the house, like for example where one eats, sleeps, studies, etc.

Students will be able to identify locations of rooms in a house in relation to others. (using prepositions)

Students will be able to describe their own bedroom, objects and other furnishings in their rooms and using prepositions, like near, next to, to the right of, between, in front of, for examples.

Students will be able to answer and ask questions about their bedrooms in French using words like:

Quand, Où, Qui and Pourquoi, for examples.

Students will be able to describe their bedrooms using simple adjectives of description like c'est grande, c'est confortable or c'est petite, for examples.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit V**

How does one describe where one lives in French?

How does one describe one's bedroom to others?

How does one give a detailed description of one's bedroom/furnishings?

How do floors in a building differ in France?

How do adjectives change to make agreement with nouns in French?

How does one use prepositions to disclose the location of items of furniture, for example?



## FRENCH I ADVANCED UNIT V: IN THE HOME

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.               | Present claims and findings, emphasizing salient  | <ul style="list-style-type: none"> <li>-Students will pronounce</li> </ul>  |

## FRENCH I ADVANCED UNIT V: IN THE HOME

|                    |   |   |
|--------------------|---|---|
| SL 9-10.4          | points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).   |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED UNIT VI: TELLING TIME**

### **Objectives for Unit VI**

Students will identify numbers through 60 in the target language. Students will be able to tell time in order to state times of various events. Students will understand how to use military time to determine time of day. Students will be able to tell time when looking at flight info, class times and for other important events.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### **Essential Questions for Unit VI**

How does one express numbers 0-60 in the target language?  
How does one read the analog (and digital) clock to tell time?  
How does one express time in quarter and half hours?  
How does one tell minutes past the hour and before the hour?  
How does one ask the time in the target language?  
How does time of day play a role in expressing time in the target language (including use of the 24 hour clock)?  
How does one designate morning, afternoon, evening and night?  
How does one express time for various events like appointments, classes, etc. in the target language?

## FRENCH I ADVANCED UNIT VI: TELLING TIME

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.               | Present claims and findings, emphasizing salient  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary</li> </ul>   |

**FRENCH I ADVANCED**  
**UNIT VI: TELLING TIME**

|                    |   |   |
|--------------------|---|---|
| SL 9-10.4          | points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED UNIT VII: SCHOOL LIFE**

### **Objectives for Unit VII**

Students will recognize vocabulary for various school subjects in the target language.

Students will talk and write about classes, teachers and classroom supplies.

Students will describe where things are located in the classroom using prepositions.

Students will use ordinal numbers to discuss the order of their classes.

Students will talk about their preferences in regards to classes, teachers, etc.

Students will describe their classes and teachers using adjectives like: boring, easy, fun, etc.

Students will discuss differences between schools in the US and that of other countries.

Students will be able to read a schedule of another student and compare their school day with that of another student.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### **Essential Questions for Unit VII**

How does one identify school subjects in the target language?

How does one describe the order of one's classes to others?

How does one express location of items/supplies in the classroom in the target language?

How does one express one's preferences in regards to classes, teachers or activities in the target language?

In what ways would one describe his/her classes, teachers, etc. in the target language using simple adjectives like facile, difficile, intéressant, etc.?

How does one describe and compare the school day here vs. the school day in another country?

What differences exist between school in the US and school in another country?

How does one compare one's class schedule to that of another student in the target language?

**FRENCH I ADVANCED**  
**UNIT VII: SCHOOL LIFE**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.               | Present claims and findings, emphasizing  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary</li> </ul>   |

**FRENCH I ADVANCED**  
**UNIT VII: SCHOOL LIFE**

|                    |   |   |
|--------------------|---|---|
| SL 9-10.4          | salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                                       | words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |



## **FRENCH I ADVANCED**

### **UNIT VIII: FOODS & CULTURAL TRADITIONS**

#### **Objectives for Unit VIII**

Students will be able to discuss foods they eat or drink. (Students see the verb prendre, but it is not taught at this time.)

Students will be able to talk about food and beverage preferences at various meal times.

Students will be able to express what foods we like and dislike.

Students will be able to use the verb to like with nouns.

Students will be able to express hunger or thirst using the appropriate expressions in the target language.

Students will be able to differentiate between healthy and unhealthy food choices.

Students will be able to discuss meal time differences in other countries.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit VIII**

How does one identify foods/drinks in the target language?

How does one discuss foods/drinks for various meal times?

How are meal times different in the US and in another country?

How does one express one's likes or dislikes of certain foods/drinks?

How does one use the verb to like with nouns to express preferences in the target language?

How does one use the expressions to have hunger or thirst in the target language?

How does one compare a traditional meal choice in the US to that in another country?

**FRENCH I ADVANCED**  
**UNIT VIII: FOODS & CULTURAL TRADITIONS**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.<br>SL 9-10.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye   | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with  |

**FRENCH I ADVANCED**  
**UNIT VIII: FOODS & CULTURAL TRADITIONS**

|                    |   |   |
|--------------------|---|---|
|                    | contact, adequate volume, and clear pronunciation.  | peers and others and speak clearly when presenting in front of a group (or with peers).   |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## FRENCH I ADVANCED UNIT IX: ONESELF

### Objectives for Unit IX

Students will be able to describe one's physical description, using adjectives of description and appropriate vocabulary

Students will be able to describe using basic adjectives of description like tall/short and brown haired, for example, relating to physical descriptions.

Students will be able to recognize where adjectives belong as far as word order is concerned in a sentence. (BAGS adjectives discreetly taught at this time.)

Students will be able to tell describe physical descriptions of others using basic vocabulary/adjectives of description.

Students will be able to identify parts of the body in French.

Students will be able to use the **avoir mal** expression to express pain, including forms of contraction **à**.

Students will be able to use other expressions that use the verb **avoir**, like **avoir tort**, **avoir raison** & **avoir besoin de**, for example.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### Essential Questions for Unit IX

How does one conjugate the irregular verbs *avoir* and *être*?

How does one describe oneself and others in the target language (physical descriptions)?

How does one state other physical characteristics of a person/individual using adjectives of description?

How does one identify body parts in French?

How is the verb *avoir* used in the expression *avoir mal*?

How does the word *à* in French change based on gender or number of the noun?

How is the verb **avoir** used in other expressions in French?

**FRENCH I ADVANCED**  
**UNIT IX: ONESELF**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.               | Present claims and findings, emphasizing  | -Students will pronounce vocabulary   |

**FRENCH I ADVANCED**  
**UNIT IX: ONESELF**

|                    |   |   |
|--------------------|---|---|
| SL 9-10.4          | salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                                       | words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED**

### **UNIT X: CLOTHING & TAKING A TRIP**

#### **Objectives for Unit X**

Students will be able to identify articles of clothing in French.

Students will be able to say what they and what others are wearing in French.

Students will be able to conjugate regular -er verbs like **porter** and -ger verbs like **voyager**.

Students will recognize the forms of the demonstrative adjective **ce**.

Students will be able to say what one wears for various events or activities, as well as at various times of year and in various weather conditions.

Students will be able to identify clothing they are packing for an imaginary trip. Futur proche

Students will be able to name a few places in the world where French is spoken.

Students will be able to conjugate the irregular verb **aller**.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit X**

How does one identify articles of clothing in French?

How does one say what one and others are wearing in French?

How does the demonstrative adjective *ce* change to agree with a noun?

How does one say what clothing is most appropriate for various situations (like attending a wedding or sporting event) and in various weather conditions?

How does weather and location play a part in what one wears?

How does one conjugate the verb *aller*?

**FRENCH I ADVANCED**  
**UNIT X: CLOTHING & TAKING A TRIP**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |



**FRENCH I ADVANCED**  
**UNIT X: CLOTHING & TAKING A TRIP**

|                    |  |   |
|--------------------|--|---|
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## FRENCH I ADVANCED

### UNIT XI: LEISURE ACTIVITIES

#### Objectives for Unit XI

Students will be able to ask and answer questions in the target language about what they do for fun, with whom and when, etc.

Students will be able to use the irregular verb **aller** to be able to say where they go.

Students will be able to compare leisure activities of students in other countries.

Students will be able to share what sports/hobbies they do at various times of the year.

Students will be able to conjugate the irregular verb **faire** (used in many leisure expressions).

Students will be able to conjugate a regular -ir verb in French.

Students will be able to use irregular -ir verbs like **sortir** and **dormir** when talking about leisure activities.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit XI

How does one identify various sports/leisure activities in the target language?

How does one describe activities one does for fun in the target language?

How does one conjugate a regular -ir verb in the Present tense in French?

How are irregular verbs like *dormir* and *sortir* similar in their conjugations?

How does one express how often/when those leisure activities take place in the target language?

How does one ask and answer interrogatives in the target language?

How does one describe one's activities with others in the target language?

How does culture play a role in activities that one participates in?

## FRENCH I ADVANCED

### UNIT XI: LEISURE ACTIVITIES

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.               | Present claims and findings, emphasizing  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary</li> </ul>   |

**FRENCH I ADVANCED**  
**UNIT XI: LEISURE ACTIVITIES**

|                    |   |   |
|--------------------|---|---|
| SL 9-10.4          | salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                                       | words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED**

### **UNIT XII: TRANSPORTATION**

#### **Objectives for Unit XII**

Students will be able to identify more places where French is spoken around the world.

Students will recognize that prepositional phrases change before various geographic names. (Not taught discreetly)

Students will be able to say how to get from place to place using vocabulary in the target language for various modes of transportation.

Students will be able to conjugate the irregular verb **prendre** the train

Students will be able to answer questions in the target language like Quand? Qui? Pourquoi?

Students will be able to conjugate regular -re verbs in French.

Students will be able to differentiate between the different forms of possessive adjectives in French.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit XII**

Where in the world is French spoken besides in France?

How do prepositions change in French based on gender of nouns? How

does one express the various modes of transportation in French? How

does one conjugate a regular -re verb in the Present tense in French? How

does the irregular verb prendre differ from that of a regular -re verb? How

does one ask and answer questions in French about travel?

**FRENCH I ADVANCED**  
**UNIT XII: TRANSPORTATION**

| Standard           | Grade Level Expectations  | Evidence of Learning  |
|--------------------|---|---|
| CCSS.<br>RL 9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.              | Pose questions that connect the ideas of  | <ul style="list-style-type: none"> <li>-Students will ask and respond to</li> </ul>   |

**FRENCH I ADVANCED**  
**UNIT XII: TRANSPORTATION**

|                    |  |   |
|--------------------|--|---|
| SL 9-10.1c         | several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## FRENCH I ADVANCED

### UNIT XIII: JOBS & PROFESSIONS

#### Objectives for Unit XII

Students will be able to talk about events or activities in the Near Future using **aller** + an infinitive.  
Students will be able to identify various jobs or professions in the target language and recognize that nouns may change based on gender.

Students will be able to conjugate the irregular verbs **vouloir** and **pouvoir** in French.

Students will be able to identify differences in the work week in the US vs. that in France.

Students will be able to identify various places in town like: **l'école, la poste, l'aéroport** to identify places where one works.

Students will be able to recognize and discuss various holidays that interrupt the work week in France.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit XIII

How does one express actions that are going to take place tomorrow, the next day, in five years, etc.?

What is an infinitive?

How does one identify jobs/professions in French?

How do cognates help us to recognize words in another language?

How does one conjugate the irregular verbs *vouloir* and *pouvoir*?

How is the work week different in France than what we are accustomed to here in the US?

How are holidays different in France?



## FRENCH I ADVANCED

### UNIT XIII: JOBS & PROFESSIONS

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-</li> </ul>   |

**FRENCH I ADVANCED**  
**UNIT XIII: JOBS & PROFESSIONS**

|                    |  |   |
|--------------------|--|---|
|                    |  | to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **FRENCH I ADVANCED UNIT XIV: SUMMER**

### **Objectives for Unit XIV**

Students will be able to talk about their summer plans in French using Near Future tense (**aller** + infinitive).

Students will be able to use all three categories of regular verbs in French to communicate activities or plans for their summer vacation.

Students will be able to discuss chores and responsibilities that they have at home.

Students will be able to ask and answer questions about their summer vacation using the target language and related vocabulary.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### **Essential Questions for Unit XIV**

How does one express what is going to take place in French using Near Future tense?

How does weather play a role in what activities one does in the summer?

How does one express what responsibilities one has at home (if any) using the target language?

How does one ask questions and answer questions of others using relative vocabulary in the target language?

## FRENCH I ADVANCED UNIT XIV: SUMMER

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.               | Present claims and findings, emphasizing salient  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary</li> </ul>   |

**FRENCH I ADVANCED  
UNIT XIV: SUMMER**

|                    |   |   |
|--------------------|---|---|
| SL 9-10.4          | points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

# FRENCH I ADVANCED

## UNIT XIV: SUMMER

### RESOURCES

[www.wordreference.com](http://www.wordreference.com) [www.quizlet.com](http://www.quizlet.com) (vocabulary practice)  
<https://leconjugueur.lefigaro.fr/conjugaison/verbe>  
[www.commeunefrancaise.com](http://www.commeunefrancaise.com)  
[www.thefrenchexperiment.com/learn-french](http://www.thefrenchexperiment.com/learn-french)  
[www.iletaitunehistoire.com](http://www.iletaitunehistoire.com)  
<https://learnfrenchbypodcast.com/beginner.php>  
[www.newsinslowfrench.com](http://www.newsinslowfrench.com)  
<https://www.youtube.com/watch?v=LgA3Ynirhms> (dialogues)  
[www.digitaldialects.com/French](http://www.digitaldialects.com/French)  
<https://fr.brainpop.com/>  
[www.languageguide.org](http://www.languageguide.org)  
<https://lyricstraining.com/fr/>  
<https://www.fluentu.com/blog/french/learn-french-music-songs/>  
<https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/exam>  
<https://soundcloud.com/>

## FRENCH I ADVANCED PACING GUIDE

| Unit or Grade Level Expectations  | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|---|----------------|----------------|----------------|----------------|
| <b>Unit 1 Greetings/Salutations/Farewells</b><br>Greetings/Salutations/Farewells<br>Ça va expressions<br>Irregular verb <i>avoir</i><br>Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)<br><i>Avoir</i> + age expression<br>Irregular verb <i>être</i> Adjectives of nationality Review of colors & numbers<br>Review subject pronouns, difference between <i>tu</i> & <i>Vous</i>  | X              |                |                |                |
| <b>Unit 2 Likes &amp; Dislikes</b><br>Conjugating regular -er verbs in Present tense ( <i>aimer, adorer, détester, bavarder, danser, chanter, jouer, inviter, visiter, rater</i> , for examples)<br>Making a negative sentence using <i>ne...pas</i><br>Using simple adjectives to describe<br>Asking questions using <i>Est-ce que</i> , intonation or inversion and answering in target language<br>Verb + infinitive construction ( <i>aimer</i> + infinitive)<br>Word order and adjective placement in sentences  | X              |                |                |                |
| <b>Unit 3 Calendar &amp; Weather</b><br>Day/Month/Season vocabulary<br>Identifying dates/days on calendar<br>Asking and answering questions about one's birthday<br>Identifying weather in French (using verb <i>faire, il</i> form)<br>Verb <i>commencer</i>   | X              |                |                |                |
| <b>Unit 4 In Town</b><br>Places in Town like <i>la poste, le parc</i> , etc.<br>Irregular verb <i>aller</i><br>Forms of the contraction <i>à</i><br>Directional vocabulary ( <i>à gauche, en face de</i> , etc.)<br>Recognizing commands in the <i>Tu</i> & <i>VOUS</i> forms   | x              |                |                |                |
| <b>Unit 5 Home</b><br>House vocabulary like: <i>la cuisine, le salon</i> , etc.<br>Additional furniture vocabulary like <i>le four, le lit, la lampe</i><br>Prepositional phrases like <i>entre, près de, à droite de</i> , etc. to indicate location of furnishings in a room<br>Question words like <i>comment, qui, quand, pourquoi, où</i><br>Verb <i>manger</i> (and other -ger verbs)<br>Answering questions with <i>Qu'est-ce que</i><br>The expression <i>il y a</i><br>Additional adjectives of description like <i>grand, petit, confortable</i> , for examples |                | X              |                |                |

## FRENCH I ADVANCED PACING GUIDE

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| <p><b>Unit 6 Telling Time</b><br/>Review numbers through 60<br/>Telling time vocabulary (military time)<br/>Time of day vocabulary (<i>le matin</i>, etc.)</p>   |  | X |   |  |
| <p><b>Unit 7 School</b><br/>School subject vocabulary Identifying courses on a schedule Ordinal numbers (<i>premier, deuxième</i>, etc.) Verb <i>préférer</i><br/>Forms of interrogative adjective <i>quel</i><br/>Additional adjectives of descriptions like: <i>amusant, difficile, ennuyeux</i></p>   |  | X |   |  |
| <p><b>Unit 8 Foods and Cultural Traditions</b><br/>Food &amp; drink vocabulary<br/>Irregular verb <i>boire</i><br/><i>Avoir</i> expressions: <i>avoir faim &amp; avoir soif</i><br/>Additional adjectives of description like <i>dégoutant, bon/bonne, sucré</i><br/>Partitive <i>de</i></p>   |  | X |   |  |
| <p><b>Unit 9 Oneself</b><br/>Adjectives of physical description like <i>grand, petit, gros, mince</i>, etc.(and agreement of)<br/>Word order of adjectives/nouns (BAGS adjectives).<br/>Descriptions of hair/eyes vocabulary and other distinguishing features<br/>Body parts vocabulary<br/>Using the expression <i>avoir mal</i>, plus the forms of the contraction <i>à</i><br/>Other <i>avoir</i> expressions like <i>avoir tort, avoir raison, avoir besoin de</i>, for example</p> |  |   | X |  |
| <p><b>Unit 10 Clothing/Taking a Trip</b><br/>Clothing vocabulary<br/>Review of conjugating regular -er verbs like <i>porter</i><br/>Review of conjugating -ger verbs like <i>voyager</i><br/>Forms of demonstrative adjective <i>ce</i><br/>Review of weather/season vocabulary (plus additional expressions for varying weather conditions)<br/>Asking and answering questions about what one wears at various times of year or for various events<br/>Irregular verb <i>aller</i></p>  |  |   | X |  |
| <p><b>Unit 11 Leisure Activities</b><br/>Leisure Activities/Sports/Hobby vocabulary<br/>Irregular verb <i>faire</i><br/>Conjugating regular -ir verbs in Present tense (<i>choisir, finir, grossir, maigrir</i>, for examples)<br/>Irregular verbs <i>sortir &amp; dormir</i> (including verbs <i>partir &amp;</i></p>   |  |   | X |  |



## FRENCH I ADVANCED PACING GUIDE

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| servir)<br>Expressions of time like <i>souvent, de temps en temps, le lundi</i>   |  |  |   |   |
| <b>Unit 12 Transportation</b><br>Places where French is spoken other than France<br>Prepositional phrases (before geographic names) like <i>en France, au Maroc, aux États-Unis</i><br>Vocabulary for Modes of Transportation like <i>à pied, en voiture, en avion</i> , for example<br>Question words like <i>quand, pourquoi, où, qui</i><br>Answering questions with <i>Qu'est-ce que</i><br>Conjugating regular -re verbs in Present tense ( <i>rendre, descendre</i> , etc.)<br>Irregular verb <i>prendre</i><br>Possessive adjectives |  |  | > | X |
| <b>Unit 13 Jobs &amp; Professions</b><br>Near Future ( <i>aller + infinitive</i> )<br>Vocabulary for jobs/professions (nouns that change from masculine to feminine forms like <i>musicien</i> to <i>musicienne</i> or <i>acteur</i> to <i>actrice</i> )<br>Irregular verbs <i>vouloir &amp; pouvoir</i>  |  |  |   | X |
| <b>Unit 14 Summer</b><br>Summer activity vocabulary<br>Chores & household responsibility vocabulary<br>Review Near Future tense ( <i>aller + infinitive</i> )<br>Review asking and answering questions with <i>Est-ce que</i> and <i>Qu'est-ce que</i>  |  |  |   | X |

(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)

## **FRENCH II ADVANCED COURSE DESCRIPTION**

In French II, students will use another language to exchange information with others about events in their everyday lives and experiences from their past. They will make comparisons and exchange information in the target language regarding current events using authentic resources. They will listen to and read authentic materials in the target language, while participating in cultural activities. They will use oral and written language to relate to their own experiences, while making personal connections in the language being studied.

**Prerequisites:** Students who earned a 70 or better in French 1/ Grades 7 & 8,  
or recommendation by French 1 teacher.

## **FRENCH II ADVANCED**

### **UNIT I: FAMILY**

#### **Objectives for Unit I**

Students will be able to identify and discuss members of their family.

Students will be able to conjugate and use a variety of verbs in the present tense including, avoir, être, aller, etc.

Students will be able to correctly use the verb “to be” in the target language to correctly describe members of their family.

Students will be able to demonstrate possession through possessive articles and possessive de in front proper names vs nouns to correctly establish familial relationships.

Students will be able to make comparisons in the target language employing the comparative and superlative.

Students will be able to identify and discuss important family celebrations in the target culture and compare them to important family celebrations in their own cultures.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit I**

How does one discuss, orally and in writing, the members of a family in the target language?

How does one discuss, orally and in writing, family celebrations in the target language?

How does one describe the members of a family?

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

| Standard  | Grade Level Expectations   | Evidence of Learning   |
|-----------|--|--|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>            |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts, and short stories.)                                      | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking activities, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions</li> </ul>  |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|           | informational texts, and short stories.)   | <p>based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>   |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share</li> </ul>   |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|              |  | information read in texts, in a variety of ways, which may include presentations and group discussion.  |
| RI.9-10.10   | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)   | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking activities, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> <li>- Students will use transition words in their speaking and writing.</li> </ul> |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and</p> | <ul style="list-style-type: none"> <li>- Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>- Students will employ transition words correctly.</li> <li>- Students will write both in the formal and informal registers.</li> <li>- Students will answer open-ended questions.</li> <li>- Students will revise and edit their writing, based on teacher feedback.</li> </ul>   |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|                     | <p>conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  |   |
| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing, based on teacher feedback.</p> |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing, based on teacher feedback</p>  |
| <p>W.9-10.4</p>     | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing, based on teacher feedback.</p> |
| <p>W.9-10.5</p>     | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>  | <p>-Students will write regularly in class, in a variety of formats.</p>  |



**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|          | <p>new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words. Edit work based on teacher feedback.)</p>  | <p>These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students may often be asked to write more than one draft of a piece.<br/>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</p>  |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>   | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.<br/>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br/>-Students will use Google Classroom to make suggestions, to post, and to communicate with other students and teacher.</p>  |
| W.9-10.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will investigate a self-generated topic and include that information in their writing.<br/>-Students will investigate a variety of sources, which may include articles, podcasts, videos, websites, blogs, etc.</p> |
| W.9-10.8 | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p>   |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|              | <p>avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>-Students will employ transition words correctly.<br/>-Students will investigate a self-generated topic and include that information in their writing.<br/>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br/>-Students will use their own words when using information from a text.<br/>-Students will credit the source for ideas which are not their own.<br/>-Students will effectively paraphrase material that is not their own.</p>  |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will investigate a self-generated topic and include that information in their writing.<br/>-Students will investigate a variety of sources, which may include articles, podcasts, videos, websites, blogs, etc.<br/>-Students will use their own words when using information from a text.<br/>-Students will credit the source for ideas which are not their own.<br/>-Students will paraphrase effectively material that is not their own.</p> |
| W.9-10.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries,</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p>  |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|                      | <p>compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>-Students will employ transition words correctly.<br/>-Students will produce timed and untimed writing assessments.<br/>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>   |
| <p>SL.9-10.1a-1d</p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence</p> | <p>-Students will orally communicate on a regular basis, in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, and small group discussion.<br/>-Students will present formally to the class as well as use technology tools such as Audacity. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics and quantitative checklists.<br/>-Students will answer and ask questions as a whole class, in small groups and one on one. A variety of activities, including Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.<br/>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.<br/>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).<br/>-Students will make connections between their own culture and to those of the target language.</p> |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|           | and reasoning presented. (Summarize, present an opinion, or a differing viewpoint.)   |   |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally, evaluating the credibility and accuracy of each source.  | -Students will be able to find and use sources appropriate for their task.<br>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.<br>-Students will be able to synthesize information from various sources to support their point of view.  |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)  | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization.   |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)   | -Students presentations will be supported by strategic use of technology. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)   | -Students will speak both in a formal register, as in presentations, and an informal register, as in question and answer format.  |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using present tense, express the verb “to be” in the target language, compare appropriately in the target language and indicate possession.) | -Students will be able to conjugate and effectively use the present tense, including irregulars. Irregular verbs will include venir de + inf, aller + inf, and avoir with idiomatic expressions.<br>-Students will be able to use possessive adjectives to appropriately express relationships and possession.<br>-Students will be able to use the verb être in the target language.<br>-Students will be able to make |

**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

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|           |  | <p>comparisons in the target language employing the comparative and superlative.<br/>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>  |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss family members, cultural and family celebrations and compare them among Francophone cultures and to their own.)</p> | <p>- In writing and speaking, students will describe, name and discuss family members.<br/>-Students will compare families and celebrations among cultures.<br/>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br/>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **FRENCH II ADVANCED**

### **UNIT II: IN THE CITY**

#### **Objectives for Unit II**

Students will be able to identify various places in a town/city.  
Students will be able to give and follow directions through a town/city.  
Students will be able to order food and drink in a restaurant.  
Students will be able to describe a clothes shopping experience.  
Students will be able to identify places in relation to each other using prepositions  
Students will be able to use the present tense of a variety of verbs including irregulars.  
Students will be able to use object pronouns to shorten sentences.  
Students will be able to express what they know and are familiar with using savoir and connaître.  
Students will be able to use the imperative in the vous form.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit II**

How does one navigate through a city?  
How does one give directions and indicate location?  
How does one discuss modes of transportation?  
How does one discuss what one knows in the target language?  
How does one order in a restaurant?  
How does one discuss fulfilling daily tasks, like shopping?

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
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| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a</li> </ul>  |

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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|            |  | variety of ways, which may include presentations and group discussion.  |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> </ul>  |



**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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|              |   | - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.   |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p>  |

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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|              | <p>to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will revise and edit their writing based on teacher feedback.</p>  |
| W.9-10.3a-3e | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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|          | <p>setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   |  |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on teacher feedback.</li> </ul> |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher feedback.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>         |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information</p>  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share</li> </ul>  |

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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|              | flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)   | information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, to post, and to communicate with other students and teacher.   |
| W.9-10.7     | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.   |
| W.9-10.8     | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.9-10.9a-9b | Draw evidence from literary or informational texts to support analysis,   | -Students will write regularly in class in a variety of formats. These   |

## FRENCH II ADVANCED

### UNIT II: IN THE CITY

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|               | <p>reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>  |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which</p>   | <ul style="list-style-type: none"> <li>-Students will orally communicate on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> </ul>   |

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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|           | <p>may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion, or a differing viewpoint.)</p> | <p>-Students will present formally to the class , supported by strategic use of technology, on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, including Pre-AP-style speaking activities, etc., will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access a variety of sources.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)   | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.   |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using present tense, express what one knows or is familiar with, describe the location of items using prepositions and demonstrative adjectives, shorten sentences with the use of pronouns.) | -Students will be able to conjugate and use effectively the present tense, including irregular verbs.<br>-Students will be able to express what they know and are familiar with using savoir and connaître.<br>-Students will describe the location of items using prepositions.<br>-Students will describe location using demonstrative adjectives and pronouns.<br>-Students will rewrite sentences, in order to shorten them, using direct and indirect object pronouns.<br>- Students will be able to use the imperative in the vous form.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |

**FRENCH II ADVANCED**  
**UNIT II: IN THE CITY**

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| <p>L.9-10.2c</p> | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss topics dealing with the city, which may include restaurants, shopping and clothing, modes of transportation, etc.</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe, name, and discuss places of interest in the city (restaurants, stores, important buildings, monuments, etc.).</li> <li>-Students will describe, name and discuss modes of transportation and how to navigate a city.</li> <li>-Students will describe, name and discuss activities that take place in a city, which may include shopping and visiting restaurants.</li> <li>-Students will compare a city experience in their own culture to that of the target culture.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |
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## **FRENCH II ADVANCED UNIT III: DAILY ROUTINE**

### **Objectives for Unit III**

Students will be able to describe their home.

Students will be able to talk about daily household tasks.

Students will be able to use reflexive verbs.

Students will be able to use transition/sequence words appropriately.

Students will be able to use the Present participle to discuss actions in progress.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### **Essential Questions for Unit III**

How does one discuss moment in our day?

How does one discuss actions in progress?

How does one talk about our daily routine?

How does one discuss and describe their home?

**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
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| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |

**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

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| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| W.9-10.1a- | Introduce precise claim(s), distinguish the  | -Students will write regularly in class   |

**FRENCH II ADVANCED  
UNIT III: DAILY ROUTINE**

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| <p>1e</p>           | <p>claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>   |
| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |

**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

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|                     | <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  |   |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

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|          | (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   |  |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>                     |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may</li> </ul>   |

**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

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|              | (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  |
| W.9-10.8     | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)                        | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.9-10.9a-9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br><br>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").<br><br>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for   |

**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

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|               | <p>and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words .)</p>   | <p>ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p>   |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>  |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as</p> | <p>-Students will orally communicate, on a regular basis, in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will present formally to the class using technology tools such as Audacity, on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities including, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational</p> |



**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

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|           | <p>needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.<br/>(Summarize, present an opinion or a differing viewpoint.)</p> | <p>writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p>                                 |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p> |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction, and conclusion.</p>   |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |
| SL.9-10.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).</p>   | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>   |
| L.9-10.1b | <p>Demonstrate command of the conventions of</p>   | <p>-Students will be able to conjugate</p>  |

**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

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|           | <p>standard English grammar and usage when writing or speaking.<br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.<br/>(Communicate in the target language using the present tense, including regular, irregular, and reflexive verbs. Continue to use prepositions to describe location.)</p> | <p>and use effectively the Present participle when discussing actions in progress.<br/>-Students will describe location using pronouns.<br/>-Students will express reflexive actions using reflexive verbs, including all irregulars. Students will utilize proper placement of object pronouns with gerunds and infinitives and accent rules.<br/>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking</p>  |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.<br/><br/>Spell correctly.<br/><br/>(Describe and discuss chores and activities related to the home. Describe and discuss body parts and grooming.)</p>   | <p>- In writing and speaking, students will describe, name and discuss chores activities related to the home.<br/>- Students, in writing and speaking, will describe, name and discuss body parts and grooming.<br/>-Students will compare daily routines and responsibilities in the home among cultures.<br/>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br/>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **FRENCH II ADVANCED UNIT IV: VACATIONS**

### **Objectives for Unit IV**

Students will be able to discuss a variety of travel situations (zoo, airport, hotel, movie theater, etc.).  
Students will be able to use the past tenses, including regular and irregular verbs, to discuss events in the past.  
Students will be able to use basic travel vocabulary.

***ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.***

### **Essential Questions for Unit IV**

How does one discuss travel?  
How does one discuss visiting different places on vacation?  
How does one discuss travel preparations?  
How does one discuss past events?

## FRENCH II ADVANCED UNIT IV: VACATIONS

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts , in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate, and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a</li> </ul>   |

**FRENCH II ADVANCED**  
**UNIT IV: VACATIONS**

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|            |   | variety of ways, which may include presentations and group discussion.   |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> </ul>  |

**FRENCH II ADVANCED  
UNIT IV: VACATIONS**

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|              |   | - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.  |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback..</p> |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended</p>  |

## FRENCH II ADVANCED UNIT IV: VACATIONS

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|              | <p>to the audience's knowledge of the topic.<br/>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br/>Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br/>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br/>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>questions.<br/>-Students will revise and edit their writing based on teacher feedback.</p>  |
| W.9-10.3a-3e | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or</p>                                | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will write both in the formal and informal registers.<br/>-Students will answer open-ended questions.<br/>-Students will revise and edit their writing based on teacher feedback.</p> |

**FRENCH II ADVANCED  
UNIT IV: VACATIONS**

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|          | <p>resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   |  |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words. Edit work based on teacher feedback.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students may often be asked to write more than one draft of a piece.</p> <p>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</p>       |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.</p> <p>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</p> <p>-Students will use Google Classroom to make suggestions, to</p>  |



## FRENCH II ADVANCED UNIT IV: VACATIONS

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|              |   | post and to communicate with other students and teacher.  |
| W.9-10.7     | Conduct short, as well as more sustained research projects, to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul>   |
| W.9-10.8     | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.9a-9b | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a  | <ul style="list-style-type: none"> <li>-Students will write regularly in class. in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> </ul>   |

## FRENCH II ADVANCED UNIT IV: VACATIONS

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|               | <p>specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information in their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>   |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study;</p>   | <p>-Students will orally communicate, on a regular basis, in class. This may include formal and informal presentations to the class, small groups, one-on-one question and answer with peers or teacher, whole class discussion, or small group discussion.</p> <p>-Students will present formally to the class using technology tools such as Audacity, on a variety of topics. They will also compare their own culture to that of the target language. They will be</p>  |

## FRENCH II ADVANCED UNIT IV: VACATIONS

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|           | <p>explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups, and one on one. Varied activities, including , Pre-AP-style speaking activities, etc., will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p>   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information, from various sources, to support their point of view.</p>  |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction, and conclusion.</p>  |

## FRENCH II ADVANCED UNIT IV: VACATIONS

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| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)   | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.   |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).   | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.   |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the appropriate past tense.) | -Students will be able to conjugate and use effectively the past tense to talk about past, completed actions. Students will be able to use the following verbs in particular, all -er, -ir, -re regular verbs in French, and irregular verbs. They will also learn verbs that use être in the past tense and how to make agreement. Students will also learn past participles for irregular verbs.<br>-Students will be able to communicate in the past using the Imperfect tense and all irregulars.<br>-Students will be able to express past events and actions using both the Passé Composé and Imperfect tenses.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.<br><br>Spell correctly.<br><br>(Describe and discuss attractions, travel, and lodging.)  | - In writing and speaking, students will name, describe, and discuss different attractions one may see on a vacation.<br>-Students will name, describe and discuss various types of travel (air, train, bus, etc.) and lodging.<br>-Students will compare vacations and attractions among and across cultures.<br>-Students will utilize various authentic sources to enhance their  |

**FRENCH II ADVANCED**  
**UNIT IV: VACATIONS**

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|  |  | learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br>-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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## **FRENCH II ADVANCED UNIT V: LIFESTYLES**

### **Objectives for Unit V**

Students will be able to discuss maintaining a healthy lifestyle.

Students will be able to describe different sports.

Students will be able to discuss future events and lifestyles using Future tense.

Students will be able to discuss hypothetical situations using the Conditional mood.

***ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.***

### **Essential Questions for Unit V**

How does one discuss making healthy choices and maintaining a healthy lifestyle?

How does one discuss exercise and sports?

How does one discuss the future?

How does one express hypothetical situations.

**FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES**

| Standard  | Grade Level Expectations  | Evidence of Learning   |
|-----------|---|--|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate, and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a</li> </ul>  |

**FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES**

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|            |  | variety of ways, which may include presentations and group discussion.   |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> </ul>  |



**FRENCH II ADVANCED  
UNIT V: LIFESTYLES**

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|              |   | - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.  |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-</p>  |

**FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES**

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|              | <p>audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p>   |
| W.9-10.3a-3e | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |

**FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES**

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|          | <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  |   |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on teacher feedback.</li> </ul> |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher feedback.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>          |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly</p>   | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share</li> </ul>   |

**FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES**

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|              | and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.  |
| W.9-10.7     | Conduct short, as well as more sustained research projects, to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)  | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.   |
| W.9-10.8     | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information in their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.9-10.9a-9b | Draw evidence from literary or informational texts to support analysis, reflection, and   | -Students will write regularly in class, in a variety of formats.   |

**FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES**

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|               | <p>research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>   |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion,</p>   | <ul style="list-style-type: none"> <li>-Students will orally communicate on a regular basis, in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, or small group discussion.</li> </ul>   |

**FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES**

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|           | <p>presentations, whole class discussion, or questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion, or a differing viewpoint.)</p> | <p>-Students will present formally to the class as well as use technology tools, such Audacity, on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups, and one on one. Varied activities, including , Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience,</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This</p>  |

**FRENCH II ADVANCED  
UNIT V: LIFESTYLES**

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|           | and task. (Employ transition words and organizational strategies.)   | may include structural organization, topic sentences, introduction, and conclusion.   |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using future tense and conditional mood.) | -Students will be able to conjugate and use effectively the future tense, including all irregulars.<br>-Students will be able to conjugate and use effectively the conditional mood, including all irregulars.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |

## FRENCH II ADVANCED UNIT V: LIFESTYLES

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| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.<br/>Spell correctly.</p> <p>(Describe and discuss making healthy choices, including exercise and sports, eating well, etc.)</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe, name, and discuss sports and other forms of exercise.</li> <li>-In writing and speaking, students will describe, name, and discuss healthy habits such as eating well and rest.</li> <li>-Students will compare sports and healthy habits among cultures.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |
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### RESOURCES

**AMSCO French First Year, Second Edition AMSCO  
Cours Supérieur de Français**

<https://leconjugueur.lefigaro.fr/conjugaison/verbe>

Scholastic Online Resources (via WHS Library Website)

[www.quizlet.com](http://www.quizlet.com)

<http://www.digitaldialects.com/French.htm>

<https://fr.brainpop.com/>

<http://www.languageguide.org/>

[https://www.albert.io/ap-french-language?utm\\_campaign=ap-french-language-tips](https://www.albert.io/ap-french-language?utm_campaign=ap-french-language-tips)

<http://mfl-storybirds.wikispaces.com/French+Storybirds>

<http://www.thefrenchexperiment.com/stories/>

<http://www.contemania.com/contes/index.htm> <http://www.iletaitunehistoire.com/>

<http://www.iletaitunehistoire.com/genres/albums-histoires> <http://www.yabla.com>

<http://duolingo.com>



## FRENCH II ADVANCED PACING GUIDE

| Unit or Grade Level Expectations   | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|--|----------------|----------------|----------------|----------------|
| Unit 1 <ul style="list-style-type: none"> <li>● Present tense - être, avoir, aller and related expressions</li> <li>● Possessive Adjectives</li> <li>● Comparative and Superlative (adjective/adverb)</li> <li>● Family members and celebrations</li> <li>● Present tense - all irregular groups</li> </ul>  | X<br>>         |                |                |                |
| Unit 2 <ul style="list-style-type: none"> <li>● Present tense including irregulars</li> <li>● Savoir vs connaître</li> <li>● Prepositions</li> <li>● Demonstrative adjectives</li> <li>● Direct and indirect object pronouns (with placement)</li> <li>● Imperative with formal form (vous)</li> <li>● Places of interest in the city</li> <li>● Modes of transportation</li> <li>● City activities (shopping, visiting restaurants), including visiting place to place (navigating a city)</li> </ul> |                | X<br>>         |                |                |
| Unit 3 <ul style="list-style-type: none"> <li>● Reflexive Verbs including all irregulars</li> <li>● Placement of Reflexive Pronouns</li> <li>● Body parts and grooming</li> <li>● Chores related to the home</li> <li>● Daily Routines and Responsibilities in the home</li> </ul>   |                |                | X<br>>         |                |
| Unit 4 <ul style="list-style-type: none"> <li>● Passé composé including all irregular groups</li> <li>● Imparfait</li> <li>● Passé composé vs. Imparfait</li> <li>● Travel and lodging</li> <li>● Attractions one would see on vacations</li> </ul>  |                |                |                | X<br>>         |
| Unit 5 Honors Only <ul style="list-style-type: none"> <li>● Future Tense and all irregulars</li> <li>● Conditional Mood and all irregulars</li> <li>● Healthy habits including physical activity, eating and sleep</li> </ul>  |                |                |                | >              |

## **FRENCH III ADVANCED COURSE DESCRIPTION**

In this course, students will continue to learn verb tenses, advanced grammar, and extensive vocabulary, on a variety of subjects. Students will be expected to respond orally and in written form to comprehensive, authentic listening comprehension activities and reading selections, from a variety of sources, using appropriate form of address. They will function within in a variety of formats, with progressive detail, often relating to their own experiences and perspectives.

**Prerequisites:** Students who earned at least 70% in French IIA.

## **FRENCH III ADVANCED**

### **UNIT I: DAILY LIFE**

#### **Objectives for Unit I**

Students will be able to discuss morning and evening routines.  
Students will be able to discuss daily responsibilities.  
Students will be able to conjugate and use a variety of reflexive verbs.  
Students will be able to identify and describe a variety of personal items.

#### **Essential Questions for Unit I**

How does one discuss, orally and in writing, daily routine in the target language?  
How does one discuss, orally and in writing, one's daily responsibilities?  
How do routines differ among countries?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

| Standard  | Grade Level Expectations   | Evidence of Learning  |
|-----------|--|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)   | <ul style="list-style-type: none"> <li>- Students will share summaries, orally and in writing, using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will share summaries, orally and in writing, using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|           | language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <p>writing, reactions or interpretations of the text.</p> <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|              |  | <p>writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.10   | <p>By the end of <b>level 2</b>, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)</p>   | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> <li>-Students will utilize transition words.</li> </ul> |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based teacher feedback.</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|                     | <p>major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  |  |
| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples, appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|                     | <p>and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  |  |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |



**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|          | (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)   |   |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on teacher feedback.</li> </ul> |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words. Edit work based on teacher feedback.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>         |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and   | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with</li> </ul>   |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|              | PowerPoint with embedded links.)   | <p>embedded links.</p> <p>-Students will use Google Classroom to make suggestions, to post and to communicate with other students and teacher.</p>  |
| W.9-10.7     | <p>Conduct short, as well as more sustained research projects, to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information in their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p>  |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information in their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational</p>  | <p>-Students will write regularly in class, in</p>  |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|               | <p>texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>   |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in</p>  | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include</li> </ul>   |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|  | <p>groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion, or a differing viewpoint.)</p> | <p>formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will present formally to the class, as well as using technology tools such as Audacity, on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, including Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
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**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organization strategies.)  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction, and conclusion.</p> <p>-Students will utilize transition words.</p>  |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).   | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>  |
| L.9-10.1b | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using reflexive verbs.)</p> | <p>-Students will be able to conjugate and use effectively reflexive verbs which may include to go to bed, to shave, to fix oneself/get ready, to take bath, to wake up, to cut one's hair, to take a shower, to get up, to wash oneself, to borrow from, to paint/polish one's nails, to put on, to get ready, to dry oneself, to get dressed.</p> <p>-Students will incorporate appropriate usage of grammatical skills in their</p> |

**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

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|           |   | writing and speaking.   |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss morning and evening routines and daily responsibilities. Identify and discuss personal items.)</p> | <p>- In writing and speaking, students will describe, name and discuss morning and evening routines.</p> <p>-Students will compare daily routines among cultures.</p> <p>-In writing and speaking, students will describe, name and discuss daily responsibilities, including household chores.</p> <p>-Students will compare daily responsibilities and household chores among cultures.</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **FRENCH III ADVANCED**

### **UNIT II: PAST EVENTS**

#### **Objectives for Unit II**

Students will be able to, in writing and speaking, discuss their childhood and major life events in the past using the Imperfect tense.

Students will be able to conjugate and use a variety of verbs in the Pasé Composé tense.

Students will be able to conjugate and use a variety of verbs in the Imperfect tense.

Students will be able to, in writing and speaking, appropriately use Pasé Composé and Imperfect when referring to the past.

#### **Essential Questions for Unit II**

How does one discuss, orally and in writing, their childhood in the target language?

How does one discuss, orally and in writing, events in their past?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH III ADVANCED**  
**UNIT II: PAST EVENTS**

| Standard  | Grade Level Expectations  | Evidence of Learning   |
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| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based, on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share</li> </ul>  |



**FRENCH III ADVANCED  
UNIT II: PAST EVENTS**

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|            |  | information read in texts, in a variety of ways, which may include presentations and group discussion.  |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal</li> </ul>   |

**FRENCH III ADVANCED  
UNIT II: PAST EVENTS**

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|              |   | <p>connections.</p> <ul style="list-style-type: none"> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>   |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on teacher feedback.</li> </ul> |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> </ul>   |

**FRENCH III ADVANCED  
UNIT II: PAST EVENTS**

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|                     | <p>to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p>                     |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue,</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the</p> |

**FRENCH III ADVANCED  
UNIT II: PAST EVENTS**

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|          | <p> pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p> (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p> formal and informal registers.</p> <p> -Students will answer open-ended questions.</p> <p> -Students will revise and edit their writing based on teacher feedbacks.</p>   |
| W.9-10.4 | <p> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   | <p> -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p> -Students will employ transition words correctly.</p> <p> -Students will write both in the formal and informal registers.</p> <p> -Students will answer open-ended questions.</p> <p> -Students will revise and edit their writing based on teacher feedback.</p> |
| W.9-10.5 | <p> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying</p>  | <p> -Students will write regularly in class, in a variety of formats. These may</p>   |

## FRENCH III ADVANCED UNIT II: PAST EVENTS

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|          | <p>a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words. Edit work based on teacher feedback.)</p>  | <p>include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students may often be asked to write more than one draft of a piece.<br/>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</p>   |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>   | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.<br/>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br/>-Students will use Google Classroom to make suggestions, to post, and communicate with other students and teacher.</p>  |
| W.9-10.7 | <p>Conduct short, as well as more sustained ,research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will investigate a self-generated topic and include that information in their writing.<br/>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> |
| W.9-10.8 | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces,</p>   |

**FRENCH III ADVANCED**  
**UNIT II: PAST EVENTS**

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|              | <p>research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will investigate a self-generated topic and include that information in their writing.<br/>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br/>-Students will use their own words when using information from a text.<br/>-Students will credit the source for ideas which are not their own.<br/>-Students will paraphrase effectively material that is not their own.</p>  |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will investigate a self-generated topic and include that information in their writing.<br/>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br/>-Students will use their own words when using information from a text.<br/>-Students will credit the source for ideas which are not their own.<br/>-Students will paraphrase effectively material that is not their own.</p> |
| W.9-         | Write routinely over extended time frames   | -Students will write regularly in class,   |

**FRENCH III ADVANCED**  
**UNIT II: PAST EVENTS**

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| 10.10         | (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)   | in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will produce timed and untimed writing assessments.<br>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)  |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will present formally to the class as well as using technology tools such as Audacity, on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, including Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of</p> |

**FRENCH III ADVANCED**  
**UNIT II: PAST EVENTS**

|           |  |   |
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|           | <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion, or a differing viewpoint.)</p> | <p>interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p>  |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p> |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organization strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction, and conclusion.</p>   |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |
| SL.9-10.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of target</p>  | <p>-Students will speak both in a formal register as in presentations and an</p>  |



**FRENCH III ADVANCED**  
**UNIT II: PAST EVENTS**

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|           | language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | informal register, as in question and answer format.  |
| L.9-10.1b | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate appropriately using past tenses in the target language.)</p> | <p>-Students will be able to conjugate and use effectively the passé composé with irregular, reflexive, and transitive/intransitive verbs.</p> <p>-Students will be able to conjugate and use effectively the Imperfect tense, including irregulars.</p> <p>-Students will be able to use the past tenses effectively.</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>   |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss childhood and major life events.)</p>  | <p>- In writing and speaking, students will describe, name, and discuss vocabulary related to one’s childhood.</p> <p>-In writing and speaking, students will describe and discuss major life events.</p> <p>-Students will compare childhood experiences among cultures (school, home life, etc.).</p> <p>-Students will compare major life events among cultures.</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **FRENCH III ADVANCED**

### **UNIT III: LEISURE**

#### **Objectives for Unit III**

Students will be able to, in writing and speaking, discuss leisure activities, such as shopping, cooking, camping and travel.

Students will be able to conjugate and use a variety of verbs in the Imperative mood.

Students will be able to shorten sentences with the use of object pronouns and their correct placement.

#### **Essential Questions for Unit III**

How does one discuss, orally and in writing, different types of leisure activities?

How does one direct someone to do something?

How does one replace parts of a sentence in order to not be repetitive?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

| Standard  | Grade Level Expectations  | Evidence of Learning   |
|-----------|---|--|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|            |   | <p>personal connections.</p> <ul style="list-style-type: none"> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>   |
| RI.9-10.5  | <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)</p> | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based, on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts. in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)</p>                                  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | <p>By the end of <b>level 2</b>, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety</p>   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|                     | <p>of articles, informational texts and short stories.)</p>   | <p>based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>   |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on teacher feedback.</li> </ul> |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view,</p>  | <p>-Students will write regularly, in class in a variety of formats. These may include, journal</p>  |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|          | <p>and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-</p>   |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|          |  | <p>ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p>  |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words. Edit work based on teacher feedback.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students may often be asked to write more than one draft of a piece.</p> <p>-Students may often be asked to make corrections to work, based on a corrections guide provided by the teacher.</p> |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.</p> <p>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</p> <p>-Students will use Google Classroom to make suggestions, to post, and to communicate with other students and teacher.</p>   |
| W.9-10.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p>  |



**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|              | <p>investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul>  |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work</i></p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition</li> </ul>   |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|               | <p>[e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>words correctly.</p> <ul style="list-style-type: none"> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>   |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of</p>   | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small</li> </ul>   |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|           | <p>formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.<br/>(Summarize, present an opinion or a differing viewpoint.)</p> | <p>group discussion.</p> <p>-Students will present formally to the class as well as using technology tools, such as Audacity, on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which</p>   |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

|           |  |   |
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|           |  | <p>may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>   |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organization strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction, and conclusion.</p>   |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |
| SL.9-10.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).</p>   | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>   |
| L.9-10.1b | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the imperative. Alter sentence structure so as not to be repetitive in the target language.)</p> | <p>-Students will be able to conjugate and use effectively the imperative in the target language including both affirmative and negative commands in the formal and informal registers.</p> <p>-Students will correctly place object pronouns with infinitive verbs, commands, gerunds and conjugated verbs.</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and</p> |

**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

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|           |   | speaking.   |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss different types of leisure activities, such as camping, beach trips, cooking, shopping, and travel.)</p> | <p>- In writing and speaking, students will describe, name, and discuss vocabulary related to leisure activities (camping, beach trips, cooking, shopping and travel).</p> <p>-Students will compare leisure activities among cultures.</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **FRENCH III ADVANCED**

### **UNIT IV: FUTURE ENDEAVORS**

#### **Objectives for Unit IV**

Students will be able to, in writing and speaking, discuss future plans.

Students will be able to conjugate and use a variety of verbs in the Future tense, including all irregulars.

Students will be able to conjugate and use a variety of verbs in the Conditional tense, including all irregulars.

Students will be able to conjugate and use a variety of verbs in the Present Subjunctive mood.

Students will be able to, in writing and speaking, discuss technology and its uses.

#### **Essential Questions for Unit IV**

How does one discuss, orally and in writing, one's future plans or endeavors?

How does one discuss, orally and in writing, what one would do in certain situations?

How does one discuss, orally and in writing, what one wants or hopes for others?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts, and short stories.)   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|            |  | <p>personal connections.</p> <ul style="list-style-type: none"> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>   |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate, and analyze a variety of articles,                                | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions</li> </ul>  |



**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|                     | <p>informational texts, and short stories.)</p>  | <p>based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>   |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on teacher feedback.</li> </ul> |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces,</p>   |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|          | <p>a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p>  |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit</p> |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|          |   | their writing based on teacher feedback..   |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words. Edit work based on teacher feedback.)                         | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul> |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, to post, and to communicate with other students and teacher.</li> </ul>  |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|              | Appropriately use transition words.)   | <ul style="list-style-type: none"> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul>   |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|               | <p>draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>generated topic and include that information in their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p>     |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p> |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class</p>   | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, and small group discussion.</p> <p>-Students will participate in daily</p>  |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|           | <p>discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion, or a differing viewpoint.)</p> | <p>speaking activities.</p> <p>-Students will present formally to the class as well as using technology tools, such as Audacity, on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>--Students will answer and ask questions as a whole class, in small groups, and one on one. Varied activities such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their</p>   |

**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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|           |   | point of view.  |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organization strategies.)  | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction, and conclusion.  |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)   | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).   | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the future tense, communicate in the target language using the conditional and subjunctive moods. Communicate in the target language correctly using verbs which require prepositions/indirect object pronouns.) | -Students will be able to conjugate and use effectively the future tense, including all irregulars.<br>-Students will conjugate and use effectively the conditional mood, including all irregulars.<br>- Students will conjugate and use effectively the present subjunctive mood, with impersonal phrases.<br>- Students will be able to use correctly verbs which require prepositions/indirect objects.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |



**FRENCH III ADVANCED**  
**UNIT IV: FUTURE ENDEAVORS**

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| <p>L.9-10.2c</p> | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss future plans, including professions. Describe and discuss technology and its uses.)</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe, name, and discuss vocabulary related to the future, including professions.</li> <li>-Students will compare professions and careers among cultures.</li> <li>- Students will describe, name and discuss technology and its uses.</li> <li>- Students will compare technology and its uses among cultures.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |
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## **FRENCH III ADVANCED**

### **UNIT V: SOCIAL AWARENESS**

#### **Objectives for Unit V**

Students will be able to, in writing and speaking, discuss environmental concerns.  
Students will be able to, in writing and speaking, discuss a variety of social issues.  
Students will be able to conjugate and use correctly the Present Subjunctive mood.  
Students will be able to, in writing and speaking, conjugate and use correctly the Perfect tenses.  
Students will be able to, in writing and speaking, use the Passive voice.

#### **Essential Questions for Unit V**

How does one discuss, orally and in writing, different types of environmental concerns?  
How does one discuss, orally and in writing, social issues including homelessness, poverty and helping in one's community?  
How does one express what one wants or hopes for someone else in the target language?  
How does one express the past in the target language?  
How does one express the passive voice in the target language?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit**

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

| Standard  | Grade Level Expectations  | Evidence of Learning   |
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| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast</li> </ul>   |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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|            |  | <p>pieces, their opinion, and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate, and analyze a variety of articles, informational texts, and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate, and analyze a variety of articles, informational texts, and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read,   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> </ul>  |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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|                     | <p>annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.</li> <li>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</li> </ul>   |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc.</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on teacher feedback.</li> </ul> |

**FRENCH III ADVANCED  
UNIT V: SOCIAL AWARENESS**

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|              | Appropriately use transition words.)   |   |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.)</p> |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p> |
| <p>W.9-10.4</p>     | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p>  |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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|          |  | <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on teacher feedback.</p>   |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words. Edit work based on teacher feedback.)</p> | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students may often be asked to write more than one draft of a piece.</p> <p>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</p> |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.</p> <p>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</p> <p>-Students will use Google Classroom to make suggestions, to post and to communicate with other students and teacher.</p>   |
| W.9-10.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of</p>   | <p>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails,</p>  |



**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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|              | <p>the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>  | <p>etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul>  |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition</li> </ul>   |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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|               | <p>[e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p> | <p>words correctly.</p> <ul style="list-style-type: none"> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>   |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom</p>   | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, and small group discussion.</li> </ul>   |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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|           | <p>participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion, or a differing viewpoint.)</p> | <p>-Students will participate in daily speaking activities.</p> <p>-Students will present formally to the class as well as using technology tools, such as Audacity, on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubric and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p>   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts,</p>   |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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|           |  | <p>blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organization strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction, and conclusion.</p>  |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>  |
| SL.9-10.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).</p>   | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>  |
| L.9-10.1b | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the present subjunctive mood. Communicate in the target language using the passive voice.)</p> | <p>-Students will be able to conjugate and use effectively the present subjunctive mood.</p> <p>-Students will conjugate and effectively use the passive voice.</p> <p>-Students will conjugate and effectively use varied verbs tenses, within the indicative and subjunctive moods.</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p> |

**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

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| <p>L.9-10.2c</p> | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss various environmental and social concerns.)</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe, name, and discuss vocabulary related to environmental issues (recycling, climate change, etc.).</li> <li>-Students will compare environmental concerns among cultures.</li> <li>-In writing and speaking, students will describe, name and discuss vocabulary related to social concerns (volunteering, homelessness, poverty, the less fortunate, etc.)</li> <li>-Students will compare social concerns among cultures.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |
|------------------|--|---|

## **FRENCH III ADVANCED UNIT V: SOCIAL AWARENESS**

### **SUGGESTED RESOURCES**

<https://leconjugueur.lefigaro.fr/conjugaison/verbe>

Scholastic Online Resources (via WHS Library Website)

[www.quizlet.com](http://www.quizlet.com)

<http://www.duolingo.com>

<http://www.yabla.com>

<http://www.digitaldialects.com/French.htm>

<https://fr.brainpop.com/>

<http://www.languageguide.org/>

[https://www.albert.io/ap-french-language?utm\\_campaign=ap-french-language-tips](https://www.albert.io/ap-french-language?utm_campaign=ap-french-language-tips)

<http://mfl-storybirds.wikispaces.com/French+Storybirds>

<http://www.thefrenchexperiment.com/stories/>

<http://www.contemania.com/contes/index.htm> <http://www.iletaitunehistoire.com/>

<http://www.iletaitunehistoire.com/genres/albums-histoires>

[https://www.albert.io/ap-french-language?utm\\_campaign=ap-french-language-tips](https://www.albert.io/ap-french-language?utm_campaign=ap-french-language-tips)

<https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/classroom-resources>

<http://www.bonjourdefrance.com/>

<https://www.bbc.com/education/subjects/zgdqxn>

<http://frenchsuccess.com/>

<https://www.tolearnfrench.com/>

**AMSCO French First Year, Second Edition**

**AMSCO Cours Supérieur de Français**

## FRENCH III ADVANCED PACING GUIDE

| Unit or Grade Level Expectations   | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|--|----------------|----------------|----------------|----------------|
| Unit 1 <ul style="list-style-type: none"> <li>● Reflexive Verbs</li> <li>● Morning and evening routines</li> <li>● Daily responsibilities</li> <li>● Personal items, belongings</li> </ul>   | X<br>>         |                |                |                |
| Unit 2 <ul style="list-style-type: none"> <li>● Passé composé conjugations (irregular, reflexive, and transitive/intransitive verbs)</li> <li>● Imperfect tense</li> <li>● Differences between passé composé and imparfait</li> <li>● Major life events and the similarities and differences among cultures</li> </ul>   |                | X<br>><br>.    |                |                |
| Unit 3 <ul style="list-style-type: none"> <li>● Imperative Mood (formal, informal, affirmative and negative) with all irregular groups</li> <li>● Correct pronoun placement (including commands, infinitive verbs, gerunds and conjugated verbs).</li> <li>● Leisure activities (camping, beach trips, cooking, shopping, travel)</li> <li>● Sentence construction to avoid repetitiveness.</li> </ul> |                |                | X<br>>         |                |
| Unit 4 <ul style="list-style-type: none"> <li>● Future tense and all irregulars</li> <li>● Conditional mood and all irregulars</li> <li>● Present Subjunctive: regular and irregular verbs</li> <li>● Present subjunctive mood (introduction) - impersonal expressions</li> <li>● Future plans and professions</li> </ul>  |                |                |                | X<br>>         |
| Unit 5 (as able) <ul style="list-style-type: none"> <li>● Present Subjunctive Mood (continued)</li> <li>● Passive voice</li> <li>● Environmental concerns (recycling, natural disasters, etc.)</li> <li>● Social concerns (poverty, social action projects, etc.)</li> <li>● Various issues (social, environmental, etc.) as related to the francophone world.</li> </ul>                              |                |                |                | X<br>>         |

## **FRENCH IV HONORS COURSE DESCRIPTION**

In this course, students will use the target language to participate in culturally appropriate exchanges with peers in the target language to express feelings and opinions of personal experiences, as well as a variety of other topics. They will make comparisons using authentic sources and they will communicate in the target language, describing and analyzing events of mutual interest. They will listen to and read a variety of authentic materials in the target language in order to make predictions, regarding the differences between their culture and those related to the target language. They will use oral and written language to maintain interpersonal relationships with francophone speakers, while using various media resources for entertainment. This class is conducted in the target language.

**Prerequisites:** Students who earned at least 70% in French IIIA.



# **FRENCH IV HONORS**

## **UNIT I: LEISURE**

### **Objectives**

Students will be able to discuss various leisure activities including travel, art, music, television, etc.

Students will be able to discuss friendships and relationships.

Students will be able to conjugate and use a variety of verbs in the Pasé Composé and Imperfect tenses.

Students will be able to discuss past events using the past tenses.

Students will be able to make comparisons in the target language.

Students will be able to use effectively the Present participle in the target language.

Students will be able to connect sentences using relative pronouns in the target language.

### **Essential Questions**

How does one discuss, orally and in writing, leisure activities in the target language?

How does one discuss, orally and in writing, friendships and relationships in the target language?

How does one talk about the past in the target language?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH IV HONORS  
UNIT I: LEISURE**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
|------------|--|---|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text</li> </ul>   |

**FRENCH IV HONORS**  
**UNIT I: LEISURE**

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|             | language that is particularly fresh, engaging, or beautiful.(Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <p>in written and oral form.</p> <p>Students will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul> <p>Students will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and</li> </ul>  |

**FRENCH IV HONORS  
UNIT I: LEISURE**

|            |   |   |
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|            |   | group discussion.   |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Sudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and</li> </ul>  |

**FRENCH IV HONORS  
UNIT I: LEISURE**

|            |   |  |
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|            |   | <p>group discussion.</p> <ul style="list-style-type: none"> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul>  |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)               | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing</li> </ul>   |

**FRENCH IV HONORS  
UNIT I: LEISURE**

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|                     |   | <p>based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul>  |
| <p>RI.11-12.10</p>  | <p>By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)</p>   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| <p>W.11-12.1a-e</p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="padding-left: 40px;">a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p style="padding-left: 40px;">b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p style="padding-left: 40px;">c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback.</li> </ul>  |

**FRENCH IV HONORS  
UNIT I: LEISURE**

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|           | <p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |  |
| W11-12b-f | <p>a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |

**FRENCH IV HONORS  
UNIT I: LEISURE**

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| <p>W.11-12.3a,c,e</p> | <p>a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| <p>W.11-12.4</p>      | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| <p>W.11-12.5</p>      | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the</p>   |



**FRENCH IV HONORS  
UNIT I: LEISURE**

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|           |   | <p>formal and informal registers.</p> <ul style="list-style-type: none"> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback..</li> </ul>   |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>   | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |
| W.11-12.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback.</li> </ul>  |
| W.11-12.8 | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> </ul> |

**FRENCH IV HONORS  
UNIT I: LEISURE**

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|               |   | <ul style="list-style-type: none"> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>   |
| W.11-12.9     | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> <li>-Students will effectively utilize transition words.</li> </ul>   |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion,</p>     | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> </ul>  |

**FRENCH IV HONORS  
UNIT I: LEISURE**

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|            | <p>presentations, whole class discussion, questions and answer, etc.)</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Audacity on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
| SL.11-12.2 | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to</p>   |

**FRENCH IV HONORS  
UNIT I: LEISURE**

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|            |  | support their point of view.   |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.) | <ul style="list-style-type: none"> <li>-Students will accurately utilize transition words.</li> <li>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</li> </ul>  |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | <ul style="list-style-type: none"> <li>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</li> </ul>   |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)  | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities.</li> <li>-Students will present formally to the class as well as using technology tools such as Audacity on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, including Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral form, of articles, informational</li> </ul> |

**FRENCH IV HONORS  
UNIT I: LEISURE**

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|              |  | <p>writings, topics of interest, etc.</p> <ul style="list-style-type: none"> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and those of the target language.</li> </ul>   |
| L.11-12.1a,b | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>(Communicate in the target language using the passé composé and imparfait while incorporating additional structures: gerunds, comparisons and relative pronouns.)</p> | <ul style="list-style-type: none"> <li>-Students will be able to use effectively the two simple past tenses in French (passé composé and imparfait).</li> <li>-Students will be able to conjugate and use correctly verbs in the passé composé and imparfait.</li> <li>- Students will be able to correctly use gerunds.</li> <li>- Students will be able to make comparisons.</li> <li>- Students will connect sentences using relative pronouns.</li> <li>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</li> </ul>   |
| L.11-12.2b   | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">Spell correctly.</p> <p>(Describe and discuss leisure activities and friendships/relationships.)</p>   | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe and discuss leisure activities (art, music, television, travel, etc.)</li> <li>- In writing and speaking, students will describe and discuss themes and topics related to friendships and relationships.</li> <li>-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |

## **FRENCH IV HONORS**

### **UNIT II: EDUCATION AND CAREERS**

#### **Objectives**

Students will be able to discuss various education and career options.

Students will be able to discuss issues related to the community, including the literary use of the Passé Simple v. Passé Composé.

Students will be able to discuss communication in the target language.

Students will be able to discuss the future in the target language (including subjunctive constructions).

Students will be able to discuss hypothetical situations in the target language.

Students will be able to correctly use si clauses with Future and Conditional in the target language.

Students will be able to use correctly reflexive verbs in French.

Students will be able to use correctly the passive voice in French

Students will be able to identify and correctly use prepositions that accompany verbs.

#### **Essential Questions**

How does one discuss, orally and in writing, education and career options?

How does one discuss, orally and in writing, issues regarding community?

How does one use Passé Simple v. the Passé Composé in literary context?

How does one discuss, orally and in writing, communication and issues therein?

How does one discuss, orally and in writing, the future in the target language?

How does one discuss, orally and in writing, a hypothetical situation in the target language?

How does one discuss, orally and in writing, what is done in the target language?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

| Standard   | Grade Level Expectations   | Evidence of Learning   |
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| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>-Students will write summaries using information from the text.</li> <li>-Students will write reactions or interpretations of the text.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will write summaries using information from the text.</li> <li>-Students will write reactions or interpretations of the text.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group</li> </ul> |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|             |  | discussion.  |
| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul>  |



**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|            | articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text,  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and</li> </ul>  |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|            | including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <p>oral form.</p> <ul style="list-style-type: none"> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)               | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing</li> </ul>   |

**FRENCH IV HONORS  
UNIT II: EDUCATION AND CAREERS**

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|              |  | <p>based on the text which may include:<br/>compare/contrast pieces, their opinion and personal connections.</p> <p>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p>  |
| RI.11-12.7   | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>-Students will answer questions based on the text.</p> <p>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> <p>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</p> |
| RI.11-12.10  | <p>By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)</p>  | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>-Students will answer questions based on the text.</p> <p>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> <p>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</p>   |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts,</p>  | <p>-Students will write regularly in class in a variety of formats. These may include,</p>  |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|           | <p>using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| W11-12b-f | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces,   |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|                | <p>accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| W.11-12.3a,c,e | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words</p>   |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|           | <p>setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>correctly.</p> <ul style="list-style-type: none"> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>  |
| W.11-12.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br/><br/>(Write in a variety of formats which may</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> </ul>  |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|           | include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.  |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)   | -Students will use Google Docs to share work with peers and teacher for revising and editing.<br>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.   |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions. |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles,                     |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|               | experience, etc. Use transition words appropriately.)  | podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own.  |
| W.11-12.9     | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.11-12.10    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br><br>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will produce timed and untimed writing assessments.<br>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)<br>-Students will effectively utilize transition words.   |
| SL.11-12.1a-d | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and  | -Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the   |



**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|  | <p>issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will present formally to the class as well as using tools such as Audacity on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
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**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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| SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  | <ul style="list-style-type: none"> <li>-Students will be able to find and use sources appropriate for their task.</li> <li>-Students will be able to access sources found on school/library databases.</li> <li>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</li> <li>-Students will be able to synthesize information from various sources to support their point of view.</li> </ul> |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.) | <ul style="list-style-type: none"> <li>-Students will accurately utilize transition words.</li> <li>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</li> </ul>   |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom  | -Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or  |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|                     | <p>participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p>   | <p>teacher, whole class discussion, small group discussion.</p> <ul style="list-style-type: none"> <li>-Students will participate in daily speaking activities.</li> <li>-Students will present formally to the class as well as using tools such as Audacity on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and those of the target language.</li> </ul> |
| <p>L.11-12.1a,b</p> | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>(Communicate in the target language utilizing effectively the future tense and conditional mood, taking their differences</p> | <ul style="list-style-type: none"> <li>-Students will be able to use effectively the Future tense, including all irregular verbs.</li> <li>-Students will be able to use effectively the Conditional mood, including .all irregulars.</li> <li>- Students will be able to use the Present Subjunctive, including implied Future and more expanded structures.</li> <li>- Students will be able to use reflexive pronouns appropriately in the target language.</li> <li>- Students will be able to use the passive voice effectively and utilize the passive and active voices appropriately.</li> <li>- Students will be able to identify and utilize verbs with prepositions à/de.</li> </ul>   |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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|                   | <p>into consideration. Communicate in the target language using the passive voice and correctly employing verbs with prepositions.)</p>  | <p>- Students will be able to utilize the Passé Simple v. the Passé Composé in literary context.</p>   |
| <p>L.11-12.2b</p> | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">Spell correctly.</p> <p>(Describe and discuss education, career options, community-related issues and communication in the target language.)</p> | <p>- In writing and speaking, students will discuss topics relating to education and careers.</p> <p>-Students will write and discuss topics related to community and communication issues.</p> <p>-Students will compare these topics among cultures.</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **FRENCH IV HONORS UNIT III: HEALTH & WELLNESS**

### **Objectives**

Students will be able to discuss, orally and in writing, topics pertaining to health and wellness in the target language.

Students will be able to discuss, orally and in writing, topics related to sports and athletics.

Students will be able to give a formal and informal command in all Imperative forms in the target language.

Students will be able to use effectively the Present Subjunctive mood.

### **Essential Questions**

How does one discuss, orally and in writing, health and wellness in the target language?

How does one discuss, orally and in writing, sports and athletics in target language?

How does one give a command in the target language?

How does one express a potential, possible or probable situation?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
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| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.4 | Determine the meaning of words and   | - Students will write summaries using   |

**FRENCH IV HONORS**  
**UNIT III: HEALTH & WELLNESS**

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|             | <p>phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>information from the text.</p> <ul style="list-style-type: none"> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RL.11-12.10 | <p>By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.1  | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.2  | <p>Determine two or more central ideas of a text and analyze their development over the</p>  | <p>-Students will write regularly in class in a variety of formats. These may include,</p>  |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|            | <p>course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <p>journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will write both in the formal and informal registers.<br/>         -Students will answer open-ended questions.<br/>         -Students will revise and edit their writing based on peer and teacher suggestions.</p>  |
| RI.11-12.3 | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will write both in the formal and informal registers.<br/>         -Students will answer open-ended questions.<br/>         -Students will revise and edit their writing based on peer and teacher feedback.</p> |
| RI.11-12.4 | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will write both in the formal and informal registers.<br/>         -Students will answer open-ended questions.<br/>         -Students will revise and edit their writing based on peer and teacher feedback.</p> |
| RI.11-12.5 | <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her</p>  | <p>-Students will write regularly in class in a</p>  |



**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|             | <p>exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <p>variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback.</li> </ul>                               |
| RI.11-12.6  | <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul> |
| RI.11-12.7  | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |
| RI.11-12.10 | <p>By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words</li> </ul>   |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|                     |   | <p>correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p>  |
| <p>W.11-12.1a-e</p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|                  | <p style="text-align: center;">the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| <p>W11-12b-f</p> | <p>a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information in their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|                | Use transition words appropriately.)   |  |
| W.11-12.3a,c,e | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>  |
| W.11-12.4      | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. -Students will present formally to the class as well as using tools such as Audacity on a variety of topics. They will also compare their own culture to those of</p> |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|           |  | <p>the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>   |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>   |
| W.11-12.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the</p>  | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>  |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|           | <p>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  |   |
| W.11-12.8 | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>   |
| W.11-12.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will be able to use effectively all command forms.<br/>-Students will be able to use pronouns in all five instances in order to avoid repetition and redundancy..<br/>-Students will be able to conjugate and use correctly the subjunctive mood in the present with nominal and adjectival clauses.<br/>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p> |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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| <p>W.11-12.10</p>    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>- In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a country of the target culture.</li> <li>-Students will present a current event of interest that they researched to the class.</li> <li>-Students will write on a variety of themes and topics regarding obstacles and barriers a member of the target culture faces.</li> <li>-Students will barriers and success stories among cultures.</li> <li>-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul>  |
| <p>SL.11-12.1a-d</p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br/>(Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>b. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</li> <li>-Students will present formally to the class as well as using tools such as Audacity on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on</li> </ul> |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|  | <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
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**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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| SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p> |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.) | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>   |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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| SL.11-12.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |
| SL.11-12.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities.</p> <p>-Students will present formally to the class as well as using tools such as Audacity on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |

**FRENCH IV HONORS  
UNIT III: HEALTH & WELLNESS**

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| <p>L.11-12.1a,b</p> | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>(Communicate in the target language using the appropriate tenses, including the Imperative.)</p> | <ul style="list-style-type: none"> <li>- Students will be able to use effectively the Imperative mood including with irregular verbs (and in the negative).</li> <li>- Students will be able to use effectively the pronouns with the Imperative mood.</li> <li>- Students will be able to use the Present Subjunctive mood effectively.</li> </ul>  |
| <p>L.11-12.2b</p>   | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss athletics, sports, exercises and healthy living choices in target language.</p>  | <ul style="list-style-type: none"> <li>- In writing and speaking, students will discuss topics relating to healthy living.</li> <li>-Students will write and discuss topics related to healthy living.</li> <li>-Students will compare these topics among cultures.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |

## **FRENCH IV HONORS UNIT IV: GLOBAL CHALLENGES**

### **Objectives**

Students will be able to discuss, in speaking and writing, the topic of global challenges in today's world.  
Students will be able to discuss, in speaking and writing, how global challenges differ among cultures.  
Students will be able to discuss, in speaking and writing, social issues such as homelessness and volunteering opportunities.

Students will be able to discuss, in speaking and writing, news and current events.

Students will be able to discuss, in speaking and writing, events that have and had happened using the appropriate past tenses.

Students will be able to describe, orally and in writing, the location of an object in relation to a speaker using the demonstrative adjectives and pronouns.

Students will be able to talk about hypothetical situations using appropriate si clauses.

Students will be able to use verbs tenses in the appropriate sequence.

Students will be able to discuss, in speaking and writing, events that will have and would have happened using the appropriate tenses.

### **Essential Questions**

What are the global challenges that the target cultures face?

How does one discuss, orally and in writing, global challenges and social matters in the target language?

How does one discuss, orally and in writing, news and current events as they relate to the target cultures and the students' cultures?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

| Standard   | Grade Level Expectations   | Evidence of Learning   |
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| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.4 | Determine the meaning of words and   | -Students will share summaries using   |

**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|                    | <p>phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>information from the text in written and oral form.</p> <ul style="list-style-type: none"> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| <p>RL.11-12.10</p> | <p>By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| <p>RI.11-12.1</p>  | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include:</li> </ul>   |

**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|            |  | <p>compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.2 | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.3 | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)</p>  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| RI.11-12.4 | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include:</li> </ul>   |

**FRENCH IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|            |   | <p>compare/contrast pieces, their opinion and personal connections.</p> <p>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> <p>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</p> <p>-Students will use text to identify the meaning of words in the context of the reading.</p>   |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)               | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>-Students will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>-Students will answer questions based on the text.</p> <p>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p>  |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or  | -Students will share summaries using information from the text in written and   |



**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|              | formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <p>oral form.</p> <ul style="list-style-type: none"> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul>   |
| RI.11-12.10  | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="padding-left: 40px;">a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p style="padding-left: 40px;">b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback.</li> </ul>  |

**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|           | <p>pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> |  |
| W11-12b-f | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |

**FRENCH IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|                | <p>vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |  |
| W.11-12.3a,c,e | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>b. . Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>c.. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| W.11-12.4      | Produce clear and coherent writing in which the development, organization, and style are   | -Students will write regularly in class in a variety of formats. These may include,  |

**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

|           |   |  |
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|           | <p>appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will write both in the formal and informal registers.<br/>-Students will answer open-ended questions.<br/>-Students will revise and edit their writing based on peer and teacher feedback.</p>   |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will write both in the formal and informal registers.<br/>-Students will answer open-ended questions.<br/>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>   | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.<br/>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br/>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</p>  |
| W.11-12.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>-Students will employ transition words correctly.<br/>-Students will write both in the formal and informal registers.<br/>-Students will answer open-ended questions.<br/>-Students will revise and edit their writing based on peer and teacher</p>           |

**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|            |  | feedback.  |
| W.11-12.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information in their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br><br>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing,   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count,</li> </ul>   |

**FRENCH IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|               | opinion, personal experience, etc. Use transition words appropriately.)  | etc.)<br>-Students will effectively utilize transition words.  |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize,</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities.</p> <p>-Students will present formally to the class as well as using technology tools, such as Audacity, on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |

**FRENCH IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|            | present an opinion or a differing viewpoint.)  |  |
| SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  | -Students will be able to find and use sources appropriate for their task.<br>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.<br>-Students will be able to synthesize information from various sources to support their point of view. |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.) | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.  |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.   |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class  | -Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.<br>-Students will participate in daily                                     |

**FRENCH IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|                     | <p>discussion, questions and answer, etc.)</p>  | <p>speaking activities.</p> <ul style="list-style-type: none"> <li>-Students will present formally to the class as well as using technology tools, such as Audacity, on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, such as Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and those of the target language.</li> </ul> |
| <p>L.11-12.1a,b</p> | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <br/> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>(Communicate in the target language using the appropriate tenses in their appropriate sequence, including the Present Subjunctive mood.)</p> | <ul style="list-style-type: none"> <li>-Students will be able to use effectively all tenses appropriately, including irregulars.</li> <li>- Students will be able to use pronouns effectively.</li> <li>- Students will be able to use effectively si clauses when communicating in the target language.</li> <li>-Students will be able to use the correct tense in a given situation.</li> </ul>   |
| <p>L.11-12.2b</p>   | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</p>  | <ul style="list-style-type: none"> <li>-In writing and in speaking, students will discuss social issues such as homelessness.</li> <li>-Students will write on a variety of themes and topics in the target</li> </ul>   |



## FRENCH IV HONORS UNIT IV: GLOBAL CHALLENGES

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|  | <p>Spell correctly.</p> <p>(Describe and discuss social issues as they relate to current events in the target language.)</p> | <p>language regarding news and current events.</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |
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### SUGGESTED RESOURCES

<https://leconjugueur.lefigaro.fr/conjugaison/verbe>  
 Scholastic Online Resources (via WHS Library Website)  
[www.quizlet.com](http://www.quizlet.com)  
<http://www.duolingo.com>  
<http://www.yabla.com>  
<http://www.digitaldialects.com/French.htm>  
<https://fr.brainpop.com/>  
<http://www.languageguide.org/>  
[https://www.albert.io/ap-french-language?utm\\_campaign=ap-french-language-tips](https://www.albert.io/ap-french-language?utm_campaign=ap-french-language-tips)  
<http://mfl-storybirds.wikispaces.com/French+Storybirds>  
<http://www.thefrenchexperiment.com/stories/>  
<http://www.contemania.com/contes/index.htm> <http://www.iletaitunehistoire.com/>  
<http://www.iletaitunehistoire.com/genres/albums-histoires>  
[https://www.albert.io/ap-french-language?utm\\_campaign=ap-french-language-tips](https://www.albert.io/ap-french-language?utm_campaign=ap-french-language-tips)  
<https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/classroom-resources>  
<http://www.bonjourdefrance.com/>  
<https://www.bbc.com/education/subjects/zgdqxn>  
<http://frenchsuccess.com/>  
<https://www.tolearnfrench.com/>  
**AMSCO Cours Supérieur de Français**  
**Le Petit Prince**

**FRENCH IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

| Unit or Grade Level Expectations  | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|---|----------------|----------------|----------------|----------------|
| Unit 1<br><ul style="list-style-type: none"> <li>· Leisure activities: television, art, music, travel, camping</li> <li>· Friendships and relationships</li> <li>· Passé Composé v. Imperfect</li> <li>· Comparisons</li> <li>· Relative Pronouns</li> </ul>  | X<br>>         |                |                |                |
| Unit 2<br><ul style="list-style-type: none"> <li>· Careers, education, workplace, community, communication</li> <li>· Future with all irregulars</li> <li>· Conditional with all irregulars</li> <li>· Use of literary Passé Simple v. conversational Passé Composé</li> <li>· Passive Voice</li> <li>· Use of prepositions with verbs</li> </ul>                               |                | X<br>>         |                |                |
| Unit 3<br><ul style="list-style-type: none"> <li>● Health and wellness: athletics and sports, exercise, healthy choices</li> <li>● All command forms (including in negative)</li> <li>● Commands with pronouns</li> <li>● Present Subjunctive</li> </ul>  |                |                | X<br>>         |                |
| Unit 4<br><ul style="list-style-type: none"> <li>● Global challenges: social problems, news and current events, homelessness, volunteering</li> <li>● Review of all tenses previously learned</li> <li>● Demonstrative adjectives and pronouns</li> <li>● Si clauses</li> <li>● Sequence of tenses</li> <li>● Future and Conditional Perfect, Pluperfect Subjunctive</li> </ul> |                |                |                | X<br>>         |

## **ADVANCED PLACEMENT FRENCH COURSE DESCRIPTION**

In this course, students will be expected to master all tenses. There will be a review of all grammar and continued practice in composition leading to command of practical idioms and vocabulary. Students will be expected to master their ability to write compositions, letters, texts, emails, compare/contrast and persuasive essays. In depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Francophone worlds are a major component of this class. Students will practice extensively the skills needed for the AP French test, including responding orally and in written form to comprehensive, authentic listening comprehension activities and reading selections from a variety of sources.

**Prerequisites:** Students must earn 80% or better in French IV Honors.

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

### Overview & Objectives

- To have students become proficient in interpersonal, interpretive and presentational communication in preparation for the AP French Language and Culture Exam.
- To stress reading, writing, speaking and listening through each of the three modes of communication.
- To enrich the students' cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience of the six course themes.

Class will consist of close reading and extensive discussions of the texts with particular attention to stylistic analysis: character development, theme, structure, style, and overall interpretation. Students will be given comprehension questions, to be completed outside of class, which will enable guided discussion and textual analysis in class. The in-class discussions, which are solely in French, encourage students to perform high-level thinking and textual analysis in the target language. Class discussions enable students to closely analyze key passages for style and grammar, as well as to discuss course themes and their relevance to current issues. The discussions also provide a forum for students to make comparisons between the Francophone world and their own. Assessment of the students is done informally, on a daily basis, through the students' participation in class discussion and their efforts to use French exclusively.

Upon completing the reading, analysis and discussion of texts, students view film adaptations of the literary works. This encourages further cultural comparison and discussion. Additionally, students are required to identify point of view, audience and main ideas through oral and listening comprehension.

### Assessment

Formal assessment involves students writing both expository and persuasive compositions in French that demonstrate both their control of French grammar and vocabulary, as well as their competency in applying the techniques of literary analysis. Students are graded on various non-literature writing assignments that help them demonstrate the connections to the work and culture in the target language. Students also practice the AP exam format through multiple-choice reading and listening comprehension questions, speaking prompts and essay writing. AP exam practice also serves as formal assessment of student progress.

Oral performance – based on regular informal in-class participation along with interpersonal speaking assessments and oral presentations on cultural topics, graded using the AP scoring guidelines

Written performance – based on in-class essays and interpersonal writing assignments, graded using the AP scoring guidelines,

Reading and listening performance – based on both informal (comprehension and vocabulary quizzes) and formal (multiple-choice passages in the format of the AP exam) assessments given regularly

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

### Instructional and Teaching Strategies

The following sections demonstrate the variety of activities and strategies that support and extend understanding and mastery of the target language within the three modes of communication.

### Writing [CR5b]

AP composition/ essay writing (presentational, interpretive)

- Every 2-3 weeks, students will write a formal, well organized analytical or persuasive essay that is evaluated for its content, vocabulary and grammatical correctness.
- Lessons include instruction on thesis writing, brainstorming, organization, transitional terms, actual writing, and peer review.
- All essays are written during a class period, in order to best simulate the testing format.

Once students complete the essay, they are asked to rewrite based on teacher comments concerning organization and development, grammar, vocabulary, and style. During the revision, students are allowed to consult dictionaries, grammar reference, or to ask specific questions. In this way, students can take full advantage of all editing opportunities.

- Students also write an essay over all works of literature discussed in class, again enabling students to write an even greater variety of composition topics in French (interpretive, presentational).
- Students answer comprehension questions varying from plot summary to synthesis and analysis level questions.
- Students support their responses by selecting key passages that exemplify textual elements of plot/character development, structure, style, and theme.
- Students are required to research and include autobiographical information and details pertaining to the work's literary movement.

A cultural project is assigned that enhances students' writing, editing and peer review competencies. Projects include writing and illustrating an original children's book, translating a well-known children's story into French, and creating a modern version of a fable based on the works of La Fontaine (Presentational). [CR4b]

Students are required to maintain an electronic dialogue journal (blog, class discussion thread, etc.), which improves writing skills in a real world exchange of ideas. They also learn to elicit information from classmates while being able to provide and support their own opinion (interpersonal). [CR3b]

# ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

## Speaking [CR3a] & [CR5a]

Oral participation in various contexts (presentational, interpretive, interpersonal)

- Class projects
- Involvement in peer review
- Debate/ discussion

Cultural comparison (oral presentations in class) – practice and peer review:

- Allow students to reflect on their performance and that of others. Students first make a presentation, then provide one another with feedback, thus gaining both presentational and interpersonal practice, and markedly improving both their speaking and listening skills.

Description of pictures from magazines, advertisements, etc. (presentational, interpersonal, interpretive) [CR4a]

- Students are asked to describe, narrate, hypothesize, ask and answer questions.
- To promote both listening and speaking proficiency, students build onto another student's story or answer specific topic-related questions.

Small group or partner dialogs or presentations (interpersonal, presentational, interpretive)

Play games in small groups or pairs, such as Taboo, Pictionary, Scattergories, etc. (interpersonal)

In-class discussions of literary and non-literary texts with respect to themes, explication de texte, literary movements and author biography. (Interpretive, Interpersonal) [CR4b]

Review vocabulary in the format of class discussion, question and answer, impromptu scenario role-playing, and topical vocabulary review. (interpretive, interpersonal)

Each year students are required to create and present orally an original Mardi Gras mask that reflects an aspect of the French and Francophone culture. Possible topics include: famous person, Francophone country or region, famous monument, region or city in France. presentational) [CR5a]

## Reading

Literary and media excerpts are integrated into the coursework in order to give students practice at sight-reading as well-as out-of-class reading from authentic text. Once the selections have been read, comprehension is assessed through one or more of the following:

- In-class discussion
- Textual analysis
- Short presentations by students
- Multiple-choice questions

## **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

The novels and plays listed under course materials are read in their entirety and form the basis for class discussions and/or presentations as well as essays. (interpretive, interpersonal, presentational)

Excerpts from literary texts of various genres, including romans, poésie, théâtre, and various styles are incorporated in order to expose students to different types of reading from the Francophone world. (interpretive, interpersonal, presentational)

Articles ranging from news, magazine and online discussion threads are included to broaden the cultural awareness of students. Moreover, these offer students the chance to read varying points of view on many of the course themes. Global challenges, science and technology, and beauty and aesthetics are covered in more detail through current event writings. (interpretive, interpersonal, presentational)) [CR2b]

### **Listening**

AP Practice – exercises from AP French (Ladd) with audio texts and with audio and printtexts combined (interpretive)

Music and video to provide authentic audio for developing listening proficiency (interpretive, interpersonal). [CR4a]

- Activities include dictée, paraphrasing and text completion to promote comprehension, as well as class discussion of the excerpt in order for students to develop their oral presentation of opinions.
- Cultural comparisons are made by listening to and viewing various types of music, audio and audio-visual media

In-class conversations and peer reviews of varied topics (presentational, interpersonal)

### **Culture and Technology**

Visit to local museum to view and evaluate French art and artists followed by oral or written presentations in which students describe a particular artist's work (interpretive, presentational).

Video excerpts from French and Francophone films, news clips, media that are not related to the texts read in class, followed by class discussions and oral or written presentations in which students describe the materials viewed.

Internet review, using websites for grammar, vocabulary, and reading comprehension

- Students are given class time to work independently on the topics with which they are least comfortable. Likewise, students are given the opportunity to work in pairs or small groups in order to answer and analyze their responses. The listed web pages give students the chance to continue reviewing grammar outside of class while receiving immediate feedback.

Web based research is assigned in class as a method to make authentic sources of text (news articles, current events, author biographies, etc.) readily available for students. Once research has been completed (informally by the student), a formal assessment (either written or orally) is completed for a grade. (presentational)

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Suggested course activities that integrate the modes of communication and the course themes:

- In-class presentation and peer review. While classmates are presenting, all other students take notes in order to provide feedback to the speaker. In addition, all audience members formulate questions over the presented scenario. Thus, the class works to improve speaking and listening proficiency, along with enhancing their vocabulary and grammar usage. (presentational, interpersonal)
- Literary/ textual analysis. For all works of literature (poetry, short story, novel, etc.), students are asked to do the reading of the text on their own, or aloud in class. The reading exercise is followed by written activities, either with a partner or individually, in order to stress the importance of reading comprehension and effectively expressing one's opinions through grammatically and stylistically appropriate writing and dialogue. (presentational, interpretive)
- French in text and audio art. Students are presented with various songs, poems or short stories through recordings in order to use authentic materials to improve listening proficiency. (interpretive, presentational)
  - While listening to the text, students are asked to complete the passage's script (cloze activity) where key words have been omitted, to write a summary or to perform a dictée. Once students are familiar with the excerpt or piece of literature, they study it as a written text. In order to enhance their analytical reading skills, students are required to analyze French texts for theme, symbolism, poetic devices, etc., as well as to make valid cultural comparisons to the work. [CR8]
  - One unit of study with which this works very well pertains to the fables of La Fontaine. Students listen to recordings, perform cloze activities and then move to a formal, in-class discussion, in French, over the images, theme(s), style, etc. Students are asked to write a modern version based upon a La Fontaine fable. Upon completion of the final draft of the new fable, students present these orally to lower level French classes, thereby allowing them to work on pronunciation, public speaking and intonation in French. Students also study the artistic representations of artists, such as Chagall, in order to further expand their appreciation of the relationship between the text and art. After studying the various artists, students will give an oral presentation about one work of art, incorporating the numerous elements they have studied.

Internet/ primary source based cultural research. [CR4b] Depending on current events or student interest, students are asked to research and present their findings. Previous topics have included comparing America and France with respect to such practices and perspectives as traffic safety, voting involvement and environmental concerns. [CR8]

Depending on the scope of the contemporary topic, students are asked to present orally their comparison, to participate in a debate over the topic or to present a visual representation of their findings. Consequently, students enhance their reading, writing and speaking skills in an integrated format. (presentational, interpretive, interpersonal) [CR7]

French in art. Students are asked to create and present an original art project in a style reflective of various art movements. This often coincides with the viewing of art exhibits and allows students to



## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

prepare a project that familiarizes them with a cultural topic and enables them to develop their speaking skills with regards to a broader variety of discourse. (presentational, interpretive)

Letter writing. [CR3b] Students choose an author from a current event article, music, novel or film and write a letter or email. This project works as both an extension of research and as a method for students to express themselves through various writing styles. Students gain confidence in their writing through the informal email or letter rather than the formal explication de texte. For Francophone authors, students use this project as a means of increasing their knowledge of the author's country of origin, thereby extending their appreciation of French as a world language. (interpersonal) [CR9]

Mock newspaper. Students create a class newspaper based upon discussions of current events, discussions of literature and subjects of interest. The articles are written and revised, and vary in format so that students can master written presentational communication. The final product is a class discussion of various formats for information presentation that results from reading authentic news and magazine articles. (presentational, interpersonal) [CR5b] & [CR9]

### Integration of Authentic Materials and Course Themes

The course is designed in such a way to use various literary and cinematic works to allow students to develop the three types of communication while exploring the six cultural themes. The academic year is divided into units based upon major works of literature or collections of more modern excerpts. Within each unit, students work to improve their competency through formal and informal reading, writing, and listening activities.

#### *Candide*

- Global challenges – war and peace, diversity, health [CR6a]
- Families and Community – family structure, customs and ceremonies, friendship, and love [CR6e]
- Personal and Public Identity – beliefs and values, alienation and assimilation, nationalism, language and identity, multiculturalism [CR6d]
- Beauty and Aesthetics – ideals of beauty, world artistic heritage [CR6f]
- Contemporary Life – education, travel, rites of passage [CR6c]

#### *Cyrano de Bergerac*

- Personal and Public Identity – alienation and assimilation, language, and identity [CR6d]
- Contemporary Life – education, rites of passage, professions [CR6c]
- Families and Community – age and class, friendship and love, family structure [CR6e]
- Beauty and Aesthetics – literature, ideals of beauty [CR6f]

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

### *la Guerre de Troie*

- Global challenges – human rights, diversity, war and peace [CR6a]
- Beauty and Aesthetics – architecture, ideals of beauty [CR6f]
- Personal and Public Identity – patriotism, beliefs and values [CR6d]
- Families and Community – age and class, citizenship, customs and ceremonies [CR6e]

### *Moderato Cantabile*

- Personal and Public Identity – alienation and assimilation, beliefs and values
- Beauty and Aesthetics – ideals of beauty, architecture, music [CR6f]
- Contemporary Life – education, leisure, rites of passage [CR6c]
- Families and Community – age and class, family structure, childhood, friendship and love [CR6e]

### **Music (again not limited to the following examples)**

#### *MC Solaar (Sauvez le Monde)*

- Global Challenges – environmental, human rights [CR6a]
- Science and Technology – social impact of technology, ethical questions [CR6b]
- Families and Community – citizenship, friendship, and love [CR6e]
- Personal and Public Identity – alienation and assimilation, beliefs and values, multiculturalism [CR6d]

#### *Francis Cabrel (le Monde est sourde, 100 ans de plus, La corrida, Assis sur le rebord du monde, Octobre)*

- Personal and Public Identity – beliefs and values, language and identity, multiculturalism [CR6d]
- Global Challenges – diversity, economic, human rights [CR6a]
- Families and Community – customs, citizenship [CR6e]
- Contemporary Life – holidays and celebrations, leisure and sports [CR6c]

Articles and current news excerpts to emphasize the themes of Science & Technology and Global Challenges (again not limited to the following examples) [CR2b]

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

*Le Monde (le monde.fr)*

Sélection (Canadian Reader's Digest) (Piqueries d'État: oui ou non ?, Eau douce : la grande illusion, Le village qui fond, etc.)

- Science and Technology – current research, ethical questions, social impact of technology, future technology, new media [CR6b]
- Global Challenges – health, human rights, diversity, environmental, war, and peace [CR6a]
- Personal and Public Identity – beliefs and values, alienation and assimilation, multiculturalism [CR6d]
- Contemporary Life – education, housing/ shelter, travel, advertising, and marketing [CR6c]

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

| First Quarter  | Second Quarter   | Third Quarter   | Fourth Quarter   |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>· Weekly grammar review</li> <li>· Reading and Writing skills seminar</li> <li>· Candide, Voltaire</li> <li>· Selected Fables, La Fontaine</li> <li>· AP style essays #1-4</li> </ul> | <ul style="list-style-type: none"> <li>· Weekly grammar review</li> <li>· Cyrano de Bergerac, Rostand</li> <li>· Cinema representations based upon Cyrano</li> <li>· Current Events Unit (lemonde.fr, Sélections)</li> <li>· Music Unit</li> <li>· AP style essays #5-7</li> </ul> | <ul style="list-style-type: none"> <li>· Weekly grammar review</li> <li>· Music Unit</li> <li>· la Guerre de Troie, Giraudoux</li> <li>· Film – relevant to topics of la Guerre</li> <li>· Current Events Unit</li> <li>· AP style essay #8-10</li> </ul> | <ul style="list-style-type: none"> <li>· Moderato Cantabile, Duras</li> <li>· Current Events Unit</li> <li>· Literary Excerpts (as unit) with cinematic representations</li> <li>· Intensive review for the AP exam</li> </ul> |

The 4th quarter concludes with a thematic review of works and topics discussed throughout the year. Students are thus required to bring all pieces they have studied into one body of knowledge wherein they can demonstrate their level of mastery of the various types of communication. Class time is also devoted to AP exam specific practice.

# ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

## Course Materials and Resources

### Primary textbooks [CR2c]

- AP French: A Guide to the French Language Examination, text and accompanying cds, 2nd edition, Ladd 1998
- Une fois pour toutes, 2nd edition, Longman 1992
- La guerre de Troie, Giraudoux
- Cyrano de Bergerac, Rostand
- Candide, Voltaire
- Moderato Cantabile, Duras

### Supplementary texts and resources

- Released AP exams
- En bonne forme, 7th edition, Houghton Mifflin 2001
- Schaum's French Grammar, 4th edition, McGraw Hill 1999
- Point par point, exercices de grammaire française (avancé, intermédiaire, débutant), Didier 2000
- Activités: écrire pour convaincre, Hachette, 1996
- Reprise, college edition, NTC, 1993
- Trésors du temps, Glencoe 2005
- Jouer, communiquer, apprendre, François Weiss, Hachette, 2002
- Explorations: La littérature du monde français, 4th edition, Heinle & Heinle 2001
- Internet (grammar review tools)
  - <http://laits.utexas.edu/tex>
  - [www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french)
  - [www.tv5.org](http://www.tv5.org)
  - [www.lemonde.fr](http://www.lemonde.fr)

### Film and film excerpts [CR2a]

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

- 8 femmes, 2002
- Un long dimanche de fiançailles, 2004
- Jean de Florette, 1986
- Cyrano de Bergerac, 1950, 1990

**Audio** – music and literary excerpts (below is only a sample of audio used in class, in order to demonstrate the inclusion of authentic audio) [CR2a]

- Gerald de Palmas
- Francis Cabrel
- Jean-Paul Sartre, à voix haute, Gallimard-Emen
- Edith Piaf
- Yves Montand

### **KEY for the six themes & sub-themes for Advanced Placement French**

CR1: The teacher uses French almost exclusively in class and encourages students to do likewise.

CR5b: The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3b: The course provides opportunities for students to demonstrate their proficiency in written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR3a: The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a: The course provides opportunities for students to demonstrate their proficiency in spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials..

## **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

CR2b: Instructional materials include a variety of authentic non-literary texts such as newspaper and magazine articles.

CR8: The course provides opportunities for students to make comparisons between and within languages and cultures.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR7: The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

CR5b: The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

CR9: The course prepares students to use the French language in real-life settings.

CR6a: The course explicitly addresses the Global Challenges theme.

CR6e: The course explicitly addresses the Families and Communities theme.

CR6d: The course explicitly addresses the Personal and Public Identities theme.

CR6f: The course explicitly addresses the Beauty and Aesthetics theme.

CR6c: The course explicitly addresses the Contemporary Life theme.

CR6b: The course explicitly addresses the Science and Technology theme.

CR2c: Instructional materials include a variety of authentic literary texts.

CR2a: Instructional materials include a variety of authentic audio and video recordings.

**The standards below apply to all Advanced Placement French units on the endorsed AP syllabus.**

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

| Standard   | Grade Level Expectations   | Evidence of Learning   |
|------------|--|--|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>                |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>                |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include</li> </ul> |



## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

|             |  |  |
|-------------|--|--|
|             |  | presentations and group discussion.  |
| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>Students will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> <p>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</p> <p>-Students will use text to identify the meaning of words in the context of the reading.</p> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>-Students will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p>  |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of  | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a</p>  |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

|            |   |  |
|------------|---|--|
|            | articles, informational texts and short stories.)   | <p>text in written and oral form.<br/>Students will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

|            |   |   |
|------------|---|---|
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)                               | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul>   |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

|             |   |  |
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|             |   | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul> |
| RI.11-12.10 | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of</li> </ul>  |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

|              |  |  |
|--------------|--|--|
|              |  | transition words in order to organize their ideas in speaking and writing.   |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| W11-12b-f    | <p>a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor,</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

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|                | <p>simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  |  |
| W.11-12.3a,c,e | <p>a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher feedback.</p> |
| W.11-12.4      | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p>  |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

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|           |   | <ul style="list-style-type: none"> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback.</li> </ul>  |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback..</li> </ul> |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>   | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |
| W.11-12.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher feedback.</li> </ul>  |
| W.11-12.8 | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries,</li> </ul>   |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

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|            | <p>and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>  |
| W.11-12.9  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.10 | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> </ul>   |



## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

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|               |  | <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p> <p>-Students will effectively utilize transition words.</p>   |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will present formally to the class as well as using tools such as Audacity on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities including Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p> |
| SL.11-12.2    | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which</p>   |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

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|            |   | <p>may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |
| SL.11-12.4 | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.)</p> | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>   |
| SL.11-12.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>  | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>  |
| SL.11-12.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p>  | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities.</p> <p>-Students will present formally to the class as well as using technology tools such as Audacity on a variety of topics. They will also compare their own culture to those of the target language. They will be assessed using departmental rubrics and quantitative checklists.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Varied activities, including Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> |

## ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

|              |   |   |
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|              |   | <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and those of the target language.</p>                             |
| L.11-12.1a,b | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <p style="padding-left: 40px;">a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>(Ongoing grammar review as needed.)</p> | <p>- Teacher will conduct ongoing grammar review based on students' needs.</p> <p>- Students will be able to make comparisons in the target languages using</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>                        |
| L.11-12.2b   | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p>  | <p>-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **SPANISH I ADVANCED COURSE DESCRIPTION**

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves, those around them and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. There is a great emphasis on vocabulary acquisition and study skills. They discover language structure and spelling patterns by reading a variety of authentic written material. Additionally, students broaden their knowledge of language structure and spelling patterns by creating original texts. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Prerequisites:** Students who have never taken Spanish or who earned an average of below 70% in their previous Spanish I class.

# SPANISH I ADVANCED

## UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

### Objectives for Unit I

Students will be able to identify themselves and others in the target language.

Students will be able to greet one another, introduce each other in the target language and bid each other farewell.

Students will be able to express how they are feeling and ask that of others.

Students will be able to use common vocabulary for salutations/exchanging pleasantries (“how are you today?”)

Students will be able to ask about and state their name, age, place of origin, and nationality using verbs **ser** and **tener**.

Students will be able to understand and respond appropriately to common classroom expressions and requests, such as May I use the bathroom? May I have a pencil” etc.

Students will be able to identify simple nouns using **hay** (there is/there are) using classroom object vocabulary.

Students will be able to use definite and indefinite articles.

Students will be able to make negative sentences using **no**. (Does not necessarily include de after negation)

Students will be able to identify colors in the target language.(agreement of adjectives is not taught discreetly at this point)

Students will be able to count from 1-100.

Students will be able to tell time in the target language.

Students will be able to recognize cognates in the target language.

Students will use appropriately the correct forms of address for formal/informal and singular/plural. (in expressions like How are you)

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### Essential Questions for Unit I

How do cultures use names and titles to identify social standing, if at all?

How does one greet and take leave of others?

How does one ask how others feel and talk about how I feel?

What influence does formal vs. informal greetings have in language?

How does one conjugate the verb **tener** in the singular forms?

How does one use definite and indefinite articles before nouns?

How does one make a negative sentence using **no**?

How does one use nouns and articles in general, using **hay**?

How does one say their nationality and place of origin?

How does one conjugate the verb **ser** in the singular forms?(used with nationality)

How does one tell the time?

How does one ask and answer basic questions?

**SPANISH I ADVANCED**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues   |

**SPANISH I ADVANCED**  
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

|                    |  |   |
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|                    |  | with peers in the target language.  |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## SPANISH I ADVANCED

### UNIT II: CALENDAR & WEATHER

#### **Objectives for Unit II**

Students will be able to identify days/months/seasons.

Students will be able to discuss their birthdays (by date and by season) and ask that of others.

Students will recognize possessive adjectives **my/your** and use them accordingly.

Students will be able to identify the weather at various times of the year in different Spanish speaking countries. and their cities.

Students will be able to identify the different seasons at various times of the year in different Spanish speaking countries.

Students will be able to use the expressions **está/hace** as it refers to the weather in the target language.

Students will be able to deliver a five day weather report for a Spanish speaking city in the target language.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit II**

How does one say the date, day and/or month in the target language?

How does one describe when his/her birthday is?

How does one identify the seasons by weather in the target language?

How does one report the weather at various times of year or in various Spanish speaking cities in the target language?

How does one use the verbs **estar** and **hacer** when referring to the weather (hace/está form only)?

How does one compare the weather in each of the seasons?

How do cognates help identify vocabulary in another language?



**SPANISH I ADVANCED**  
**UNIT II: CALENDAR & WEATHER**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-</li> </ul>   |

**SPANISH I ADVANCED**  
**UNIT II: CALENDAR & WEATHER**

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|                    |  | to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## SPANISH I ADVANCED

### UNIT III: LIKES & DISLIKES

#### Objectives for Unit III

Students will be able to tell about activities they like and don't like to do, etc. using the expressions **me gusta/ me encanta** for example.

Students will be able to ask others what they like to do.

Students will be able to use the verb to like plus an infinitive to describe what people like and don't like to do.

Students will be able recognize verbs in the infinitive form as well as the family each verb belongs to.

Students will be able to describe what activities they do not like, using the negative expressions, **no, nada, ni...ni....**

Students will be able to make agreement with positive or negative statements by using the expressions **A mí también/A mí tampoco.**

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### Essential Questions for Unit III

How does one conjugate the verb *gustar/encantar* in the first person to say what one likes/dislikes to do?

How does one conjugate the verb *gustar* in the second person to ask what someone else likes/dislikes to do?

How does recognizing cognates help me to communicate in another language?

How does one use the negative expressions **no, nada, ni...ni...?**

How does one make agreement with positive and negative statements using the expressions **A mí también/A mí tampoco.**

**SPANISH I ADVANCED**  
**UNIT III: LIKES & DISLIKES**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-   |

**SPANISH I ADVANCED**  
**UNIT III: LIKES & DISLIKES**

|                    |  |   |
|--------------------|--|---|
|                    |  | to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED**

### **UNIT IV: LIKES & DISLIKES**

#### **Objectives for Unit IV**

Students will be able to describe themselves, personality wise, using basic adjectives of description such as, ‘deportista, ordenado’

Students will be able to use the verb ‘ser’ in the singular forms.

Students will be able to ask and tell what people are like using basic adjectives of description like “deportista, inteligente” .

Students will be able to use definite and indefinite articles.

Students will be able to identify word order and adjective placement in a sentence.

Students will be able to use the appropriate form adjectives (feminine or masculine) in order to describe people or themselves.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit IV**

How does one conjugate the verb **ser** in the singular forms in order to describe themselves or others?

How does one describe oneself and others using adjectives of description?

How does recognizing cognates help me to communicate in another language?

How does one use definite and indefinite articles before nouns?

How do those definite and indefinite articles show gender of nouns?

How does placement of adjectives determine meaning in another language?

**SPANISH I ADVANCED**  
**UNIT IV: LIKES & DISLIKES**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> </ul>   |

**SPANISH I ADVANCED**  
**UNIT IV: LIKES & DISLIKES**

|                    |  |   |
|--------------------|--|---|
|                    |  | -Students will participate in one-to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |



## **SPANISH I ADVANCED**

### **UNIT V: FAMILY**

#### **Objectives for Unit V**

Students will be able to describe how they are related to family members.  
Students will be able to describe family members including their age, hair and eye color, and personality.  
Students will be able to use the verb ‘tener’ in the singular forms to tell age, hair and eye color.  
Students will be able to use the verb ‘ser’ in the singular forms to describe personality and appearance.  
Students will be able to use definite and indefinite articles.  
Students will be able to identify word order and adjective placement in a sentence.  
Students will be able to use the appropriate adjective form (feminine or masculine) in order to describe family members.  
Students will be able to compare and contrast cultural perspective on family life.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit V**

How does one conjugate the verb **ser** in the singular forms in order to describe family members?  
How does one describe oneself and others using adjectives of description?  
How does recognizing cognates help me to communicate in another language?  
How does one use adjectives after nouns?  
How does one use definite and indefinite articles before nouns?  
How do those definite and indefinite articles show gender of nouns?  
How does placement of adjectives determine meaning in another language?

**SPANISH I ADVANCED**  
**UNIT V: FAMILY**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 9-10.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-playing</li> </ul>   |

**SPANISH I ADVANCED**  
**UNIT V: FAMILY**

|                    |   |   |
|--------------------|---|---|
|                    | relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED**

### **UNIT VI: SCHOOL LIFE**

#### **Objectives for Unit VI**

Students will recognize vocabulary for various school subjects in the target language.

Students will be able to use regular -ar verbs in the present tense to discuss what students do during the day.

Students will talk and write about classes, teachers and classroom supplies.

Students will use ordinal numbers to discuss the order of their classes.

Students will talk about their preferences in regards to classes, teachers, etc.

Students will describe their classes and teachers using adjectives like: boring, easy, fun, etc.

Students will discuss differences between schools in the US and that of other countries.

Students will be able to read a schedule of another student and compare their school day with that of another student.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit VI**

How does one identify school subjects in the target language?

How does one describe the order of one's classes to others?

How does one express one's preferences in regards to classes, teachers or activities in the target language?

How does one use regular -ar verbs in order to describe what activities are done in school.

In what ways would one describe his/her classes, teachers, etc. in the target language using simple adjectives like fácil, difícil, interesante, divertido etc.?

How does one describe and compare the school day here vs. the school day in another country?

What differences exist between school in the US and school in another country?

How does one compare one's class schedule to that of another student in the target language?

**SPANISH I ADVANCED  
UNIT VI: SCHOOL LIFE**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-</li> </ul>   |

**SPANISH I ADVANCED  
UNIT VI: SCHOOL LIFE**

|                    |  |   |
|--------------------|--|---|
|                    |  | to-one conversations/dialogues with peers in the target language.   |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED**

### **UNIT VII: SCHOOL OBJECTS & LOCATION IN THE CLASSROOM**

#### **Objectives for Unit VII**

Students will recognize vocabulary for various school supplies in the target language.  
Students will describe where things are located in the classroom using prepositions.  
Students will be able to use the contraction 'del'  
Students will be able to use the plural form of nouns and articles.  
Students will be able to show possession using 'de'  
Students will be able to use the verb 'estar' to tell where things/people are located.  
Students will be able to use interrogative words to ask questions

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit VII**

How does one identify school supplies in the target language?  
How does one express location of items/supplies in the classroom in the target language?  
How does one describe and compare the school day here vs. the school day in another country?  
What differences exist between school in the US and school in another country?  
How does one compare one's class schedule to that of another student in the target language?

**SPANISH I ADVANCED**  
**UNIT VII: SCHOOL OBJECTS & LOCATION IN THE CLASSROOM**

| <b>Standard</b>     | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.<br>SL 9-10.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                  | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when  |



**SPANISH I ADVANCED**  
**UNIT VII: SCHOOL OBJECTS & LOCATION IN THE CLASSROOM**

|                    |   |   |
|--------------------|---|---|
|                    |   | presenting in front of a group (or with peers).   |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED UNIT VIII: IN THE HOME**

### **Objectives for Unit VIII**

Students will be able to identify rooms in a house.

Students will be able to discuss activities that take place in various rooms in the house, for instance where one eats, studies, cooks etc.

Students will be able to identify locations of rooms in a house.

Students will be able to describe their own bedroom, and what furnishings are in their rooms using 'hay'.

Students will be able to answer and ask questions about their bedrooms in Spanish using interrogative words like: 'Qué, cuántos, dónde, etc.'

Students will be able to describe their bedrooms using simple adjectives such as 'grande, pequeño, oscuro'.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

### **Essential Questions for Unit VIII**

How does one describe where someone lives?

How does one describe one's bedroom?

How does one give a detailed description of one's bedroom/furnishings?

How do adjectives change to make agreement with nouns in Spanish?

How does one use prepositions and the expression 'hay' to describe location of items of furniture?

**SPANISH I ADVANCED  
UNIT VIII: IN THE HOME**

| <b>Standard</b>     | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |

**SPANISH I ADVANCED  
UNIT VIII: IN THE HOME**

|                    |  |   |
|--------------------|--|---|
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED**

### **UNIT IX: FOOD & CULTURAL TRADITIONS**

#### **Objectives for Unit IX**

Students will be able to discuss foods they eat or drink.  
Students will be able to talk about food and beverage preferences at various meal times.  
Students will be able to express what foods they like and dislike.  
Students will be able to use regular -er and -ir verbs in the present tense.  
Students will be able to use frequency words to describe how often something is done.  
Students will be able to express hunger or thirst using the appropriate expressions in the target language.  
Students will be able to compare meals and meal times among cultures.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit IX**

How does one identify foods/drinks in the target language?  
How does one talk about foods/drinks for various meal times?  
How are meal times different in the US and in Spanish speaking countries?  
How does one express one's likes or dislikes of certain foods/drinks?  
How does one use the verb to like with nouns to express preferences in the target language?  
How does one use the expressions to have hunger or thirst in the target language?  
How does one compare a traditional meal choice in the US to that in a Spanish speaking country?

**SPANISH I ADVANCED**  
**UNIT IX: FOOD & CULTURAL TRADITIONS**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.<br>SL 9-10.4  | Present claims and findings, emphasizing salient points in a focused, coherent manner with  | <ul style="list-style-type: none"> <li>-Students will pronounce vocabulary words appropriately when role-</li> </ul>  |

**SPANISH I ADVANCED**  
**UNIT IX: FOOD & CULTURAL TRADITIONS**

|                    |   |   |
|--------------------|---|---|
|                    | relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).  |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED**

### **UNIT X: AFTER SCHOOL ACTIVITIES**

#### **Objectives for Unit X**

Students will be able to identify places in the community.

Students will be able to describe where they go and with whom.

Students will be able to ask questions using interrogative words, ‘adónde, con quién, por qué, a qué hora, etc.

Students will be able to talk about activities outside school.

Students will be able to use the irregular verb ‘ir’

Students will be able to describe when an event takes place.

Students will be able to use transition words such as: antes de, después de, luego.

Students will be able to tell how they go to places. For example ‘en carro, en bicicleta, a pie’

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit X**

How does one discuss places to go around town?

How does one describe what to do in town?

How does one express when and how often things are done?

How does one ask questions using interrogative words?

How does one compare and contrast extracurricular activities among cultures?



**SPANISH I ADVANCED**  
**UNIT X: AFTER SCHOOL ACTIVITIES**

| <b>Standard</b>     | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues   |

**SPANISH I ADVANCED**  
**UNIT X: AFTER SCHOOL ACTIVITIES**

|                    |  |   |
|--------------------|--|---|
|                    |  | with peers in the target language.  |
| CCSS.<br>SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                    |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)                 | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED**

### **UNIT XI: LEISURE ACTIVITIES**

#### **Objectives for Unit XI**

Students will be able to accept, extend and decline invitations.  
Students will be able to tell when an event happens.  
Students will be able to speak about sports and leisure activities.  
Students will be able to use the verb to play to talk about what sports/games they play.  
Students will be able to use the near future 'ir a + infinitive' to describe what they are going to do.  
Students will be able to extend invitations using 'quieres, te gustaría, prefieres'.  
Students will be able to accept or decline invitations.  
Students will be able to express feelings and emotions.  
Students will be able to tell what they have to do by using the expression 'tengo que'  
Students will be able to understand cultural perspectives on leisure activities.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit XI**

How does one discuss things to do in the near future?  
How does one express when and how often things are done?  
How does one extend an invitation using 'quieres, te gustaría, prefieres'?  
How does one accept or decline an invitation?  
How does one make excuses?  
How does one express feelings and emotions?  
How does one use the verb 'jugar'?  
How does one compare and contrast leisure activities among cultures.

## SPANISH I ADVANCED

### UNIT XI: LEISURE ACTIVITIES

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will answer questions based on the text.<br>-Students will complete comprehension questions and matching activities based on what they've read.<br>-Students will complete vocabulary quizzes.<br>-Students will read short dialogues.  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | -Students will identify vocabulary based on what they've read.<br>-Students will answer questions based on the text.<br>-Students will fill in and complete dialogues based on what they've read.   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | -Students will answer questions based on a text.  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | -Students will complete vocabulary quizzes using appropriate vocabulary.<br>-Students will fill-in and complete responses based on dialogues.<br>-Students will share information from what they've read.   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | -Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.<br>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.<br>-Students will revise their work based on teacher edits. |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | -Students will ask and respond to greetings and farewells with peers and others in the target language.<br>-Students will participate in one-to-one conversations/dialogues with peers in the target language.  |
| CCSS.               | Present claims and findings, emphasizing salient  | -Students will pronounce  |

**SPANISH I ADVANCED**  
**UNIT XI: LEISURE ACTIVITIES**

|                    |   |   |
|--------------------|---|---|
| SL 9-10.4          | points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).   |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |

## **SPANISH I ADVANCED**

### **UNIT XII: SUMMER**

#### **Objectives for Unit XII**

Students will be able to talk about their summer plans using the near future tense.

Students will be able to use all three categories of regular verbs to communicate activities or plans for their summer vacation.

Students will be able to discuss chores and responsibilities that they have to do at home.

Students will be able to ask and answer questions about their summer vacation using the target language and related vocabulary.

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

#### **Essential Questions for Unit XII**

How does one express what is going to take place using the near future tense?

How does weather play a role in what activities one does in the summer?

How does one express what responsibilities one has at home?

How does one ask questions and answer questions of others using relative vocabulary in the target language?

**SPANISH I ADVANCED  
UNIT XII: SUMMER**

| Standard            | Grade Level Expectations  | Evidence of Learning  |
|---------------------|---|---|
| CCSS.<br>RL 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will answer questions based on the text.</li> <li>-Students will complete comprehension questions and matching activities based on what they've read.</li> <li>-Students will complete vocabulary quizzes.</li> <li>-Students will read short dialogues.</li> </ul>  |
| CCSS.<br>RI 9-10.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | <ul style="list-style-type: none"> <li>-Students will identify vocabulary based on what they've read.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will fill in and complete dialogues based on what they've read.</li> </ul>   |
| CCSS.<br>RI 9-10.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                       | <ul style="list-style-type: none"> <li>-Students will answer questions based on a text.</li> </ul>  |
| CCSS.<br>RI 9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.               | <ul style="list-style-type: none"> <li>-Students will complete vocabulary quizzes using appropriate vocabulary.</li> <li>-Students will fill-in and complete responses based on dialogues.</li> <li>-Students will share information from what they've read.</li> </ul>   |
| CCSS.<br>W 9-10.2a  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> <li>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</li> <li>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</li> <li>-Students will revise their work based on teacher edits.</li> </ul> |
| CCSS.<br>SL 9-10.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  | <ul style="list-style-type: none"> <li>-Students will ask and respond to greetings and farewells with peers and others in the target language.</li> <li>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</li> </ul>  |
| CCSS.               | Present claims and findings, emphasizing salient  | <ul style="list-style-type: none"> <li>-Students will pronounce</li> </ul>  |

**SPANISH I ADVANCED  
UNIT XII: SUMMER**

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| SL 9-10.4          | points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   | vocabulary words appropriately when role-playing with peers and others.<br>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).   |
| CCSS.<br>SL 9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)              | -Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions and in role-play situations.   |
| CCSS.<br>L 9-10.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | -Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others.<br>-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS.<br>L 9-10.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | -Students will spell words correctly using appropriate accents and macrons.   |
| CCSS.<br>L 9-10.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | -Students will use the appropriate pronoun when discussing how one is or how others are feeling.  |
| CCSS.<br>L 9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.   | -Students will use prior knowledge and other cues to determine word meaning.  |
| CCSS.<br>L 9-10.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | -Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.  |



## SPANISH I ADVANCED PACING GUIDE

| Unit or Grade Level Expectations  | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|---|----------------|----------------|----------------|----------------|
| <p><b>Unit 1</b><br/>Greetings/Introductions/Farewells/ Useful Expressions<br/>¿Cómo está(s)? ¿Cómo te llamas?¿de dónde eres?, ¿y tú? ¿y usted?, (muy) bien, regular/más o menos, mal, soy de..., tengo que irme, este(a) es..., mucho gusto, encantado(a), igualmente, buenos días, buenas tardes, buenas noches, adiós, hasta luego, hasta pronto, chao, nos vemos<br/>Identifying nouns: el papel, el cuaderno, la carpeta, el libro, el pupitre, el escritorio, el bolígrafo, el lápiz.<br/>Gender with definite and indefinite articles, making nouns plural.<br/>Irregular verb ser (yo and tú)<br/>Numbers (0-100)<br/>Telling time:¿Qué hora es? es la..., son las..., y/menos, de la mañana, de la tarde, de la noche, es el mediodía, es la medianoche, en punto, y/menos cuarto, y media etc.<br/>¿Cuántos años tienes? Tengo ....años. Tener + age expression (yo and tú)<br/>Subject pronouns, difference between tú &amp; Ud.</p> | X              |                |                |                |
| <p><b>Unit 2</b><br/>Calendar and weather<br/>Day/Month/Season Vocabulary<br/>Identifying dates/days on calendar<br/>Asking and answering questions about one's birthday-<br/>¿Cuándo es tu cumpleaños?<br/>Mi cumpleaños es el ....de.....<br/>Identifying weather in Spanish<br/>¿Qué tiempo hace?<br/>Hace frío/calor/ sol/ viento/buen tiempo/mal tiempo<br/>Está nublado/lloviendo/nevando<br/>Hay tormentas</p>   | X              |                |                |                |
| <p><b>Unit 3</b><br/>Likes and Dislikes<br/>Expressing likes with A mí (No) Me gusta + verb in infinitive<br/>Bailar, cantar, correr, dibujar, escribir cuentos, escuchar música, esquiar hablar por teléfono, ir a la escuela, jugar videojuegos, leer revistas, montar en bicicleta, montar en monopatín, nadar, pasar tiempo con amigos, patinar, practicar deportes, tocar la guitarra, trabajar, usar la computadora, ver la tele<br/>Showing agreement with a mí también/tampoco<br/>Making a negative sentence using ni...ni, nada, no, tampoco<br/>Talking about what others like using te gusta, le gusta<br/>Asking and answering what others like to do using qué</p>  | X              |                |                |                |

## SPANISH I ADVANCED PACING GUIDE

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| te/le gusta hacer?, Te gusta, le gusta...   |  |   |   |  |
| <b>Unit 4</b><br>Descriptions of people<br>Using simple adjectives to describe (soy, eres, es + adj)<br>Artístico(a), atrevido(a), bueno(a), deportista,<br>desordenado(a), estudioso(a), gracioso(a), impaciente,<br>inteligente, ordenado(a), paciente, perezoso(a), reservado(a),<br>serio(a), simpático(a), sociable, talentoso(a), trabajador(a).<br>Word order, articles and adjective placement and agreement<br>in sentences. |  | X |   |  |
| <b>Unit 5</b><br>Family<br>Describing family members by age, relationship, and<br>personality traits.<br>(hermano/a, primo/a, madre, padre, abuelo/a,<br>tío/a, madrastra, padrastro, etc.)<br>Irregular verb 'tener' in the singular forms.  |  | X |   |  |
| <b>Unit 6</b><br>School Life<br>Subject pronouns<br>Conjugating regular -ar verbs in Present tense (hablar,<br>estudiar, necesitar, enseñar, escuchar, bailar, cantar, pasar,<br>trabajar)<br>Tengo and tienes<br>School subjects/schedules/supplies<br>Ordinal numbers   |  | X |   |  |
| <b>Unit 7</b><br>Describing where things are located in the classroom.<br>Prepositions (cerca de, al lado de, a la derecha, a la<br>izquierda, enfrente, lejos de, detrás de)<br>Irregular verb estar<br>Forms of the contraction del   |  |   | X |  |
| <b>Unit 8</b><br>In the home<br>House vocabulary like: la cocina, el cuarto, la sala, el baño,<br>el patio<br>Additional furniture vocabulary like la mesa, la cama, el<br>televisor, el sofá, la silla<br>Question words ¿qué?, ¿dónde?<br>Review -ar conjugations: Limpiar, estudiar, descansar,<br>cocinar, lavar, hablar, mirar, trabajar.  |  |   | X |  |
| <b>Unit 9</b><br>Foods and Cultural Traditions<br>Food & drink vocabulary<br>Regular -er and -ir verbs (comer, compartir, beber)  |  |   | X |  |

## SPANISH I ADVANCED PACING GUIDE

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| <p>Tener expressions: Tengo hambre and Tengo sed<br/>Additional adjectives of description like sabroso, horrible, asqueroso, delicioso, rico<br/>Review expressions ‘me gusta comer/beber...’, ‘no me gusta comer /beber ....’</p>  |  |  |  |   |
| <p><b>Unit 10</b><br/>After School Activities<br/>Describing weekly activities and places you go to after school or on the weekends.<br/>Places in town: La biblioteca, el café, el campo, la playa etc.<br/>Irregular verb ir<br/>Expressions of time like (por la tarde, el lunes, los lunes, todos los días, nunca, etc.)<br/>Contraction al.<br/>Para + infinitive<br/>Asking and answering questions to talk about where you go, with whom you go, when things are done, or where someone is from.<br/>Interrogative words: qué, cómo, quién, con quién, dónde, cuántos(as), adónde, de dónde, cuál, por qué, cuándo<br/>Word order for questions and answers.</p> |  |  |  | X |
| <p><b>Unit 11</b><br/>Leisure Activities<br/>Near Future (ir +a+ infinitive)<br/>Vocabulary for activities outside of school: Ir de camping, el concierto, la fiesta, el partido.<br/>Sports: el fútbol el voleibol, el golf, el tenis, el béisbol, el básquetbol, el fútbol americano.<br/>Extend, accept and decline invitations using the expressions: te gustaría, quieres, puedes, sabes, lo siento, tengo que, etc.<br/>Tell when an event happens: ¿A qué hora? , ¿cuándo?<br/>The irregular verbs ‘saber, jugar, preferir, poder.</p>   |  |  |  | X |
| <p><b>Unit 12</b><br/>Summer activity vocabulary: viajar, visitar, empacar, llevar and previously learned verbs.<br/>Review Near Future tense (ir a+ infinitive)<br/>Review asking and answering yes/no questions and open ended questions.</p>   |  |  |  | X |

## **SPANISH II ADVANCED / II HONORS COURSE DESCRIPTION**

In Spanish II Advanced, students will use another language to exchange information with other about events in their everyday lives and experiences from their past. They will make comparisons and exchange information in the target language regarding current events using authentic resources. They will listen to and read authentic materials in the target language, while participating in cultural activities. They will use oral and written language to relate to their own experiences, while making personal connections in the language being studied.

In Spanish II Honors, students will learn additional tense, more advanced grammar and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. Students will write in greater detail in a variety of formats. The majority of the class is conducted in the target language.

**Prerequisites:** Students who earned a 70 or better in Spanish 1A,  
or recommendation by Spanish 1 teacher.

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

**Objectives for Unit I**

Students will be able to identify and discuss members of their family.

Students will be able to conjugate and use a variety of verbs in the Present tense including, tener, venir, etc.

Students will be able to correctly use the verb “to be” in the target language to correctly describe members of their family.

Students will be able to identify and discuss important family celebrations in the target culture and compare them to important family celebrations in their own cultures.

**Essential Questions for Unit I**

How does one discuss, orally and in writing, the members of a family in the target language?

How does one discuss, orally and in writing, family celebrations in the target language?

How does one describe the members of a family?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

| Standard  | Grade Level Expectations  | Evidence of Learning   |
|-----------|---|--|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> </ul>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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|           |  | <ul style="list-style-type: none"> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group</li> </ul>                      |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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| <p>RI.9-10.10</p>   | <p>By the end of <b>level 2</b>, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <p>discussion.</p> <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use transition words in their speaking and writing.</li> </ul> |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>  |



**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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|              | presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   |   |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.9-10.3a-3e | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue,</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition</p>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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|          | <p> pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p> (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p> words correctly.</p> <ul style="list-style-type: none"> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>   |
| W.9-10.4 | <p> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.9-10.5 | <p> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to</li> </ul>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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|          | and/or peer recommendation.)  | write more than one draft of a piece.<br>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.  |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | -Students will use Google Docs to share work with peers and teacher for revising and editing.<br>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.   |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos,                       |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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|              |   | <p>websites, blogs, etc.</p> <ul style="list-style-type: none"> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>  |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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| <p>SL.9-10.1a-1d</p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| <p>SL.9-10.2</p>     | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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|           | credibility and accuracy of each source.   | <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)   | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>  |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>   |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using Present tense, express the verb “to be” in the target language, compare appropriately in the target language and indicate possession.) | <p>-Students will be able to conjugate and use effectively the present tense, including irregulars. Irregular verbs will include venir and tener with expressions. Students in the <b>Honors</b> level will learn all irregular groups in the Present tense.</p> <p>-Students will be able to use adjectives to appropriately express possession. (my, your, his, her, etc.)</p> <p>-Students will be able to express, use and conjugate the verb “to be” in the target language (ser</p> |

**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

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|           |   | <p>and estar).</p> <ul style="list-style-type: none"> <li>-Students will be able to make comparisons in the target language employing the comparative and superlative.</li> <li>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</li> </ul>  |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss family members, cultural and family celebrations and compare them to one's own culture. <b>Honors</b> students - Describe life stages and typical coming of age celebrations.)</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe, name and discuss family members.</li> <li>-Students will compare families and celebrations among cultures.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |

## **SPANISH II ADVANCED / II HONORS UNIT II: IN THE CITY**

### **Objectives for Unit II**

Students will be able to identify various places in a town/city.  
Students will be able to give and follow directions through a town/city.  
Students will be able to order food and drink in a restaurant.  
Students will be able to describe a clothes shopping experience.  
Students will be able to identify places in relation to each other using prepositions  
Students will be able to use the present tense of a variety of verbs including irregulars.  
Students will be able to use object pronouns to shorten sentences.

### **Essential Questions for Unit II**

How does one navigate through a city?  
How does one give directions and indicate location?  
How does one discuss modes of transportation?  
How does one discuss what one knows in the target language?  
How does one order in a restaurant?  
How does one discuss fulfilling daily tasks, like shopping?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**



**SPANISH II ADVANCED / II HONORS**  
**UNIT II: IN THE CITY**

| Standards | Grade Level Expectations  | Evidence of Learning  |
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| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include</li> </ul>                                     |

**SPANISH II ADVANCED / II HONORS**  
**UNIT II: IN THE CITY**

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|            |  | presentations and group discussion.   |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of</li> </ul>  |

**SPANISH II ADVANCED / II HONORS  
UNIT II: IN THE CITY**

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|              |   | ways which may include presentations and group discussion.  |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion,</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH II ADVANCED / II HONORS  
UNIT II: IN THE CITY**

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|                     | <p>and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH II ADVANCED / II HONORS**  
**UNIT II: IN THE CITY**

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|          | include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  |  |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>                     |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT II: IN THE CITY**

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| W.9-10.7     | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will investigate a self-generated topic and include that information into their writing.<br/>         -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p>   |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will investigate a self-generated topic and include that information into their writing.<br/>         -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br/>         -Students will use their own words when using information from a text.<br/>         -Students will credit the source for ideas which are not their own.<br/>         -Students will paraphrase effectively material that is not their own.</p> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will investigate a self-</p>  |

**SPANISH II ADVANCED / II HONORS**  
**UNIT II: IN THE CITY**

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|               | <p>draws on a play by Shakespeare]").</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>generated topic and include that information into their writing.</p> <ul style="list-style-type: none"> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>  |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>   |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities. Examples of this may be "stamps," where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</li> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio</li> </ul> |

**SPANISH II ADVANCED / II HONORS  
UNIT II: IN THE CITY**

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|           | <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>   |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>   | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>   |



**SPANISH II ADVANCED / II HONORS**  
**UNIT II: IN THE CITY**

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| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)   | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).   | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using Present tense, express what one knows or is familiar with, describe the location of items using prepositions and demonstrative adjectives, shorten sentences with the use of pronouns. <b>Honors</b> students - communicate in the target language using all forms of the Present tense, including all irregulars, describe the location of items using additional prepositions and demonstrative adjectives and pronouns, shorten sentences with the use of pronouns including the various placements of the pronouns.) | -Students will be able to conjugate and use effectively the present tense, including irregulars, which include o-ue, e-ie, e-i, u-ue. Students in the <b>Honors</b> level will learn all irregular groups in the Present tense.<br>-Students will be able to express what they know and are familiar with using saber and conocer.<br>-Students will describe the location of items using prepositions (in, around, in front, behind, near). <b>Honors</b> students will describe location using additional prepositions (to the right, to the left, across, far, etc.)<br>-Students will describe location using demonstrative adjectives (this, that, those). <b>Honors</b> students will describe location using demonstrative adjectives and demonstrative pronouns.<br>-Students will rewrite sentences, in order to shorten them, using direct and indirect object pronouns. <b>Honors</b> students will utilize the various placements of these pronouns in a sentence.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |

**SPANISH II ADVANCED / II HONORS**  
**UNIT II: IN THE CITY**

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| <p>L.9-10.2c</p> | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss topics dealing with the city, which may include restaurants, shopping and clothing, modes of transportation, etc..</p> <p><b>Honors</b> students - Describe and discuss topics dealing with the city, which may include restaurants, shopping and clothing, modes of transportation, making one’s way around the city, places in the town such as monuments and places of interest.)</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe, name and discuss places of interest in the city (restaurants, stores, important buildings, etc.). <b>Honors</b> students will describe, name and discuss monuments and other notable sites.</li> <li>-Students will describe, name and discuss modes of transportation. <b>Honors</b> students will discuss and describe how to navigate a city.</li> <li>-Students will describe, name and discuss activities that take place in a city, which may include shopping and visiting restaurants.</li> <li>-Students will compare a city experience in their own culture to that of the target culture.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |
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**SPANISH II ADVANCED / II HONORS**  
**UNIT III: DAILY ROUTINE**

**Objectives for Unit III**

Students will be able to describe their home.

Students will be able to talk about daily household tasks.

Students will be able to use reflexive verbs in the Present tense (honors).

Students will be able to use the Present Progressive to discuss actions in progress.

**Essential Questions for Unit III**

How does one discuss moments in our day?

How does one discuss actions in progress?

How does one talk about our daily routines?

How does one discuss and describe their home?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH II ADVANCED / II HONORS**  
**UNIT III: DAILY ROUTINE**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.5 | Analyze in detail how an author's ideas or  | <ul style="list-style-type: none"> <li>- Students will write summaries</li> </ul>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT III: DAILY ROUTINE**

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|              | claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | using information from the text.<br>- Students will write reactions or interpretations of the text.<br>- Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.                                 |
| RI.9-10.6    | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | - Students will write summaries using information from the text.<br>- Students will write reactions or interpretations of the text.<br>- Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| RI.9-10.10   | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | - Students will write summaries using information from the text.<br>- Students will write reactions or interpretations of the text.<br>- Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| W.9-10.1a-1e | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes  | -Students will write regularly in class in a variety of formats. These may include, journal entries,  |

**SPANISH II ADVANCED / II HONORS  
UNIT III: DAILY ROUTINE**

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|              | <p>clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>  |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH II ADVANCED / II HONORS  
UNIT III: DAILY ROUTINE**

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|              | <p>and conventions of the discipline in which they are writing.<br/>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| W.9-10.3a-3e | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.9-10.4     | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>(Write in a variety of formats which may</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive</p>  |

**SPANISH II ADVANCED / II HONORS  
UNIT III: DAILY ROUTINE**

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|          | include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.   |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students may often be asked to write more than one draft of a piece.<br>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher. |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | -Students will use Google Docs to share work with peers and teacher for revising and editing.<br>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.   |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries,   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-  |



**SPANISH II ADVANCED / II HONORS**  
**UNIT III: DAILY ROUTINE**

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|              | compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  |
| W.9-10.8     | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.9-10.9a-9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").<br>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").<br>(Write in a variety of formats which may include, emails, journal entries, | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT III: DAILY ROUTINE**

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|               | compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own.   |
| W.9-10.10     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will produce timed and untimed writing assessments.<br>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)  |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> |

**SPANISH II ADVANCED / II HONORS  
UNIT III: DAILY ROUTINE**

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|           | <p>larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p>  |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p> |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>   |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>  |
| SL.9-10.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).</p>   | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>  |
| L.9-10.1b | <p>Demonstrate command of the conventions of standard English grammar and usage</p>  | <p>-Students will be able to conjugate and use effectively the Present</p>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT III: DAILY ROUTINE**

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|           | <p>when writing or speaking.<br/>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using Present Progressive and continue to use prepositions to describe location. <b>Honors</b> students - communicate in the target language using Present Progressive and the proper placement of object pronouns, describe reflexive actions in the target language.)</p> | <p>Progressive tense, including irregulars. Students in the <b>Honors</b> level will utilize proper placement of object pronouns with gerunds (attached or in front of conjugated verb).<br/>-Students will describe location using pronouns.<br/>-<b>Honors</b> students will express reflexive actions using reflexive verbs, including all irregulars. Students will utilize proper placement of object pronouns with gerunds and infinitives and accent rules.<br/>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>   |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss chores and activities related to the home. <b>Honors</b> students - Describe and discuss body parts and grooming.)</p>   | <p>- In writing and speaking, students will describe, name and discuss chores activities related to the home.<br/>- <b>Honors</b> students, in writing and speaking, will describe, name and discuss body parts and grooming.<br/>-Students will compare daily routines and responsibilities in the home among cultures.<br/>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br/>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **SPANISH II ADVANCED / II HONORS**

### **UNIT IV: VACATIONS**

#### **Objectives for Unit IV**

Students will be able to discuss a variety of travel situations (zoo, airport, hotel, movie theater, etc.).  
Students will be able to use the past tenses, including regular and irregular verbs, to discuss events in the past. (2A - preterite and 2H - preterite, imperfect, preterite v. imperfect)  
Students will be able to use basic travel vocabulary.

#### **Essential Questions for Unit IV**

How does one discuss travel?  
How does one discuss visiting different places on vacation?  
How does one discuss travel preparations?  
How does one discuss past events?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH II ADVANCED / II HONORS**  
**UNIT IV: VACATIONS**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.5 | Analyze in detail how an author's ideas or  | <ul style="list-style-type: none"> <li>- Students will write summaries using</li> </ul>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT IV: VACATIONS**

|              |  |   |
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|              | claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | information from the text.<br>- Students will write reactions or interpretations of the text.<br>- Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.                                       |
| RI.9-10.6    | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | - Students will write summaries using information from the text.<br>- Students will write reactions or interpretations of the text.<br>- Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| RI.9-10.10   | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | - Students will write summaries using information from the text.<br>- Students will write reactions or interpretations of the text.<br>- Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| W.9-10.1a-1e | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes  | -Students will write regularly in class in a variety of formats. These may include, journal entries,  |

**SPANISH II ADVANCED / II HONORS  
UNIT IV: VACATIONS**

|                     |   |   |
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|                     | <p>clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>  |
| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |



**SPANISH II ADVANCED / II HONORS  
UNIT IV: VACATIONS**

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|              | <p>and conventions of the discipline in which they are writing.<br/>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| W.9-10.3a-3e | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.9-10.4     | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>(Write in a variety of formats which may</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive</p>  |

**SPANISH II ADVANCED / II HONORS**  
**UNIT IV: VACATIONS**

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|          | include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.   |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students may often be asked to write more than one draft of a piece.<br>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher. |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | -Students will use Google Docs to share work with peers and teacher for revising and editing.<br>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.   |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal            | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that  |

**SPANISH II ADVANCED / II HONORS  
UNIT IV: VACATIONS**

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|              | experience, etc. Use transition words appropriately.)  | information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.   |
| W.9-10.8     | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.9-10.9a-9b | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").<br>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").<br>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.9-10.10    | Write routinely over extended time frames (time for research, reflection, and revision)  | -Students will write regularly in class in a variety of formats. These may   |

**SPANISH II ADVANCED / II HONORS  
UNIT IV: VACATIONS**

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|                      | <p>and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will produce timed and untimed writing assessments.<br/>         -Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>   |
| <p>SL.9-10.1a-1d</p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives,</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.<br/>         -Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.<br/>         -Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.<br/>         -Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.<br/>         -Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.<br/>         -Students will present their opinion or a contrary opinion on a topic of interest or on information learned</p> |

**SPANISH II ADVANCED / II HONORS**  
**UNIT IV: VACATIONS**

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|           | summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)   | from another source (article, podcast, etc.).<br>-Students will make connections between their own culture and to that of the target language.  |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.   | -Students will be able to find and use sources appropriate for their task.<br>-Students will be able to access sources found on school/library databases.<br>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.<br>-Students will be able to synthesize information from various sources to support their point of view. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)   | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.   |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | -Students will be able to conjugate and use effectively the preterite tense to talk about past, completed actions. Students will be able to use the following verbs in particular, all -ar, -er, -ir regular verbs in Spanish, -er, -ir, -re regular verbs. They will also learn verbs that end in car, gar, and zar.   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT IV: VACATIONS**

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|           | <p>(Communicate in the target language using Preterite tense. <b>Honors</b> students - communicate in the target language using Preterite and all irregular forms, communicate in the target language using the Imperfect tense, describe past actions using the Preterite and the Imperfect correctly.)</p> | <p>Students in the <b>Honors</b> level will learn all irregular groups in the Preterite tense.</p> <p>-<b>Honors</b> students will be able to communicate in the past using the Imperfect tense and all irregulars.</p> <p>-<b>Honors</b> students will be able to express past events and actions using both the Preterite and Imperfect tenses.</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>   |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss attractions. <b>Honors</b> students - Describe and discuss travel and lodging.)</p>   | <p>- In writing and speaking, students will describe, name and discuss different attractions one may see on a vacation.</p> <p>-<b>Honors</b> students will name, describe and discuss various types of travel (air, train, bus, etc.) and lodging.</p> <p>-Students will compare vacations and attractions among culture.</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

**SPANISH II ADVANCED / II HONORS  
UNIT V: LIFESTYLES (HONORS)**

**Objectives for Unit V**

*Students will be able to discuss maintaining a healthy lifestyle.*

*Students will be able to describe different sports.*

*Students will be able to discuss future events and lifestyles using Future tense.*

*Students will be able to discuss hypothetical situations using the Conditional mood.*

**Essential Questions for Unit V**

*How does one discuss making healthy choices and maintaining a healthy lifestyle?*

*How does one discuss exercise and sports?*

*How does one discuss the future?*

*How does one express hypothetical situations.*

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH II ADVANCED / II HONORS**  
**UNIT V: LIFESTYLES (HONORS)**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include</li> </ul>                                     |



**SPANISH II ADVANCED / II HONORS**  
**UNIT V: LIFESTYLES (HONORS)**

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|            |  | presentations and group discussion.   |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of</li> </ul>  |

**SPANISH II ADVANCED / II HONORS  
UNIT V: LIFESTYLES (HONORS)**

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|              |   | ways which may include presentations and group discussion.  |
| W.9-10.1a-1e | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.9-10.2a-2f | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion,</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH II ADVANCED / II HONORS  
UNIT V: LIFESTYLES (HONORS)**

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|              | <p>and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| W.9-10.3a-3e | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH II ADVANCED / II HONORS**  
**UNIT V: LIFESTYLES (HONORS)**

|          |   |  |
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|          | (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   |  |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>                     |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |

**SPANISH II ADVANCED / II HONORS**  
**UNIT V: LIFESTYLES (HONORS)**

|              |  |   |
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| W.9-10.7     | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p>   |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p>  |

**SPANISH II ADVANCED / II HONORS  
UNIT V: LIFESTYLES (HONORS)**

|               |   |  |
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|               | <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p>   |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>  |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be "stamps," where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that</p> |

**SPANISH II ADVANCED / II HONORS**  
**UNIT V: LIFESTYLES (HONORS)**

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|           | <p>discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>  |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>   | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |

**SPANISH II ADVANCED / II HONORS  
UNIT V: LIFESTYLES (HONORS)**

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| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.   |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using Future tense and Conditional mood.) | -Students will be able to conjugate and use effectively the future tense, including all irregulars. -Students will be able to conjugate and use effectively the Conditional mood, including all irregulars.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.   |
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.<br>Spell correctly.<br><br>(Describe and discuss making healthy choices, including exercise and sports, eating well, etc.)  | - In writing and speaking, students will describe, name and discuss sports and other forms of exercise.<br>-In writing and speaking, students will describe, name and discuss healthy habits such as eating well and rest.<br>-Students will compare sports and healthy habits among cultures.<br>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br>-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |

**RESOURCES**

[www.conjuguemos.com](http://www.conjuguemos.com)

Scholastic Online Resources (via WHS Library Website)

[www.quizlet.com](http://www.quizlet.com)

[www.spanishdict.com](http://www.spanishdict.com)

**Advanced**

Auténtico 1 textbook published by Pearson

[www.quia.com](http://www.quia.com) [www.nearpod.com](http://www.nearpod.com)



## SPANISH II ADVANCED / II HONORS PACING GUIDE

| Unit or Grade Level Expectations   | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|--|----------------|----------------|----------------|----------------|
| Unit 1 <ul style="list-style-type: none"> <li>● Present tense - venir, tener w/expressions.</li> <li>● Possessive Adjectives</li> <li>● Ser v. Estar</li> <li>● Comparative and Superlative</li> <li>● Family members and celebrations</li> </ul> Honors <ul style="list-style-type: none"> <li>● Present tense - all irregular groups</li> </ul>  | X<br>>         |                |                |                |
| Unit 2 <ul style="list-style-type: none"> <li>● Present tense including irregulars (o-ue, e-ie, e-i, u-ue)</li> <li>● Saber v. Conocer</li> <li>● Prepositions (a la derecha, a la izquierda, cerca, lejos, adentro, afuera, delante de, detrás de, debajo, encima de, al lado de)</li> <li>● Demonstrative adjectives (este, esta, ese, esa, aquel, aquella)</li> <li>● DIrect and Indirect Object Pronouns</li> <li>● Place of interest in the city</li> <li>● Modes of transportation</li> <li>● City activities (shopping, visiting restaurants)</li> </ul> Honors <ul style="list-style-type: none"> <li>● Present tense - all irregular groups</li> <li>● Prepositions (hasta, frente, derecho)</li> <li>● Demonstrative adjectives and pronouns (este, esta, estos estas, ese, esa, esos, esas, aquel, aquella, aquellos, aquellas, éste, ésta, éstos, éstas, ése, ésa, ésos, ésas, aquélla, aquél, aquéllos, aquéllas)</li> <li>● Direct and Indirect Object Pronouns (with placements)</li> <li>● Monument and other notable sites</li> <li>● How to navigate a city</li> </ul> |                | X<br>>         |                |                |
| Unit 3 <ul style="list-style-type: none"> <li>● Present Progressive Tense</li> <li>● Chores related to the home</li> <li>● Daily Routines and Responsibilities in the home</li> </ul> Honors <ul style="list-style-type: none"> <li>● Present Progressive Tense with Pronouns</li> <li>● Reflexive Verbs including all irregulars</li> <li>● Placement of Reflexive Pronouns</li> </ul>  |                |                | X<br>>         |                |

## SPANISH II ADVANCED / II HONORS PACING GUIDE

|   |  |  |  |        |
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| <ul style="list-style-type: none"> <li>● Body parts and grooming</li> </ul>   |  |  |  |        |
| Unit 4 <ul style="list-style-type: none"> <li>● Preterite (all -ar, -er, -ir, ir, ver, hacer, ser, estar, dar, tener, car, gar, zar)</li> <li>● Attractions one would see on vacations</li> </ul> Honors <ul style="list-style-type: none"> <li>● Preterite including all irregular groups</li> <li>● Imperfect</li> <li>● Preterite v. Imperfect</li> <li>● Travel and lodging (avion, tren, bus)</li> </ul> |  |  |  | X<br>> |
| Unit 5 Honors Only <ul style="list-style-type: none"> <li>● Future Tense and all irregulars</li> <li>● Conditional Mood and all irregulars</li> <li>● Healthy habits including physical activity, eating and sleep</li> </ul>   |  |  |  | >      |

X Advanced

> Honors

(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)

## **SPANISH III ADVANCED / III HONORS COURSE DESCRIPTION**

In Spanish III Advanced, students will use the target language to engage in conversations about their personal aspirations, as well as both current and past events involving themselves and others. They will make comparisons using authentic sources and they will share personal experiences and feelings, while considering alternative viewpoints of members of the target culture. They will listen to and read authentic materials in the target language. They will use oral and written language to relate to their own experiences.

**Prerequisites:** Students who earned a 70 or better in Spanish 2A.

In Spanish III Honors, students will learn more tenses, more advanced grammar, and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources using appropriate form of address. More focus will be on students being able to communicate with peers in the target language regarding personal experiences and perspectives. They will write in a greater detail in a variety of formats. The class is conducted in the target language.

**Prerequisites:** Students who earned a 70 or better in Spanish 2H.

**SPANISH III ADVANCED / III HONORS**  
**UNIT I: DAILY LIFE**

**Objectives for Unit I**

Students will be able to discuss morning and evening routines.

Students will be able to discuss daily responsibilities.

Students will be able to conjugate and use a variety of reflexive verbs in the Present tense.

Students will be able to identify and describe a variety of personal items.

**Essential Questions for Unit I**

How does one discuss, orally and in writing, daily routine in the target language?

How does one discuss, orally and in writing, one's daily responsibilities?

How do routines differ among countries?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH III ADVANCED / III HONORS**  
**UNIT I: DAILY LIFE**

| Standard  | Grade Level Expectations  | Evidence of Learning   |
|-----------|---|--|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will share summaries, orally and in writing, using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will share summaries, orally and in writing, using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text</li> </ul>  |

**SPANISH III ADVANCED / III HONORS**  
**UNIT I: DAILY LIFE**

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|            |  | <p>which may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding  | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, summaries using information from the text.</li> </ul>   |

**SPANISH III ADVANCED / III HONORS  
UNIT I: DAILY LIFE**

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|                     | <p>as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>- Students will share, orally and in writing, reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will utilize transition words.</li> </ul> |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>   |
| <p>W.9-</p>         | <p>Introduce a topic; organize complex ideas,</p>   | <p>-Students will write regularly in class in</p>  |

**SPANISH III ADVANCED / III HONORS  
UNIT I: DAILY LIFE**

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| <p>10.2a-2f</p>     | <p>concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>  |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events,</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |



**SPANISH III ADVANCED / III HONORS  
UNIT I: DAILY LIFE**

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|          | <p>and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> |  |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>                     |

**SPANISH III ADVANCED / III HONORS**  
**UNIT I: DAILY LIFE**

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| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul>   |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-     | Draw evidence from literary or informational  | -Students will write regularly in class in   |

**SPANISH III ADVANCED / III HONORS**  
**UNIT I: DAILY LIFE**

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| 10.9a-9b      | <p>texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>  |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p>   | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be "stamps," where students receive stamps for speaking in class. The stamps will then be converted into</p>   |

**SPANISH III ADVANCED / III HONORS  
UNIT I: DAILY LIFE**

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|           | <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>a grade based on their participation.</p> <ul style="list-style-type: none"> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and to that of the target language.</li> </ul> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <ul style="list-style-type: none"> <li>-Students will be able to find and use sources appropriate for their task.</li> <li>-Students will be able to access sources found on school/library databases.</li> <li>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</li> <li>-Students will be able to synthesize information from various sources to support their point of view.</li> </ul>  |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>  | <ul style="list-style-type: none"> <li>-Students will accurately utilize transition words.</li> <li>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</li> </ul>  |

**SPANISH III ADVANCED / III HONORS**  
**UNIT I: DAILY LIFE**

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|           |  | -Students will utilize transition words.  |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using reflexive verbs.) | -Students will be able to conjugate and use effectively reflexive verbs which may include to go to bed, to shave, to fix oneself/get ready, to take bath, to wake up, to cut one's hair, to take a shower, to get up, to wash oneself, to borrow from, to paint/polish one's nails, to put on, to get ready, to dry oneself, to get dressed. Students in the <b>Honors</b> level will learn additional reflexive verbs such as to realize, to remember, to fall in love, to get involved in, to worry, to agree, to stay, to get hurt, to get sick, to comply with, to get tired of.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |

**SPANISH III ADVANCED / III HONORS**  
**UNIT I: DAILY LIFE**

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| <p>L.9-10.2c</p> | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss morning and evening routines and daily responsibilities. <b>Honors</b> students - Identify and discuss personal items.)</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe, name and discuss morning and evening routines.</li> <li>-Students will compare daily routines among cultures.</li> <li>-In writing and speaking, students will describe, name and discuss daily responsibilities, including household chores.</li> <li>-Students will compare daily responsibilities and household chores among cultures.</li> <li>-<b>Honors</b> students, in writing and speaking, will describe, name and discuss personal items, such as wallet, laptop computer, sunglasses, umbrella, etc.</li> <li>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |
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## **SPANISH III ADVANCED / III HONORS**

### **UNIT II: PAST EVENTS**

#### **Objectives for Unit II**

Students will be able to, in writing and speaking, discuss their childhood and major life events in the past using the Imperfect tense.

Students will be able to conjugate and use a variety of verbs in the Preterite/Pase Compose tense.

Students will be able to conjugate and use a variety of verbs in the Imperfect tense.

Students will be able to, in writing and speaking, appropriately use Preterite/Pase Compose and Imperfect when referring to the past.

#### **Essential Questions for Unit II**

How does one discuss, orally and in writing, their childhood in the target language?

How does one discuss, orally and in writing, events in their past?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH III ADVANCED / III HONORS**  
**UNIT II: PAST EVENTS**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other</li> </ul>  |



**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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|           |  | <p>writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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| <p>RI.9-10.10</p>   | <p>By the end of <b>level 2</b>, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>                                      |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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|                     | <p>may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  |   |
| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| <p>W.9-10.4</p>     | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p>   |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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|          |  | <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>   |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students may often be asked to write more than one draft of a piece.</p> <p>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</p> |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.</p> <p>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</p> <p>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</p>   |
| W.9-10.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition</p>   |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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|              | <p>entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>words correctly.</p> <ul style="list-style-type: none"> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul>  |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that</li> </ul>  |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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|                      | <p>author draws on a play by Shakespeare]").</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>information into their writing.</p> <ul style="list-style-type: none"> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>                                   |
| <p>W.9-10.10</p>     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul> |
| <p>SL.9-10.1a-1d</p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p>   | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where</li> </ul>  |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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|           | <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize</p>   |



**SPANISH III ADVANCED / III HONORS**  
**UNIT II: PAST EVENTS**

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|           |  | information from various sources to support their point of view.  |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |

**SPANISH III ADVANCED / III HONORS  
UNIT II: PAST EVENTS**

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| <p>L.9-10.1b</p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the Preterite and the Imperfect. Communicate using past tenses appropriately in the target language.)</p> | <p>-Students will be able to conjugate and use effectively the Preterite tense with irregulars (to go, to be, to give, to see, to have, to come, to be able, to bring, to walk, to place/put, to make/do, -car, -gar, -zar, to hear, to read, to believe, to destroy, to say, to fall, to want, to drive, to ask for/order, to sleep). - Students will be able to conjugate and use effectively the Imperfect tense including irregulars.</p> <p>-Students will be able to use the past tenses effectively.</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>                               |
| <p>L.9-10.2c</p> | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss childhood and major life events.)</p>  | <p>- In writing and speaking, students will describe, name and discuss vocabulary related to one's childhood.</p> <p>-In writing and speaking, students will describe and discuss major life events.</p> <p>-Students will compare childhood experiences among cultures (school, home life, etc.).</p> <p>-Students will compare major life events among cultures (religious and coming of age celebrations).</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate</p> |

**SPANISH III ADVANCED / III HONORS**  
**UNIT II: PAST EVENTS**

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|  |  | appropriate usage of vocabulary in their writing and speaking. |
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**SPANISH III ADVANCED / III HONORS**  
**UNIT III: LEISURE**

**Objectives for Unit III**

Students will be able to, in writing and speaking, discuss leisure activities, such as shopping, cooking, camping and travel.

Students will be able to conjugate and use a variety of verbs in the Imperative mood.

Students will be able to shorten sentences with the use of object pronouns and their correct placement.

**Essential Questions for Unit III**

How does one discuss, orally and in writing, different types of leisure activities?

How does one direct someone to do something?

How does one replace parts of a sentence in order to not be repetitive?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH III ADVANCED / III HONORS**  
**UNIT III: LEISURE**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information</li> </ul>   |

**SPANISH III ADVANCED / III HONORS**  
**UNIT III: LEISURE**

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|            |  | read in texts orally in a variety of ways which may include presentations and group discussion.   |
| RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | By the end of <b>level 2</b> , read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which</li> </ul>  |

**SPANISH III ADVANCED / III HONORS  
UNIT III: LEISURE**

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|                     |   | <p>may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p>   |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant,</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p>  |

**SPANISH III ADVANCED / III HONORS  
UNIT III: LEISURE**

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|                     | <p>and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>  |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |



**SPANISH III ADVANCED / III HONORS  
UNIT III: LEISURE**

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|          | <p>reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |  |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>                     |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly</p>   | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to</li> </ul>  |

**SPANISH III ADVANCED / III HONORS  
UNIT III: LEISURE**

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|          | and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.  |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not |

**SPANISH III ADVANCED / III HONORS  
UNIT III: LEISURE**

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|               |   | their own.  |
| W.9-10.9a-9b  | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>   |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners</p>  | <p>-Students will communicate orally on a regular basis in class. This may include formal and</p>   |

**SPANISH III ADVANCED / III HONORS**  
**UNIT III: LEISURE**

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|           | <p>on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access</p>  |

**SPANISH III ADVANCED / III HONORS  
UNIT III: LEISURE**

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|           |   | <p>sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>   |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>   | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>  |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>  | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |
| SL.9-10.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).</p>  | <p>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</p>   |
| L.9-10.1b | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the Imperative mood.</p> <p>Alter sentence structure so as not to be repetitive in the target language (more profoundly covered in Honors.)</p> | <p>-Students will be able to conjugate and use effectively the Imperative mood in the target language including both affirmative and negative commands in the formal and informal registers (all irregulares to be, to do, to give, to know, -go in the yo form, verbs that end in -ger, -gir, -cer, -cir, -car, -gar, -zar, -uir, -guir, stem changing verbs that end in -ar, -er, -ir).</p> <p>-Students will correctly place</p> |

**SPANISH III ADVANCED / III HONORS  
UNIT III: LEISURE**

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|           |  | <p>object pronouns with infinitive verbs, commands, gerunds and conjugated verbs.<br/>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>   |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss different types of leisure activities, such as camping, beach trips, cooking, shopping and travel.)</p> | <p>- In writing and speaking, students will describe, name and discuss vocabulary related to leisure activities (camping, beach trips, cooking, shopping and travel).<br/>-Students will compare leisure activities among cultures.<br/>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br/>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **SPANISH III ADVANCED / III HONORS UNIT IV: FUTURE ENDEAVORS**

### **Objectives for Unit IV**

Students will be able to, in writing and speaking, discuss future plans.

Students will be able to conjugate and use a variety of verbs in the Future tense, including all irregulars.

Students will be able to conjugate and use a variety of verbs in the Conditional tense, including all irregulars.

Students will be able to conjugate and use a variety of verbs in the Present Subjunctive mood.

### **Honors**

Students will be able to, in writing and speaking, discuss technology and its uses.

Students will be able to differentiate and use correctly, in writing and speaking, the two prepositions *por* and *para*.

Students will be able to conjugate verbs that function like the verb *gustar*, which use the indirect object pronoun.

### **Essential Questions for Unit IV**

How does one discuss, orally and in writing, one's future plans or endeavors?

How does one discuss, orally and in writing, what one would do in certain situations?

How does one discuss, orally and in writing, what one wants or hopes for others?

### **Honors**

How does one discuss, orally and in writing, technology and its various uses?

How does one correctly use parts of speech (prepositions and object pronouns) in the target language when it differs from one's native language?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast</li> </ul>  |



**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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|            |   | <p>pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.5  | <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6  | <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>                                  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.10 | <p>By the end of <b>level 2</b>, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the</p>  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> </ul>   |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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|                     | <p>range. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <ul style="list-style-type: none"> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces,</p>  |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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|          | <p>characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>  |
| W.9-10.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher</p> |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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|          |  | suggestions.   |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students may often be asked to write more than one draft of a piece.</li> <li>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</li> </ul>                                   |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)   | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</li> </ul>   |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul> |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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| <p>W.9-10.8</p>     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| <p>W.9-10.9a-9b</p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries,</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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|               | compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   |  |
| W.9-10.10     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p>  |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g.,</p> | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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|           | <p>informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>   |
| SL.9-10.4 | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.)</p>   | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>   |



**SPANISH III ADVANCED / III HONORS**  
**UNIT IV: FUTURE ENDEAVORS**

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| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)   | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).   | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| L.9-10.1b | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the future tense, communicate in the target language using the conditional and subjunctive moods.</p> <p><b>Honors</b> - Communicate in the target language using correctly the prepositions <i>por</i> and <i>para</i> and verbs that take the indirect object pronoun.)</p> | <p>-Students will be able to conjugate and use effectively the Future tense, including all irregulars.</p> <p>-Students will conjugate and use effectively the Conditional mood, including all irregulars.</p> <p>- Students will conjugate and use effectively the Present Subjunctive mood. <b>Advanced</b> - Introduction to nominal clauses in the subjunctive (to say/tell, to insist, to need, to allow, to prefer, to prohibit, to want, to recommend, to suggest, it is important, it is necessary, it is better/best, it is good, it is true, it is not doubtful, to know, to believe) and regular and irregular verbs (to leave, to do/make, to fall, to bring, to have, to think, to return, to ask for, to get (<i>coger</i>), to build, to know, to produce, to give, to go, to know, to have (<i>haber</i>), to be, to park, to pay, to play, to cross, to have fun).</p> <p><b>Honors</b> - Students will learn all patterns and all clauses (nominal, adverbial and adjectival).</p> <p><b>Honors</b> - Students will be able to use correctly the two prepositions <i>por</i> and <i>para</i>.</p> |

**SPANISH III ADVANCED / III HONORS  
UNIT IV: FUTURE ENDEAVORS**

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|           |  | <p><b>Honors</b> - Students will be able to use correctly verbs like gustar.</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>   |
| L.9-10.2c | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss future plans, including professions. <b>Honors</b> - Describe and discuss technology and its uses.)</p> | <p>- In writing and speaking, students will describe, name and discuss vocabulary related to the future, including professions.</p> <p>-Students will compare professions and careers among cultures.</p> <p><b>-Honors</b> - Students will describe, name and discuss technology and its uses.</p> <p><b>-Honors</b> - Students will compare technology and its uses among cultures.</p> <p>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |

## **SPANISH III ADVANCED / III HONORS UNIT V: SOCIAL AWARENESS**

### **Objectives for Unit V**

Students will be able to, in writing and speaking, discuss environmental concerns.  
Students will be able to, in writing and speaking, discuss a variety of social issues.  
Students will be able to conjugate and use correctly the Present Subjunctive mood.  
Students will be able to describe states of being using the verb *estar* and a past participle.  
Students will be able to, in writing and speaking, conjugate and use correctly the Perfect tenses.

### **Essential Questions for Unit V**

How does one discuss, orally and in writing, different types of environmental concerns?  
How does one discuss, orally and in writing, social issues including homelessness, poverty and helping in one's community?  
How does one express what one wants or hopes for someone else in the target language?  
How does one express how something is in the target language?  
How does one express the past in the target language?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
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| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (Read, annotate and analyze a variety of articles, informational texts and | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other</li> </ul>  |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|           | short stories.)  | <p>writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Read, annotate and analyze a variety of articles, informational texts and short stories.)                                  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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| <p>RI.9-10.10</p>   | <p>By the end of <b>level 2</b>, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| <p>W.9-10.1a-1e</p> | <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>                                      |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|                     | <p>which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  |   |
| <p>W.9-10.2a-2f</p> | <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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| <p>W.9-10.3a-3e</p> | <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| <p>W.9-10.4</p>     | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the</p>  |



**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|          |  | <p>formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>   |
| W.9-10.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately. Edit work based on teacher and/or peer recommendation.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students may often be asked to write more than one draft of a piece.</p> <p>-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</p> |
| W.9-10.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.</p> <p>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</p> <p>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</p>   |
| W.9-10.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p>   |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|              | <p>investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> </ul>   |
| W.9-10.8     | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.9-10.9a-9b | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-</li> </ul>  |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|               | <p>how a later author draws on a play by Shakespeare]").</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>generated topic and include that information into their writing.</p> <ul style="list-style-type: none"> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>  |
| W.9-10.10     | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul> |
| SL.9-10.1a-1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion,</p>  | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily</li> </ul>   |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|           | <p>presentations, whole class discussion, questions and answer, etc.)</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.<br/>(Summarize, present an opinion or a differing viewpoint.)</p> | <p>speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.9-10.2 | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles,</p>   |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|           |  | podcasts, websites, newscasts, blogs, etc.<br>-Students will be able to synthesize information from various sources to support their point of view.   |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of target language when indicated or appropriate. (Speak formally (presentations) and informally (question-answer, etc.)).  | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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| <p>L.9-10.1b</p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (Communicate in the target language using the Present Subjunctive mood. Communicate in the target language using the <i>estar</i> + participle construction and the perfect tenses.)</p> | <p>-Students will be able to conjugate and use effectively the Present Subjunctive mood, in all clauses (nominal, adverbial and adjectival) and in all irregular patterns.</p> <p>-Students will conjugate and effectively use the <i>estar</i> (to be) + past participle construction.</p> <p>-Students will conjugate and use effectively the perfect tenses (present perfect indicative, present perfect subjunctive, pluperfect, future perfect and conditional perfect).</p> <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p> |
| <p>L.9-10.2c</p> | <p>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss various environmental and social concerns.)</p>   | <p>- In writing and speaking, students will describe, name and discuss vocabulary related to environmental issues (recycling, climate change, etc.).</p> <p>-Students will compare environmental concerns among cultures.</p> <p>-In writing and speaking, students will describe, name and discuss vocabulary related to social concerns (volunteering, homelessness, poverty, the less fortunate, etc.)</p> <p>-Students will compare social concerns among cultures.</p> <p>-Students will utilize various authentic sources to enhance their</p>                                       |

**SPANISH III ADVANCED / III HONORS  
UNIT V: SOCIAL AWARENESS**

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|  |  | learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br>-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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**RESOURCES**

[www.conjuguemos.com](http://www.conjuguemos.com)

Scholastic Online Resources (via WHS Library Website)

[www.quizlet.com](http://www.quizlet.com)

[www.spanishdict.com](http://www.spanishdict.com)

[www.kahoot.com](http://www.kahoot.com)

**Advanced**

Auténtico 2 textbook published by Pearson

**Honors**

¡Qué chévere! 3,4 textbook published by EMC

<http://www.bbc.com/mundo>

**Teacher Resources:**

Auténtico 2 teacher resources published by Pearson (advanced)

¡Qué chévere! 3,4 teacher resources published by EMC (honors)

Una Vez Más, Tercera Edición published by Pearson Prentice Hall

Español en Pareja Junior

Español en Pareja

Repaso published by McGraw Hill School

Spanish Three Years Workbook published by Amsco School Publications

[www.spanish.about.com](http://www.spanish.about.com)

[www.colby.edu/~bknelson/SLC/index.php](http://www.colby.edu/~bknelson/SLC/index.php)

[www.spanishdict.com](http://www.spanishdict.com)

[www.studyspanish.com](http://www.studyspanish.com)

[www.audiria.com](http://www.audiria.com)

[www.audio-lingua.eu/spip.php?rubrique4&lang=fr](http://www.audio-lingua.eu/spip.php?rubrique4&lang=fr)

<https://www.laits.utexas.edu/spe/>

[www.podcastsinspanish.org](http://www.podcastsinspanish.org)

## SPANISH III ADVANCED / III HONORS PACING GUIDE

| Unit or Grade Level Expectations  | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|---|----------------|----------------|----------------|----------------|
| Unit 1 <ul style="list-style-type: none"> <li>● Reflexive Verbs (acostarse, afeitarse, arreglarse, prepararse, cortarse, ducharse, levantarse, lavarse, pintarse, ponerse, secarse, vestirse)</li> <li>● Morning and evening routines</li> <li>● Daily responsibilities</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>● darse cuenta de, acordarse, enamorarse, involucrarse, preocuparse, quedarse, lastimarse, enfermarse, cansarse, to comply with</li> <li>● Personal items, belongings</li> </ul>   | x<br>>         |                |                |                |
| Unit 2 <ul style="list-style-type: none"> <li>● Preterite tense with irregulars (ir, ser, dar, ver, tener, venir, poder, traer, andar, poner, hacer, -car, -gar, -zar, oír, leer, creer, destruir, decir, caerse, querer, conducir, pedir, dormir)</li> <li>● Imperfect tense including irregulars</li> <li>● Differences between Preterite and imperfect</li> <li>● Childhood events, some major life events</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>● Review of Preterite and Imperfect</li> <li>● Major life events and the similarities and differences among cultures (religious, coming of age, etc.)</li> </ul> | x<br>>         |                |                |                |
| Unit 3 <ul style="list-style-type: none"> <li>● Imperative Mood (formal, informal, affirmative and negative) with all irregular groups (-ger, -gir, -cer, -cir, -car, -gar, -zar, -uir, -guir, stem-changing verbs)</li> <li>● Correct pronoun placement (including commands, infinitive verbs, gerunds and conjugated verbs).</li> <li>● Leisure activities (camping, beach trips, cooking, shopping, travel)</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>● Sentence construction to avoid</li> </ul>   |                | x<br>>         |                |                |



**SPANISH III ADVANCED / III HONORS  
PACING GUIDE**

|  |  |  |   |                                     |
|--|--|--|---|-------------------------------------|
| <p>repetitiveness. Quien hace la tarea? Miguel la hace.</p>  |  |  |   |                                     |
| <p>Unit 4</p> <ul style="list-style-type: none"> <li>● Future tense and all irregulars</li> <li>● Conditional mood and all irregulars</li> <li>● Present Subjunctive Nominal Clauses (Introduction) - trigger verbs/phrases: decir, insistir, necesitar, dejar, permitir, preferir, prohibir, querer, recomendar, sugerir, es importante, es necesario, es mejor, es bueno, es verdad, no es dudoso, creer, pensar</li> <li>● Present Subjunctive: Regular and irregular verbs: salir, hacer, caerse, traer, tener, pensar, volver, pedir, coger, construir, saber, conocer, producir, dar, ir, haber, ser, estar, aparcar, pagar, jugar, cruzar, divertirse</li> <li>● Future plans and professions</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>● Present Subjunctive (all patterns and all clauses) - nominal, adverbial, adjectival</li> <li>● Review of Present tense (if necessary)</li> <li>● Por v. Para</li> <li>● Verbs like gustar</li> <li>● Technology and uses of technology</li> <li>● Compare technology among cultures</li> </ul> |  |  | <p>x<br/>&gt;</p> <p>X(H)</p> <p>X(H)<br/>&gt;</p> <p>X(H)<br/>&gt;</p> | <p>X(A)</p> <p>X(A)</p> <p>X(A)</p> |
| <p>Unit 5 (Honors)</p> <ul style="list-style-type: none"> <li>● Present Subjunctive Mood (continued)</li> <li>● Estar + participle</li> <li>● Perfect tenses (present perfect, pluperfect, future perfect, conditional perfect, present perfect subjunctive)</li> <li>● Environmental concerns (recycling, natural disasters, etc.)</li> <li>● Social concerns (poverty, social action projects, etc.)</li> <li>● Various issues (social, environmental, etc.) as related to the Spanish-speaking world.</li> </ul>  |  |  | <p>X(H)<br/>&gt;</p>  |                                     |

## **SPANISH IV ADVANCED / IV HONORS COURSE DESCRIPTION**

In Spanish 4 Advanced, students will use the target language to participate in culturally appropriate exchanges with peers in the target language to express feelings and opinions of personal experiences, as well as a variety of other topics. They will make comparisons using authentic sources and they will communicate in the target language describing and analyzing events of mutual interest. They will listen to and read a variety of authentic materials in the target language in order to make predictions regarding the differences between the target culture of their own. They will use oral and written language to maintain interpersonal relationships with native speakers, while using various media resources for entertainment. This class is conducted in the target language.

**Prerequisites:** Students who earned a 70 or better in Spanish 3A.

In Spanish 4 Honors, students will learn more advanced tenses, grammar, and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. More focus will be on using a variety of media sources to interact interpersonally with native speakers. They will write in greater detail in a variety of formats. This class is conducted in the target language.

**Prerequisites:** Students who earned a 70 or better in Spanish 3 Honors.

## **SPANISH IV ADVANCED / IV HONORS**

### **UNIT I: LEISURE**

#### **Objectives for Unit I**

Students will be able to discuss various leisure activities including travel, art, music, television, etc.

Students will be able to discuss friendships and relationships.

Students will be able to conjugate and use a variety of verbs in the Preterite and Imperfect tenses.

Students will be able to discuss past events using the Preterite and Imperfect tenses.

#### **Honors**

Students will be able to make comparisons in the target language.

Students will be able to use effectively the gerund in the target language.

Students will be able to connect sentences using relative pronouns in the target language.

#### **Essential Questions for Unit I**

How does one discuss, orally and in writing, leisure activities in the target language?

How does one discuss, orally and in writing, friendships and relationships in the target language?

How does one talk about the past in the target language?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
|------------|--|---|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces,</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

|             |   |   |
|-------------|---|---|
|             |   | <p>their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.4  | <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RL.11-12.10 | <p>By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

|            |   |   |
|------------|---|---|
|            |   | - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.   |
| RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)                               | -Students will share summaries using information from the text in written and oral form.<br>-Students will share their opinion, reactions and interpretations of a text in written and oral form.<br>STudents will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | -Students will share summaries using information from the text in written and oral form.<br>-Students will share their opinion, reactions and interpretations of a text in written and oral form.<br>STudents will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)  | -Students will share summaries using information from the text in written and oral form.<br>-Students will share their opinion, reactions and interpretations of a text in written and oral form.<br>STudents will answer questions based on the text.  |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

|            |   |   |
|------------|---|---|
|            |   | <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul>   |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

|            |   |   |
|------------|---|---|
|            |   | <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use</li> </ul> |



**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

|              |  |   |
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|              |  | resources such as newspaper articles, journal articles, blogs, websites, etc.   |
| RI.11-12.10  | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

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|           | <p>reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| W11-12b-f | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

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|                | <p>are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| W.11-12.3a,c,e | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.11-12.4      | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational</p>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

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|           | include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.  |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br><br>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions. |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | -Students will use Google Docs to share work with peers and teacher for revising and editing.<br>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.   |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words   |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

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|           | of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.  |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

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|               |   | <p>when using information from a text.</p> <ul style="list-style-type: none"> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>   |
| W.11-12.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> <li>-Students will effectively utilize transition words.</li> </ul>  |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and</p> | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</li> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using</li> </ul> |

**SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE**

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|            | <p>establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.11-12.2 | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>  |
| SL.11-12.4 | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic</p>  |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

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|            | style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.)  | sentences, introduction and conclusion.  |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)   | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.   |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.) | -Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.<br>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.<br>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.<br>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate |



**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

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|                     |   | <p>interpersonal speaking.</p> <ul style="list-style-type: none"> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and to that of the target language.</li> </ul>   |
| <p>L.11-12.1a,b</p> | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>(Communicate in the target language using the Preterite and Imperfect and the verbs that change meaning in the Preterite. <b>Honors</b> - Communicate in the target language using the additional structures: gerunds, comparisons and relative pronouns.)</p> | <ul style="list-style-type: none"> <li>-Students will be able to use effectively the two simple past tenses in Spanish (Preterite and Imperfect).</li> <li>-Students will be able to conjugate and use correctly verbs in the Preterite and Imperfect tenses.</li> <li>- Students will be able to identify and use and verbs that change meaning in the Preterite.</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>- Students will be able to correctly use gerunds in the target language such as those that indicate direction (irse, venir, andar, llevar)</li> <li>- Students will be able make comparisons using the following structures: de los que, de las que, del que, de la que, de lo que.</li> <li>- Students will connect sentences using relative pronouns (cuyo, cuya, cuyos, cuyas, el cual, la cual, los cuales, las cuales, el que, los que, la que, las que, lo que, lo cual, que, quien).</li> <li>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</li> </ul> |
| <p>L.11-12.2b</p>   | <p>Demonstrate command of the conventions of</p>  | <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe and discuss leisure activities</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

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|  | <p>capitalization, punctuation, and spelling when writing.</p> <p style="text-align: center;">Spell correctly.</p> <p>(Describe and discuss leisure activities and friendships/relationships.)</p> | <p>(art, music, television, travel, etc.)</p> <ul style="list-style-type: none"> <li>- In writing and speaking, students will describe and discuss themes and topics related to friendships and relationships.</li> <li>-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |
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## **SPANISH IV ADVANCED / IV HONORS UNIT II: EDUCATION & CAREERS**

### **Objectives for Unit II**

Students will be able to discuss various education and career options.  
Students will be able to discuss issues related to the community in their own culture.  
Students will be able to discuss communication in the target language.  
Students will be able to use the two “to be” verbs appropriately in the target language.  
Students will be able to discuss the future in the target language.  
Students will be able to discuss hypothetical situations in the target language.

### **Honors**

Students will be able to differentiate between the Future and Conditional in the target language.  
Students will be able to use correctly reflexive verbs in Spanish.  
Students will be able to use correctly the Passive Voice in Spanish.  
Students will be able to identify and correctly use prepositions that accompany verbs.

### **Essential Questions for Unit II**

How does one discuss, orally and in writing, education and career options?  
How does one discuss, orally and in writing, issues regarding community?  
How does one discuss, orally and in writing, communication and issues therein?  
How does one discuss, orally and in writing, the future in the target language?  
How does one discuss, orally and in writing, a hypothetical situation in the target language?  
How does one discuss, orally and in writing, what is done in the target language?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT II: EDUCATION & CAREERS**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
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| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information</li> </ul>                                     |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT II: EDUCATION & CAREERS**

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|             |  | read in texts orally in a variety of ways which may include presentations and group discussion.  |
| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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| <p>RI.11-12.1</p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>                               | <p>-Students will share summaries using information from the text in written and oral form.<br/>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.<br/>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br/>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| <p>RI.11-12.2</p> | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will share summaries using information from the text in written and oral form.<br/>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.<br/>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br/>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| <p>RI.11-12.3</p> | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)</p>  | <p>-Students will share summaries using information from the text in written and oral form.<br/>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.<br/>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|            |  | <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul>  |
| RI.11-12.4 | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal</li> </ul>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|             |   | connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  |
| RI.11-12.6  | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | -Students will share summaries using information from the text in written and oral form.<br>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.   |
| RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | -Students will share summaries using information from the text in written and oral form.<br>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.<br>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.<br>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc. |
| RI.11-12.10 | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a  | -Students will share summaries using information from the text in written and oral form.   |



**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|                     | <p>variety of articles and informational texts.)</p>  | <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> <p>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</p> |
| <p>W.11-12.1a-e</p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|                | (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   |   |
| W11-12b-f      | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.11-12.3a,c,e | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails,   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|           | <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>   |
| W.11-12.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> </ul>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|           | transition words appropriately.)   | -Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.   |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)   | -Students will use Google Docs to share work with peers and teacher for revising and editing.<br>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.   |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.   |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|               |  | <p>when using information from a text.</p> <ul style="list-style-type: none"> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>  |
| W.11-12.9     | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br/>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> <li>-Students will effectively utilize transition words.</li> </ul>   |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and</p>  | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|            | <p>persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.11-12.2 | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize</p>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|            |  | information from various sources to support their point of view.   |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.) | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.  |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.   |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)  | -Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.<br>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.<br>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.<br>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking. |

**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|                     |   | <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p>   |
| <p>L.11-12.1a,b</p> | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <p style="padding-left: 20px;">a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p style="padding-left: 20px;">b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>(Communicate in the target language using the Future tense and Conditional mood. Utilize effectively the “to be” verbs ser and estar.<br/><b>Honors</b> - utilize effectively the Future tense and Conditional mood, taking their differences into consideration. Communicate in the target language using the Passive Voice, correctly employing verbs with prepositions and reflexive verbs.)</p> | <p>-Students will be able to use effectively the Future tense, including all irregular verbs..</p> <p>-Students will be able to use effectively the Conditional mood, including all irregulars.</p> <p>- Students will be able to effectively use the two “to be” verbs: ser and estar.</p> <p><b>Honors</b></p> <p>-Students will be able to use the Future tense and Conditional mood effectively, taking into consideration their differences.</p> <p>- Students will be able to use reflexive pronouns appropriately in the target language: change in meaning - despedirse, hacerse, irse, llevarse, quedarse, ponerse, volverse, emotions/expressions: aburrirse, alegrarse, asombrarse, asustarse, enfermarse, enojarse, ofenderse, preocuparse, reírse, and reflexive verbs used in a reciprocal manner.</p> <p>- Students will be able to use the Passive voice effectively.</p> <p>- Students will be able to identify and utilize verbs with prepositions (acostumbrarse a, atreverse a, ayudar a, negarse a, confiar en, consistir en, fijarse en, pensar en, bastar con, casarse con, contar con, encontrarse con, soñar con, acabar de, acordarse de, alegrarse de, darse</p> |



**SPANISH IV ADVANCED / IV HONORS  
UNIT II: EDUCATION & CAREERS**

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|            |   | cuenta de, encargarse de, enterarse de, terminar de, tratar de.   |
| L.11-12.2b | Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.<br>Spell correctly.<br>(Describe and discuss education, career options, community-related issues and communication in the target language.) | - In writing and speaking, students will discuss topics relating to education and careers.<br>-Students will write and discuss topics related to community and communication issues.<br>-Students will compare these topics among cultures.<br>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br>-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |

## **SPANISH IV ADVANCED / IV HONORS UNIT III: HEALTH & WELLNESS**

### **Objectives for Unit III**

Students will be able to discuss, orally and in writing, topics pertaining to health and wellness in the target language.

Students will be able to discuss, orally and in writing, topics related to sports and athletics.

Students will be able to give a formal and informal command in the target language.

Students will be able to use effectively the present subjunctive mood in the nominal and adjectival clauses.

### **Honors**

Students will be able to use effectively the present subjunctive mood in the nominal, adjectival and adverbial clauses.

### **Essential Questions for Unit III**

How does one discuss, orally and in writing, health and wellness in the target language?

How does one discuss, orally and in writing, sports and athletics in target language?

How does one give a command in the target language?

How does one express a potential situation?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
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| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information</li> </ul>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|             |   | read in texts orally in a variety of ways which may include presentations and group discussion.   |
| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.(Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|            |  | <p>may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.2 | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text in oral and written form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.3 | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)</p>  | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text in oral and written form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of</li> </ul> |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|            |   | transition words in order to organize their ideas in speaking and writing.  |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonyms, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include</li> </ul>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|             |   | presentations and group discussion.  |
| RI.11-12.6  | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>- Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul> |
| RI.11-12.10 | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)  | <ul style="list-style-type: none"> <li>- Students will share summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|                     |   | <p>based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul>  |
| <p>W.11-12.1a-e</p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries,</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |



**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|                | compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  |   |
| W11-12b-f      | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |
| W.11-12.3a,c,e | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails,   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|                  | <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> </ul>   |
| <p>W.11-12.4</p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</li> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</li> <li>-Students will answer and ask</li> </ul> |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|           |  | <p>questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <ul style="list-style-type: none"> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and to that of the target language.</li> </ul> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will be able to find and use sources appropriate for their task.</li> <li>-Students will be able to access sources found on school/library databases.</li> <li>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</li> <li>-Students will be able to synthesize information from various sources to support their point of view.</li> </ul>   |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <ul style="list-style-type: none"> <li>-Students will accurately utilize transition words.</li> <li>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</li> </ul>   |
| W.11-12.7 | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the</p>   | <ul style="list-style-type: none"> <li>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT III: HEALTH & WELLNESS**

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|            | subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   |   |
| W.11-12.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| W.11-12.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will be able to use effectively all command forms.<br>-Students will be able to use pronouns in all five instances in order to avoid repetition and redundancy.<br>-Students will be able to conjugate and use correctly the subjunctive mood in the present with nominal and adjectival clauses.<br>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.<br><b>Honors:</b> Students will be able to conjugate and use correctly the subjunctive mood in the present with adverbial clauses. |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use   | - In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a country of the target culture.<br>-Students will present a current event of interest that they researched to the class.<br>-Students will write on a variety of  |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT III: HEALTH & WELLNESS**

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|  | transition words appropriately.) | themes and topics regarding obstacles and barriers a member of the target culture faces.<br>-Students will barriers and success stories among cultures.<br>-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br>-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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## **SPANISH IV ADVANCED / IV HONORS**

### **UNIT IV: GLOBAL CHALLENGES**

#### **Objectives**

Students will be able to discuss, in speaking and writing, the topic of global challenges in today's world. Students will be able to discuss, in speaking and writing, global challenges and how they differ among cultures.

Students will be able to discuss, in speaking and writing, social issues such as homelessness and volunteering opportunities.

Students will be able to discuss, in speaking and writing, news and current events.

Students will be able to discuss, in speaking and writing, events that have and had happened using the Present Perfect and Pluperfect.

Students will be able to describe, in speaking and writing, the condition something is in as a result of a past action, using *estar* + past participle.

Students will be able to describe, orally and in writing, the location of an object in relation to the speaker using the demonstrative adjectives and pronouns.

Students will be able to use nominal and adjectival clauses with the Imperfect Subjunctive mood.

Students will be able to talk about hypothetical situations with result clauses and contrary-to-fact statements.

Students will be able to use verb tenses in the appropriate sequence.

#### **Honors**

Students will be able to use the past participle with participial clauses in structures that go beyond its use with the verb *estar*.

Students will be able to discuss, in speaking and in writing, events that will have and would have happened using the Future, Conditional Perfect and Pluperfect Subjunctive.

#### **Essential Questions**

What are global challenges that face the target cultures?

How does one discuss, orally and in writing, global challenges and social matters in the target language?

How does one discuss, orally and in writing, news and current events as they relate to the target cultures and the students' culture?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
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| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|             |   | <p>writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p>  |
| RL.11-12.4  | <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>STudents will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> <p>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</p> <p>-Students will use text to identify the meaning of words in the context of the reading.</p> |
| RL.11-12.10 | <p>By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>STudents will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which</p>  |



**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|            |  | <p>may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p>  |
| RI.11-12.1 | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>                               | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>STudents will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| RI.11-12.2 | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>STudents will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| RI.11-12.3 | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and</p>   | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion,</p>   |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|            | analyze a variety of articles, informational texts and short stories. Utilize transition words.)  | <p>reactions and interpretations of a text in written and oral form.</p> <p>STudents will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul>  |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul> <p>STudents will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|            | <p>exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <p>and oral form.<br/>-Students will share their opinion, reactions and interpretations of a text in written and oral form.<br/>STudents will answer questions based on the text.<br/>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br/>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p>   |
| RI.11-12.6 | <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will share summaries using information from the text in written and oral form.<br/>-Students will share their opinion, reactions and interpretations of a text in written and oral form.<br/>STudents will answer questions based on the text.<br/>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br/>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| RI.11-12.7 | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <p>-Students will share summaries using information from the text in written and oral form.<br/>-Students will share their opinion, reactions and interpretations of a text in written and oral form.<br/>STudents will answer questions based on the text.<br/>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal</p>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|              |  | <p>connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul>  |
| RI.11-12.10  | <p>By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)</p>  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="padding-left: 40px;">a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p style="padding-left: 40px;">b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|                  | <p>out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>suggestions.</p>   |
| <p>W11-12b-f</p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|                       | <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| <p>W.11-12.3a,c,e</p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br/>(Write in a variety of formats which may</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|           | include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  |  |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br><br>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> <li>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</li> <li>-Students will use Google Classroom</li> </ul>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|           |  | to make suggestions, posts and communicate with other students and teacher.  |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>   |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries,   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive</li> </ul>  |



**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|               | compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.11-12.10    | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br><br>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will produce timed and untimed writing assessments.<br>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)<br>-Students will effectively utilize transition words.   |
| SL.11-12.1a-d | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.) | -Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.<br>-Students will participate in daily   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|            | <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p>   |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|            | source and noting any discrepancies among the data.  | -Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.<br>-Students will be able to synthesize information from various sources to support their point of view.  |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.) | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.   |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)  | -Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.<br>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation. |

**SPANISH IV ADVANCED / IV HONORS  
UNIT IV: GLOBAL CHALLENGES**

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|                     |   | <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| <p>L.11-12.1a,b</p> | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>(Communicate in the target language using Present Perfect Indicative and Subjunctive and the Pluperfect. Communicate in the target language using estar + past participles, demonstrative adjectives and pronouns, Imperfect Subjunctive in nominal and adjectival clauses, contrary-to-fact statements</p> | <p>-Students will be able to use effectively the Present Perfect Indicative and Subjunctive including all irregular verbs.</p> <p>-Students will be able to use effectively the past participle with the verb estar, including all irregular past participles.</p> <p>- Students will be able to effectively discuss the relation of an object to the speaker using demonstrative adjectives and pronouns.</p> <p>-Students will be able to effectively use contrary-to-fact statements and result clauses.</p> <p>- Students will be able to discuss emotions about others’ actions and</p>   |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|                   | <p>and sequence of tenses. <b>Honors</b> - Communicate in the target language using participial clauses, Future Perfect, Conditional Perfect and Pluperfect Subjunctive, and Imperfect Subjunctive in adverbial clauses).</p>                                       | <p>one's desires and hopes of others using the Imperfect Subjunctive in nominal clauses.</p> <ul style="list-style-type: none"> <li>- Students will be able to discuss the existence of something using Imperfect Subjunctive in adjective clauses.</li> <li>- Students will employ correct usage of verb tenses in a given situation in the past, present and future (sequence of tenses).</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>- Students will be able to communicate effectively in the target language using participial clauses.</li> <li>- Students will discuss events that will have happened and would have happened using Future Perfect, Conditional Perfect and Pluperfect Subjunctive.</li> <li>- Students will be able to use Imperfect Subjunctive in adverbial clauses.</li> </ul> |
| <p>L.11-12.2b</p> | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">Spell correctly.</p> <p>(Describe and discuss social problems, homelessness, volunteering and news and current events.)</p> | <ul style="list-style-type: none"> <li>- In writing and speaking, students will discuss social problems such as homelessness and volunteering.</li> <li>-Students will present a current event of interest that they researched to the class.</li> <li>-Students will write on a variety of themes and topics regarding social issues in the target culture.</li> <li>-Students will write on a variety of themes and topics regarding news and current events in the target culture.</li> <li>-Students will compare current events and social issues among cultures.</li> <li>-Students will utilize various</li> </ul>  |

**SPANISH IV ADVANCED / IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

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|  |  | <p>authentic sources to enhance their learning of vocabulary topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> <p><b>Honors</b></p> <ul style="list-style-type: none"><li>- Students will view the television series, <i>Tiempo entre costuras</i>, to discuss social issues such as the role of the woman in the 1930s in Spain, the role of family and their relation to issues like marriage, career and status.</li></ul> |
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# SPANISH IV ADVANCED / IV HONORS

## UNIT IV: GLOBAL CHALLENGES

### RESOURCES

[www.conjuguemos.com](http://www.conjuguemos.com)  
[www.quizlet.com](http://www.quizlet.com)  
[www.spanishdict.com](http://www.spanishdict.com)  
[www.yabla.com](http://www.yabla.com)  
<http://www.bbc.com/mundo>  
[www.kahoot.com](http://www.kahoot.com)  
[www.ipadio.com](http://www.ipadio.com)

#### **Advanced**

Auténtico 3 textbook published by Pearson

#### **Honors**

¡Qué chévere! 4,5 textbook published by EMC  
Sira Television Series on Netflix

#### **Teacher Resources:**

Auténtico 3 teacher resources published by Pearson (advanced)  
¡Qué chévere! 4, 5 teacher resources published by EMC (honors)  
Una Vez Más, Tercera Edición published by Pearson Prentice Hall  
Español en Pareja  
Repaso published by McGraw Hill School  
Spanish Four Years Workbook published by Amsco School Publications  
[www.spanish.about.com](http://www.spanish.about.com)  
[www.colby.edu/~bknelson/SLC/index.php](http://www.colby.edu/~bknelson/SLC/index.php)  
[www.spanishdict.com](http://www.spanishdict.com)  
[www.studyspanish.com](http://www.studyspanish.com)  
[www.audiria.com](http://www.audiria.com)  
[www.audio-lingua.eu/spip.php?rubrique4&lang=fr](http://www.audio-lingua.eu/spip.php?rubrique4&lang=fr)  
<https://www.laits.utexas.edu/spe/>  
[www.podcastsinspanish.org](http://www.podcastsinspanish.org)

## SPANISH IV ADVANCED / IV HONORS PACING GUIDE

| Unit or Grade Level Expectations  | 1st<br>Quarter                           | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|---|--|----------------|----------------|----------------|
| Unit 1 <ul style="list-style-type: none"> <li>● Leisure activities: television, art, music, travel, camping</li> <li>● Friendships and relationships</li> <li>● Preterite v. Imperfect</li> <li>● Preterite changes in meaning</li> </ul><br>Honors <ul style="list-style-type: none"> <li>● Comparisons</li> <li>● Gerunds</li> <li>● Relative Pronouns</li> </ul>   | x<br>><br><br>X<br>>                     |                |                |                |
| Unit 2 <ul style="list-style-type: none"> <li>● Careers, education, workplace, community, communication</li> <li>● Ser v. Estar</li> <li>● Future with all irregulars</li> <li>● Conditional with all irregulars</li> </ul><br>Honors <ul style="list-style-type: none"> <li>● Difference between Future and Conditional and their uses</li> <li>● Reflexive Pronouns and their uses</li> <li>● Reflexive verbs that change meaning (despedirse, hacerse, irse, llevarse, quedarse, ponerse, volverse), with emotions and expressions (aburrirse, alegrarse, asombrarse, asustarse, enfermarse, enojarse, enfadarse, enfadarse, preocuparse, ofenderse, reírse), with reciprocal actions.</li> <li>● Passive Voice</li> <li>● Verbs with prepositions (acostumbrarse a, atreverse a, ayudar a, negarse a, confiar en, consistir en, fijarse en, pensar en, bastar con, casarse con, contar con, encontrarse con, soñar con, acabar de, acordarse de, alegrarse de, darse cuenta de, encargarse de, enterarse de, terminar de, tratar de)</li> </ul> | x<br>>           X(H)<br>><br><br>X<br>> |                |                | X(A)           |
| Unit 3 <ul style="list-style-type: none"> <li>● Health and wellness: athletics and sports, exercise, healthy choices</li> <li>● All command forms (tú, Ud., Uds.)</li> <li>● Commands with pronouns</li> <li>● Present Subjunctive and all irregulars (nominal</li> </ul>   |  | X<br>>         | X              |                |



## SPANISH IV ADVANCED / IV HONORS PACING GUIDE

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| <p>and adjectival clauses)</p> <p>Honors</p> <ul style="list-style-type: none"> <li>● Present Subjunctive Review (nominal, adjectival and adverbial clauses)</li> </ul>  |  |                      | <p>&gt;</p> <p>X</p> <p>&gt;</p>              |                         |
| <p>Unit 4</p> <ul style="list-style-type: none"> <li>● Global challenges: social problems, news and current events, homelessness, volunteering</li> <li>● Present perfect subjunctive and indicative, pluperfect</li> <li>● Estar + past participle</li> <li>● Demonstrative adjectives and pronouns</li> <li>● Imperfect Subjunctive (nominal and adjectival clauses)</li> <li>● Contrary-to-fact statements, result clauses</li> <li>● Sequence of tenses</li> </ul> <p>Honors</p> <ul style="list-style-type: none"> <li>● Participial clauses</li> <li>● Future and Conditional Perfect, Pluperfect Subjunctive</li> <li>● Contrary-to-fact statements (including Conditional Perfect and Pluperfect Subjunctive)</li> <li>● Sequence of tenses in more depth (with subjunctive)</li> <li>● Imperfect subjunctive (nominal, adjectival and adverbial clauses)</li> </ul> |  | <p>X</p> <p>&gt;</p> | <p>X</p> <p>&gt; X</p> <p>(H)</p> <p>&gt;</p> | <p>X(A)</p> <p>X(H)</p> |

## **SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179) COURSE DESCRIPTION**

In Spanish 5 Advanced, students will use the target language to participate in culturally appropriate exchanges to express feelings and opinions of personal experiences, as well as a variety of other topics. Students will make comparisons using authentic sources and they will communicate in the target language describing and analyzing current events, social issues and personal views. They will listen to and read a variety of authentic materials in the target language in order to explore their effects on the larger community.

**Prerequisites:** For level 5 Advanced, students who earned a 70 or better in Spanish 4A

In Spanish 5 Advanced Placement/Early College Experience (Spanish only), students will be expected to master all tenses. There will be a review of all grammar and continued practice in composition leading to command of practical idioms and vocabulary. Students will be expected to master their ability to write compositions, letters, texts, emails, compare/contrast and persuasive essays. In depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Spanish-speaking worlds are a major component of this class. Students will practice extensively the skills needed for the Advanced Placement test, including responding orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. This class is conducted in the target language. The AP Spanish/UCONN ECE covers both the UCONN Spanish 3178 and 3179 curriculum and AP Spanish Language Curriculum. The curriculum for this course is the same as the curriculum approved by the College Board and the UCONN ECE department.

**Prerequisites:** For level 5 AP/ECE, students who earned an 80 or better in Spanish 4H.

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

**Objectives**

Students will be able to discuss various facets of pop culture in today's world.  
Students will be able to discuss current events as they relate to pop culture.  
Students will review grammar based on student need as recommended by the teacher.

**Essential Questions**

What is pop culture as it relates to the target communities?  
How does one discuss, orally and in writing, pop culture in the target language?  
How does one discuss, orally and in writing, current events as they relate to the pop culture of the target culture?  
How is pop culture different among cultures and communities?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

| Standard   | Grade Level Expectations   | Evidence of Learning   |
|------------|--|--|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles,  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|            | informational texts and short stories.)   | <p>STudents will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul> <p>STudents will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul> <p>STudents will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|            | <p>figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <p>oral form.</p> <ul style="list-style-type: none"> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>     | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.6 | <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|             | stories.)   | <p>on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul> |
| RI.11-12.10 | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul>   |



**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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| <p>W.11-12.1a-e</p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| <p>W11-12b-f</p>    | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended</p>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|                       | <p>knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p>  |
| <p>W.11-12.3a,c,e</p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|           | <p>resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  |   |
| W.11-12.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will write both in the formal and informal registers.<br/>         -Students will answer open-ended questions.<br/>         -Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will write both in the formal and informal registers.<br/>         -Students will answer open-ended questions.<br/>         -Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</p>  | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.<br/>         -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br/>         -Students will use Google Classroom to</p>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|           |  | make suggestions, posts and communicate with other students and teacher.   |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>   |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|               |   | <p>sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <ul style="list-style-type: none"> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>   |
| W.11-12.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> <li>-Students will effectively utilize transition words.</li> </ul>  |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p style="margin-left: 40px;">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p style="margin-left: 40px;">b. Work with peers to promote civil, democratic discussions and decision-</p> | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</li> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking</li> </ul> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|            | <p>making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| SL.11-12.2 | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>   | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p>                      |
| SL.11-12.4 | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.)</p>  | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>  |
| SL.11-12.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,</p>  | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|              | reasoning, and evidence and to add interest. (Use Google functions or other technology.)  |   |
| SL.11-12.6   | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.) | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| L.11-12.1a,b | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is</p>  | <p>-Students will be able to use effectively the two prepositions por and para.</p> <p>-Students will be able to conjugate and use correctly verbs with similar constructions such as gustar, faltar, encantar, importar, parecer, etc.</p> <p>- Students will be able to effectively use</p>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT I: POP CULTURE**

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|            | <p style="text-align: center;">sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>(Review grammar as deemed necessary by the teacher. Typical grammar review may include the use of the prepositions por and para, verbs that use the indirect object pronouns, such as gustar, and the differences between the two to be verbs.)</p> | <p>the two verbs “to be” (ser and estar).<br/>         -Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>  |
| L.11-12.2b | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.<br/>         Spell correctly.<br/>         (Describe and discuss pop culture and current events.)</p>  | <p>- In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a topic of interest from pop culture.<br/>         -Students will present a current event of interest that they researched to the class.<br/>         -Students will write on a variety of themes and topics regarding pop culture.<br/>         -Students will compare pop culture among cultures.<br/>         -Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br/>         -Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |



**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

**Objectives**

Students will be able to discuss various current events in the Spanish-Speaking world.  
Students will be able to compare current events among target cultures.  
Students will review grammar based on student need as recommended by the teacher.

**Essential Questions**

How does one discuss, orally and in writing, global challenges in the target language?  
How does one compare, orally and in writing, current events in the target culture?  
How do current events influence culture?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
|------------|--|---|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|             |   | <p>writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.4  | <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RL.11-12.10 | <p>By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|            |  | <p>may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.1 | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>                               | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.2 | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.3 | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read,</p>  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion,</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|            | <p>annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)</p>   | <p>reactions and interpretations of a text in written and oral form.<br/>           S'Tudents will answer questions based on the text.<br/>           - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br/>           - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.<br/>           -Students will use a variety of transition words in order to organize their ideas in speaking and writing.</p>   |
| RI.11-12.4 | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will share summaries using information from the text in written and oral form.<br/>           -Students will share their opinion, reactions and interpretations of a text in written and oral form.<br/>           S'Tudents will answer questions based on the text.<br/>           - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.<br/>           - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.<br/>           -Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.<br/>           -Students will use text to identify the meaning of words in the context of the reading.</p> |
| RI.11-12.5 | <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her</p>  | <p>-Students will share summaries using information from the text in written</p>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|            | <p>exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>  | <p>and oral form.</p> <ul style="list-style-type: none"> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.6 | <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.7 | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|              |  | <p>connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul>   |
| RI.11-12.10  | <p>By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)</p>  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="padding-left: 40px;">a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p style="padding-left: 40px;">b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|                  | <p>limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>suggestions.</p>   |
| <p>W11-12b-f</p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |



**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|                       | <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>                              |   |
| <p>W.11-12.3a,c,e</p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced,</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|           | <p>observed, or resolved over the course of the narrative.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   |   |
| W.11-12.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will write both in the formal and informal registers.<br/>         -Students will answer open-ended questions.<br/>         -Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br/><br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br/>         -Students will employ transition words correctly.<br/>         -Students will write both in the formal and informal registers.<br/>         -Students will answer open-ended questions.<br/>         -Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and</p>  | <p>-Students will use Google Docs to share work with peers and teacher for revising and editing.<br/>         -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations</p>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|           | PowerPoint with embedded links.)   | with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.  |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.   |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis,  | -Students will write regularly in class in a variety of formats. These may   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|               | <p>reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <ul style="list-style-type: none"> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul> |
| W.11-12.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> <li>-Students will effectively utilize transition words.</li> </ul>  |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom</p>  | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|  | <p>participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
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**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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| SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  | <ul style="list-style-type: none"> <li>-Students will be able to find and use sources appropriate for their task.</li> <li>-Students will be able to access sources found on school/library databases.</li> <li>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</li> <li>-Students will be able to synthesize information from various sources to support their point of view.</li> </ul> |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.) | <ul style="list-style-type: none"> <li>-Students will accurately utilize transition words.</li> <li>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</li> </ul>   |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)  | <ul style="list-style-type: none"> <li>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</li> </ul>  |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)  | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|              |  | <p>speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</p> <p>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</p> <p>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</p> <p>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p> |
| L.11-12.1a,b | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references as needed.</p> | <p>-Students will be able to use effectively the Subjunctive mood, both present and imperfect in all clauses (nominal, adverbial, and relative).</p> <p>-Students will be able to use effectively the Subjunctive mood in relation to time (Present v. Imperfect).</p> <p>- Students will be able to effectively use contrary to fact statements.</p>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

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|                   | <p>(Grammar review as deemed necessary by the teacher. Typical topics to review may include the Subjunctive mood (Present and Imperfect in all clauses), Present Subjunctive v. Imperfect Subjunctive, Contrary to Fact Statements.)</p> | <p>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</p>   |
| <p>L.11-12.2b</p> | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p> <p>(Describe and discuss global challenges in the Spanish-speaking world (including immigration).</p>   | <p>- In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a topic of interest regarding global challenges.</p> <p>-Students will present a current event of interest in the target culture that they researched to the class.</p> <p>-Students will write on a variety of themes and topics regarding global challenges.</p> <p>-Students will compare global challenges among cultures.</p> <p>-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</p> <p>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</p> |



**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

**Objectives**

Students will be able to discuss obstacles that members of the target culture face.

Students will be able to compare obstacles that members of the target culture face with obstacles in their own culture.

Students will review grammar based on student need as recommended by the teacher.

**Essential Questions**

What are obstacles that people face in the Spanish-Speaking worlds?

How does one discuss, orally and in writing, obstacles in the target culture?

How do the types of obstacles differ among cultures?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

| Standard   | Grade Level Expectations   | Evidence of Learning  |
|------------|--|---|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|             |  | read in texts orally in a variety of ways which may include presentations and group discussion.   |
| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|            |  | <p>may include: compare/contrast pieces, their opinion and personal connections.</p> <ul style="list-style-type: none"> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.2 | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>    |
| RI.11-12.3 | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)</p>  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral forms.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include; compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|            |   | -Students will use a variety of transition words in order to organize their ideas in speaking and in writing.  |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises, such as writing original sentences, providing synonyms, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast</li> </ul>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|            |  | <p>pieces, their opinion and personal connections.</p> <p>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussions.</p>  |
| RI.11-12.6 | <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p> | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinions, reactions and interpretations of a text in written and oral form.</p> <p>-Students will answer questions based on the text.</p> <p>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussions.</p>                                    |
| RI.11-12.7 | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)</p>   | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>-Students will answer questions based on the text.</p> <p>-Students will complete other writing based on the text which may include: compare/contrast piece, their opinion and personal connections.</p> <p>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> <p>-Students will effectively use</p> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|              |   | resources such as newspaper articles, journal articles, blogs, websites, etc.  |
| RI.11-12.10  | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will investigate a self-generated topic and include that information into their writing.</li> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|                  | <p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <p>-Students will paraphrase effectively material that is not their own.</p>  |
| <p>W11-12b-f</p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will investigate a self-generated topic and include that information into their writing.</p> <p>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</p> <p>-Students will use their own words when using information from a text.</p> <p>-Students will credit the source for ideas which are not their own.</p> <p>-Students will paraphrase effectively material that is not their own.</p> |



**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|                | (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   |   |
| W.11-12.3a,c,e | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will produce timed and untimed writing assessments.</p> <p>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</p> |
| W.11-12.4      | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for</p>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|           |  | <p>speaking in class. The stamps will then be converted into a grade based on their participation.</p> <ul style="list-style-type: none"> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iRadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and to that of the target language.</li> </ul> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <ul style="list-style-type: none"> <li>-Students will be able to find and use sources appropriate for their task.</li> <li>-Students will be able to access sources found on school/library databases.</li> <li>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</li> <li>-Students will be able to synthesize information from various sources to support their point of view.</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

|           |  |   |
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| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)   | -Students will accurately utilize transition words.<br>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.   |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.  |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.  |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will be able to use effectively the Future tense versus the Conditional mood.<br>-Students will be able to conjugate and use correctly all Perfect tenses (present perfect subjunctive and present perfect indicative, pluperfect, future perfect, conditional perfect and pluperfect of the subjunctive).<br>-Students will incorporate appropriate usage of grammatical |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT III: BREAKING BARRIERS**

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|            |  | skills in their writing and speaking.  |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | <ul style="list-style-type: none"> <li>- In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a country of the target culture.</li> <li>-Students will present a current event of interest that they researched to the class.</li> <li>-Students will write on a variety of themes and topics regarding obstacles and barriers a member of the target culture faces.</li> <li>-Students will barriers and success stories among cultures.</li> <li>-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</li> <li>-Students will incorporate appropriate usage of vocabulary in their writing and speaking.</li> </ul> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

**Objectives**

Students will be able to discuss the topic of coming of age in today's world among cultures.  
Students will be able to discuss coming of age traditions and how they differ among cultures.  
Students will be able to discuss coming of age celebrations and how they differ among cultures.  
Students will be able to discuss coming of age milestones and how they differ among cultures.  
Students will be able to discuss coming of age traditions, celebrations and milestones among cultures and how they have evolved over time.  
Students will review grammar based on student need as recommended by the teacher.

**Essential Questions**

What are the typical coming of age traditions of the target culture?  
How does one discuss, orally and in writing, coming of age traditions, celebrations and milestones in the target language?  
How does one discuss, orally and in writing, the differences in coming of age traditions, celebrations and milestones among cultures?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

| Standard   | Grade Level Expectations   | Evidence of Learning   |
|------------|--|--|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>- Students will write summaries using information from the text.</li> <li>- Students will write reactions or interpretations of the text.</li> <li>- Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (Read, annotate and analyze a variety of articles, informational texts and short stories.)                           | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>-Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul> |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|             | language that is particularly fresh, engaging, or beautiful.(Read, annotate and analyze a variety of articles, informational texts and short stories.)  | <p>in written and oral form.<br/> Students will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</li> <li>-Students will use text to identify the meaning of words in the context of the reading.</li> </ul> |
| RL.11-12.10 | By the end of level 4, read and comprehend literature, including stories, dramas, and poems. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul> <p>Students will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>  |
| RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> </ul> <p>STudents will answer questions based on the text.</p> <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

|            |   |   |
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|            |   | group discussion.   |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> </ul>   |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories. Utilize transition words.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>STudents will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and</li> </ul>   |



**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

|            |   |  |
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|            |   | <p>group discussion.</p> <p>-Students will define new words as related to the context of the reading. This may include vocabulary exercises such as writing original sentences, providing synonym, antonyms or related words.</p> <p>-Students will use text to identify the meaning of words in the context of the reading.</p>   |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (Read, annotate and analyze a variety of articles, informational texts and short stories.)               | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>STudents will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>STudents will answer questions based on the text.</p> <p>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</p> <p>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</p> |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Read, annotate and analyze a variety of articles, informational texts and short stories.)   | <p>-Students will share summaries using information from the text in written and oral form.</p> <p>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</p> <p>Students will answer questions based on the text.</p>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|              |   | <ul style="list-style-type: none"> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</li> </ul>   |
| RI.11-12.10  | By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a variety of articles and informational texts.)  | <ul style="list-style-type: none"> <li>-Students will share summaries using information from the text in written and oral form.</li> <li>-Students will share their opinion, reactions and interpretations of a text in written and oral form.</li> <li>Students will answer questions based on the text.</li> <li>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</li> <li>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</li> <li>-Students will use a variety of transition words in order to organize their ideas in speaking and writing.</li> </ul> |
| W.11-12.1a-e | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and</p> | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|                | <p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  |   |
| W11-12b-f      | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br/>         (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words correctly.</p> <p>-Students will write both in the formal and informal registers.</p> <p>-Students will answer open-ended questions.</p> <p>-Students will revise and edit their writing based on peer and teacher suggestions.</p> |
| W.11-12.3a,c,e | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting</p>   | <p>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</p> <p>-Students will employ transition words</p>   |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|           | <p>out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p> | <p>correctly.</p> <ul style="list-style-type: none"> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul>  |
| W.11-12.4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.11-12.5 | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>   | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will write both in the formal and informal registers.</li> <li>-Students will answer open-ended questions.</li> <li>-Students will revise and edit their writing based on peer and teacher suggestions.</li> </ul> |
| W.11-12.6 | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback,</p>  | <ul style="list-style-type: none"> <li>-Students will use Google Docs to share work with peers and teacher for revising and editing.</li> </ul>  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|           | including new arguments or information. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)  | -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.<br>-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.  |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will write both in the formal and informal registers.<br>-Students will answer open-ended questions.<br>-Students will revise and edit their writing based on peer and teacher suggestions.   |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.<br>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.<br>-Students will use their own words when using information from a text.<br>-Students will credit the source for ideas which are not their own.<br>-Students will paraphrase effectively material that is not their own. |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.<br>-Students will employ transition words correctly.<br>-Students will investigate a self-generated topic and include that information into their writing.  |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|               |   | <ul style="list-style-type: none"> <li>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</li> <li>-Students will use their own words when using information from a text.</li> <li>-Students will credit the source for ideas which are not their own.</li> <li>-Students will paraphrase effectively material that is not their own.</li> </ul>  |
| W.11-12.10    | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.)</p>  | <ul style="list-style-type: none"> <li>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</li> <li>-Students will employ transition words correctly.</li> <li>-Students will produce timed and untimed writing assessments.</li> <li>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</li> <li>-Students will effectively utilize transition words.</li> </ul>   |
| SL.11-12.1a-d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p style="padding-left: 40px;">b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p style="padding-left: 40px;">c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a</p> | <ul style="list-style-type: none"> <li>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</li> <li>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation.</li> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral</li> </ul> |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|            | <p>topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (Summarize, present an opinion or a differing viewpoint.)</p> | <p>form, of articles, informational writings, topics of interest, etc.</p> <p>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</p> <p>-Students will make connections between their own culture and to that of the target language.</p>   |
| SL.11-12.2 | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>  | <p>-Students will be able to find and use sources appropriate for their task.</p> <p>-Students will be able to access sources found on school/library databases.</p> <p>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</p> <p>-Students will be able to synthesize information from various sources to support their point of view.</p> |
| SL.11-12.4 | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Employ transition words and organizational strategies.)</p>   | <p>-Students will accurately utilize transition words.</p> <p>-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic sentences, introduction and conclusion.</p>   |
| SL.11-12.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Use Google functions or other technology.)</p>  | <p>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</p>  |
| SL.11-12.6 | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal language when indicated or appropriate. (Communicate orally in the target language in a variety of formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)</p>  | <p>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.</p> <p>-Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for speaking in class.</p>                |

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|              |  | <p>The stamps will then be converted into a grade based on their participation.</p> <ul style="list-style-type: none"> <li>-Students will present formally to the class as well as using tools such as Voice Memo and iPadio on a variety of topics. They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.</li> <li>-Students will answer and ask questions as a whole class, in small groups and one on one. Activities such as “20 questions”, Pre-AP-style speaking activities, etc. will facilitate interpersonal speaking.</li> <li>-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</li> <li>-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).</li> <li>-Students will make connections between their own culture and to that of the target language.</li> </ul> |
| L.11-12.1a,b | <p>Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>(Review of grammar as deemed necessary by the teacher. Typical grammar review may include uses of the infinitive, uses of the article, gender of nouns, the neuter article lo).</p> | <ul style="list-style-type: none"> <li>-Students will be able to use effectively the infinitive and its advanced uses.</li> <li>-Students will be able to use effectively the definite and indefinite articles and also the neuter article lo.</li> <li>- Students will be able to effectively employ the gender of nouns, especially the more advanced cases and irregular patterns.</li> <li>-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</li> </ul>   |
| L.11-12.2b   | <p>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.<br/>         Spell correctly.<br/>         (Describe and discuss coming of age experiences, traditions, milestones and celebrations in the target culture.)</p>   | <ul style="list-style-type: none"> <li>- In writing and speaking, students will complete a culminating project-based assignment that includes writing and speaking about their own life experiences. This project will include all grammar structures.</li> <li>-Students will present a current event of interest that they researched to the class.</li> <li>-Students will write on a variety of themes and topics regarding coming of age experiences in the target culture.</li> </ul>   |



**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
**UNIT IV: COMING OF AGE**

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|  |  | (traditions, celebrations, milestones)<br>-Students will compare coming of age experiences among cultures.<br>(Traditions, celebrations, milestones)<br>-Students will utilize various authentic sources to enhance their learning of vocabulary topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).<br>-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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**RESOURCES**

**Advanced**

Casi Casi

La Misma Luna

Selena Gol

[www.conjugemos.com](http://www.conjugemos.com)

[www.quizlet.com](http://www.quizlet.com)

[www.spanishdict.com](http://www.spanishdict.com)

[www.yabla.com](http://www.yabla.com)

<http://www.bbc.com/mundo>

[www.kahoot.com](http://www.kahoot.com)

Senderos 5 textbook published by Vista Higher Learning

**Teacher Resources:**

Senderos 5 teacher resources published by Pearson (advanced) Una

Vez Más, Tercera Edición published by Pearson Prentice Hall

Repaso published by McGraw Hill School

Spanish Four Years Workbook published by Amsco School Publications

[www.spanish.about.com](http://www.spanish.about.com)

[www.colby.edu/~bknelson/SLC/index.php](http://www.colby.edu/~bknelson/SLC/index.php)

[www.spanishdict.com](http://www.spanishdict.com)

[www.studyspanish.com](http://www.studyspanish.com)

**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)  
PACING GUIDE**

| Unit or Grade Level Expectations   | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|--|----------------|----------------|----------------|----------------|
| Unit 1 <ul style="list-style-type: none"> <li>● Pop culture</li> <li>● Casi casi</li> <li>● Music video project</li> <li>● Noticias project</li> <li>● Por v. para</li> <li>● Verbs like gustar</li> </ul>   | X              |                |                |                |
| Unit 2 <ul style="list-style-type: none"> <li>● Current events in the Spanish-speaking world</li> <li>● La misma luna</li> <li>● Gossip project</li> <li>● Noticias project</li> <li>● Present and Imperfect subjunctive (nominal, relative, adverbial)</li> <li>● Present subjunctive v. imperfect subjunctive</li> <li>● If clauses</li> </ul> |                | X              |                |                |
| Unit 3 <ul style="list-style-type: none"> <li>● Breaking barriers</li> <li>● Selena</li> <li>● Country project</li> <li>● Noticias project</li> <li>● Future v. conditional</li> <li>● Perfect tenses (all)</li> </ul>   |                |                | X              |                |
| Unit 4 <ul style="list-style-type: none"> <li>● Coming of Age</li> <li>● Gol</li> <li>● Mi vida project</li> <li>● Noticias project</li> <li>● Uses of the infinitive</li> <li>● Uses of the article</li> <li>● Gender of nouns (el sistema, el problema)</li> <li>● Neuter article lo</li> </ul>  |                |                |                | X              |

## **LATIN I ADVANCED COURSE DESCRIPTION**

This introductory course is designed for students who have had no previous instruction in Latin. Throughout the year, students receive a thorough grounding in basic Latin grammar, syntax and vocabulary. The value of Latin in enhancing students' understanding of English grammar and vocabulary is continually emphasized.

In the first semester, the course of study provides an overview of Roman geography, Roman history and Roman contributions to the Western world (including its engineering achievements such as roads and aqueducts, and its legal and civic achievements such as law codes and political systems that were to be of such a strong influence on the Founding Fathers of the United States).

In the second semester, students are introduced to the fundamentals of ancient Roman religion and its gods and goddesses before embarking upon an initial sequence of mythological readings. Roman mythology imparts deep lessons on human psychology and behavior which have profoundly influenced our culture -- from poetry and literature to the naming of the planets and their moons to business names like Oracle. Connections between the ancient world and modern Western culture are made throughout.

Pre-requisites: Students who have never taken Latin before or whose average was below 70% in their previous Latin 1 class.

**Prerequisite:** Students who have never taken Latin before or whose average was below 70% in their previous Latin 1 class.

**LATIN I ADVANCED**  
**UNIT I: ALPHABET AND PRONUNCIATION**  
**SEMESTER ONE**

**Objectives**

Students will be able to explain the development and spread of the Roman alphabet throughout Western Europe.

Students will be able to elucidate the alphabet's role in the political and military success of Western Europeans.

Students will be able to correctly pronounce consonants, vowels and diphthongs following the rules for ancient restored pronunciation.

Students will be able to define the parts of a Roman name and identify a name's social and political implications.

Students will be able to greet one another, introduce themselves by their Roman name, and bid each other farewell in Latin.

Students will be able to ask questions and give appropriate responses in common classroom situations. (e.g., May I use the bathroom? May I have a pencil?" etc.)

**Essential Questions**

How and why did the alphabet develop, and how and where did it spread?

How did possessing an alphabet contribute to a culture's success?

How does one pronounce the letters of the alphabet?

How do cultures use names to identify social standing?

How does one greet and take leave of others in Latin?

How does one communicate basic classroom needs in Latin?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN I ADVANCED**  
**UNIT I: ALPHABET AND PRONUNCIATION**  
**SEMESTER ONE**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT II: THE ROMAN EMPIRE**  
**SEMESTER ONE**

**Objectives**

Students will be able to identify and label on a timeline significant dates in the rise and fall of the Roman Empire.

Students will be able to summarize the story of the founding of Rome by Romulus and Remus.

Students will be able to identify and label on a map the countries in the Roman Empire.

Students will be able to ask and tell others how they are feeling today in Latin.

Students will be able to recognize, define and identify the parts of speech (nouns, verbs, adjectives, etc.).

Students will be able to recognize, define and identify the parts of a sentence (subject, verb, direct object, etc.).

Students will be able to list the six Latin cases in order, and give the use and translation for each.

Students will be able to define and appropriately use each of the 12 endings for a 1st Declension noun.

Students will be able to explain how word order was used for emphasis in a typical Roman sentence.

**Essential Questions**

When did Rome flourish?

How was Rome founded, according to Roman myth?

What countries were in the Roman empire?

How does one ask others how they are feeling today in Latin?

How are words used in different ways to express different meanings?

How does one derive meaning from a sentence?

How do Latin cases indicate meaning?

How do 1st Declension endings express meaning?

What can word order tell us in a typical Roman sentence?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN I ADVANCED**  
**UNIT II: THE ROMAN EMPIRE**  
**SEMESTER ONE**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT III: SICILY, ROME'S FIRST PROVINCE**  
**SEMESTER ONE**

**Objectives**

Students will be able to identify and label on a map the island of Sicily and its significant landmarks.  
Students will be able to summarize the story of Rome's drive to build a navy and its conquest of Sicily.  
Students will be able to analyze the importance of Sicilian products to the success of the city of Rome.  
Students will be able to recognize, and add and subtract using Roman numerals.  
Students will be able to differentiate between subjects, predicate subjects and direct objects.  
Students will be able to identify prepositions and the components of prepositional phrases.  
Students will be able to describe 1st Declension nouns using 1st Declension adjectives.  
Students will be able to recognize, understand and use present tense forms of the verb "to be."  
Students will be able to ask and tell others where they live in Latin.

**Essential Questions**

How does geography and climate affect the importance of a region?  
How did Rome create a navy, according to Roman myth, and conquer Sicily?  
How and what did Sicily contribute to the success of Rome?  
How do you add, subtract and count in Roman numerals?  
What is a subject, predicate subject and direct objects, and how do you identify them in English and in Latin?  
What is a preposition and a prepositional phrase, and how do you identify them in English and in Latin?  
How does one describe a 1st Declension noun?  
How do I talk about myself and others using the verb "to be"?  
How do I tell others in Latin where I am from?



**LATIN I ADVANCED**  
**UNIT III: SICILY, ROME'S FIRST PROVINCE**  
**SEMESTER ONE**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT IV: SARDINIA AND RURAL LIFE**  
**SEMESTER ONE**

**Objectives**

Students will be able to evaluate the factors important to the success of ancient farms.

Students will be able to summarize the importance to Rome of its outlying areas and rural provinces.

Students will be able to compare and contrast the social status in the ancient world of various classes of people, including men, women, sons, daughters, urban dwellers, rural dwellers, and slaves.

Students will be able to evaluate and describe the functions and roles of different members of ancient farm families.

Students will be able to recognize and use appropriately the personal endings of verbs.

Students will be able to form and use appropriately the Present Stem of 1st conjugation verbs.

Students will be able to recognize and use appropriately 1st conjugation verbs in the Present Tense.

Students will be able to recognize and use appropriately the present infinitive.

**Essential Questions**

How does geography and climate affect the success of farming?

What kind of infrastructure support is needed by large cities?

How do rural areas fit in culturally and socially with the cities that they serve?

What work and social conditions comprised life on a farm during ancient Roman times?

What is a verb, and how do you identify them in English and in Latin?

How do you differentiate between linking verbs and action verbs, and how do you identify them in English and in Latin?

How do you express in English and in Latin actions that take place in the present time?

What is an infinitive, and how do you recognize it in English and Latin?

**LATIN I ADVANCED**  
**UNIT IV: SARDINIA AND RURAL LIFE**  
**SEMESTER ONE**

| standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT V: ROADS**  
**SEMESTER ONE**

**Objectives**

Students will be able to evaluate how roads contribute to a culture's success.

Students will be able to summarize the story of Rome's first great road, the Appian Way.

Students will be able to identify and label on a map the most important ancient roads on the Italian peninsula.

Students will be able to define and use appropriately each of the 12 endings for a 2nd Declension Masculine noun.

Students will be able to differentiate between subjects, predicate subjects and direct objects in English and Latin.

Students will be able to describe 2nd Declension Masculine nouns using 2nd Declension Masculine adjectives.

Students will be able to talk about themselves and others in the past using the Imperfect Tense of a regular verb.

Students will be able to talk about themselves and others in the past using the Imperfect Tense of the verb "to be."

**Essential Questions**

How do roads contribute to a culture's success?

What are the advantages and disadvantages of roads?

When and why did Rome begin to build roads on the Italian peninsula?

What is a subject, predicate subject and direct object, and how do you identify them in English and in Latin?

How do 2nd Declension Masculine endings express meaning?

How do you differentiate between linking verbs and action verbs in the Imperfect Tense, and how do you identify them in English and in Latin?

How do you express in English and in Latin incomplete actions that took place in the past and were interrupted or on-going?

**LATIN I ADVANCED  
UNIT V: ROADS  
SEMESTER ONE**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT VI: ROME**  
**SEMESTER ONE**

**Objectives**

Students will be able to evaluate how geography contributed to Rome's success.

Students will be able to identify and label on a map the location of Rome, Ostia and the Tiber on the Italian peninsula.

Students will be able to identify and label on a map Rome's seven hills.

Students will be able to identify and label on a map the great architectural monuments of Rome including the Colosseum, Forum, Circus Maximus, Temples to Jupiter and Juno, and the Pantheon.

Students will be able to define and use appropriately each of the 12 endings for a 2nd Declension Neuter noun.

Students will be able to differentiate between subjects, predicate subjects and direct objects in English and Latin.

Students will be able to describe 2nd Declension Neuter nouns using 2nd Declension Neuter adjectives.

**Essential Questions**

What is the geography and topography of Rome and how did it contribute to Rome's success?

What were some of the principal features of ancient Rome and where in Rome were they located?

How do I talk about objects and events using 2nd Declension Neuter nouns?

**LATIN I ADVANCED**  
**UNIT VII: EUROPE**  
**SEMESTER ONE**

**Objectives**

Students will be able to identify and label on a map Rome's principal provinces (now countries) in Western Europe.

Students will be able to evaluate and describe the major factors in Rome's military success.

Students will be able to identify and locate on a map major Roman ruins located in Western Europe.

Students will be able to talk about themselves and others in the future using the Future Tense of a regular verb.

Students will be able to talk about themselves and others in the future using the Future Tense of the verb "to be."

**Essential Questions**

What was the geography of the Roman empire?

What were the major military innovations that formed the basis for Rome's conquests throughout the region?

What are some of the principal architectural ruins left from Roman times, and where in Europe are they located?

How do you differentiate between linking verbs and action verbs in the Future Tense, and how do you identify them in English and in Latin?

How do you refer to in English and in Latin actions that will take place in the future?

How do I talk about myself and others in the future using regular verbs?

**LATIN I ADVANCED  
UNIT VII: EUROPE  
SEMESTER ONE**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |



**LATIN I ADVANCED**  
**UNIT VIII: SATURNALIA**  
**SEMESTER ONE**

**Objectives**

Students will be able to summarize the major holiday traditions surrounding the celebration of Rome's most beloved holiday, the Saturnalia.

Students will be able to analyze the origins of the traditions associated with Christianity's Christmas celebration.

Students will be able to identify Roman clothing items, and use basic sewing skills to sew a similar piece of clothing for themselves.

Students will be able to describe popular Roman games and entertainments, and assemble and present entertainments of their own.

Students will be able to identify items in the ancient Roman diet, and compare and contrast the diets of the wealthy with those of the poor.

**Essential Questions**

What were some of the holiday traditions in ancient Rome?

What influence did Roman pagan traditions have on Christianity's Christmas celebration?

What kind of clothing did ancient Romans wear, and how was it made?

How did the ancient Romans entertain themselves?

What did the ancient Romans eat, and how did diet vary with wealth?

**LATIN I ADVANCED  
UNIT VIII: SATURNALIA  
SEMESTER ONE**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT I: ANCIENT ROMAN GODS & GODDESSES**  
**SEMESTER TWO**

**Objectives**

Students will be able to summarize Roman religious traditions, and compare and contrast them to modern religious practices.

Students will be able to identify the principal Roman gods and goddesses and describe their spheres of influence and attributes.

Students will be able to analyze how mythology fulfills basic human psychological needs.

Students will be able to evaluate how ancient Roman mythology has influenced modern Western culture.

**Essential Questions**

What religious rites and traditions does ancient Roman religion have in common with modern religions?

What are different?

Who were the ancient Roman gods and goddesses, and how do we recognize them?

How does mythology fulfill basic human psychological needs?

What in modern culture has been influenced by ancient Roman myth?

**LATIN I ADVANCED**  
**UNIT I: ANCIENT ROMAN GODS & GODDESSES**  
**SEMESTER TWO**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT II: OVID & THE MYTHS HE TOLD**  
**SEMESTER TWO**

**Objectives**

Students will be able to summarize important events in the life of the Roman poet, Ovid.  
Students will be able to summarize Ovid's contribution to our knowledge of ancient mythology, and evaluate how his portrayals have influenced our views of the ancient world.

**Essential Questions**

What is the source for our information about the Roman gods and goddesses, and the myths in which they play a role?  
What events marked the life of the Roman poet Ovid?  
What can we discern of Ovid's interests and point of view from his stories, and how has that point-of-view influenced our understanding of the ancient world?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN I ADVANCED**  
**UNIT II: OVID & THE MYTHS HE TOLD**  
**SEMESTER TWO**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED**  
**UNIT III: EUROPA AND THE BULL**  
**SEMESTER TWO**

**Objectives**

Students will be able to summarize the story of Europa and the Bull.

Students will be able to recognize and identify the names and key aspects of the main characters in the story, Europa and the Roman deity Jupiter.

Students will be able to comprehend and appropriately use nouns and adjectives of the 1st and 2nd Declensions.

Students will be able to comprehend and appropriately use 1st and 2nd Conjugation verbs in the Present, Imperfect and Future tenses.

**Essential Questions**

What moral lessons are offered by this myth?

What does this myth explain that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately nouns and adjectives of the 1st and 2nd Declensions, and verbs of the 1st and 2nd Conjugations?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN I ADVANCED**  
**UNIT III: EUROPA AND THE BULL**  
**SEMESTER TWO**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |



**LATIN I ADVANCED**  
**UNIT IV: MINERVA & ARACHNE**  
**SEMESTER TWO**

**Objectives**

Students will be able to summarize the story of Minerva and Arachne.

Students will be able to recognize and identify the names and key aspects of the main characters in the story, Arachne and the Roman deity Minerva.

Students will be able to recognize and use appropriately the personal endings for the Perfect Tense of verbs.

Students will be able to form and use appropriately the Perfect Stem of verbs in all conjugations.

Students will be able to comprehend and use appropriately verbs of all conjugations in the Perfect Tense.

**Essential Questions**

What moral lessons are offered by the myth of Minerva and Arachne?

What does this myth explain that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately verbs in the Perfect Tense?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN I ADVANCED**  
**UNIT IV: MINERVA & ARACHNE**  
**SEMESTER TWO**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

**LATIN I ADVANCED  
UNIT V: LATONA & NIOBE  
SEMESTER TWO**

**Objectives**

Students will be able to summarize the story of Latona and Niobe.

Students will be able to recognize and identify the names and key aspects of the main characters in the story: Niobe and the Roman deities Latona, Apollo, and Diana.

Students will be able to recognize and use appropriately nouns in the 3rd Declension.

**Essential Questions**

What moral lessons are offered by the myth of Latona and Niobe?

What does this myth explain that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately nouns in the 3rd Declension?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN I ADVANCED  
UNIT V: LATONA & NIOBE  
SEMESTER TWO**

| Standard      | Grade Level Expectations   | Evidence of Learning   |
|---------------|--|--|
| RI.9-10.1     | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze a variety of articles, informational texts and short dialogues.)   | <ul style="list-style-type: none"> <li>-Students will read short informational texts and dialogues.</li> <li>-Students will answer questions both in writing and orally.</li> <li>- Students will create and label maps based on the readings.</li> <li>- Students will recognize, define, and appropriately use classroom-specific vocabulary.</li> </ul>     |
| W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.)              | <ul style="list-style-type: none"> <li>-Students will write short responses and essays on unit topics.</li> <li>- Students will write summaries and paraphrases based upon the text.</li> <li>-Students will write dialogues tailored to their individual situations.</li> <li>-Students will revise their writing based on peer and teacher input.</li> </ul> |
| SL.9-10.1a-1d | Initiate and participate effectively in a range of collaborative discussions in both English and Latin (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, and expressing ideas clearly and persuasively.   | -Students will participate in daily speaking activities in both extemporaneous and prepared situations, in both English and Latin.   |
| SL.9-10.4     | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Employ transition words and organizational strategies.) | -Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.   |
| L.9-10.1b     | <p>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.</p> <p>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</p>   | <ul style="list-style-type: none"> <li>-Students will follow conventions of spelling, punctuation and grammar.</li> <li>-Students will recognize, define and use English and Latin vocabulary related to unit topics.</li> </ul>   |

## LATIN I ADVANCED PACING GUIDE

| Unit or Grade Level Expectations   | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|------------------------------------|-------------|-------------|-------------|-------------|
| Unit I: Alphabet and Pronunciation | X           |             |             |             |
| Unit II: The Roman Empire          | X           |             |             |             |
| Unit III: Sicily                   | X           |             |             |             |
| Unit IV: Sardinia                  | X           |             |             |             |
| Unit V: Roads                      |             | X           |             |             |
| Unit VI: Rome                      |             | X           |             |             |
| Unit VII: Europe                   |             | X           |             |             |
| Unit VIII: Saturnalia              |             | X           |             |             |
| Unit I: Roman Gods and Goddesses   |             |             | X           |             |
| Unit II: Ovid                      |             |             | X           |             |
| Unit III: Europa and the Bull      |             |             | X           |             |
| Unit IV: Minerva and Arachne       |             |             |             | X           |
| Unit V: Latona and Niobe           |             |             |             | X           |

### RESOURCES

Latin for Americans Book I. Eighth Edition. B.L. Ullman, Charles Henderson Jr. and Norman E. Hentry. Glencoe McGraw-Hill. 1997.

Latin Via Ovid, Second Edition. Norma Goldman and Jacob E. Nyenhuis. Wayne State University Press. 1982.

Quizlet.com

Tarheelreader.com

Teacher-created materials

## **LATIN II ADVANCED COURSE DESCRIPTION**

Roman mythology imparts profound lessons on human psychology and behavior. Further, references from Classical mythology pervade our culture -- from corporate logos like the figure of Mercury delivering flowers to business names like Bacchus Liquors to popular movies like Hercules and Juno, our understanding of our own culture's messages is deepened by an understanding of Roman culture. In this course, students will continue the study of Roman mythology in adapted form as told by one of its great poets, Ovid. In the process, students will continue their study of Latin grammar and syntax, and will continue to expand their vocabulary and writing skills. Throughout, the application of Latin culture, grammar and vocabulary to our own Western culture and English grammar and vocabulary is emphasized.

In Latin II, students will read selected myths about the gods and goddesses and the universe. They will derive meaning from and use intermediate Latin grammar and syntax, including participles and infinitives. They will summarize and exchange information on Roman cultural topics and mythology.

**Prerequisites:** Students who earned a 70 or better in Latin I,  
or by recommendation of the Latin teacher.

## **LATIN II ADVANCED**

### **UNIT I: PAN AND SYRINGA**

#### **Objectives**

Learn and summarize the story of Pan and Syringa.

Recognize and identify the names and key aspects of the Roman deities and characters in the story: Diana, Pan and Syringa.

Comprehend and appropriately use nouns and adjectives of the 1st and 2nd Declensions.

Comprehend and appropriately use 1st and 2nd Conjugation verbs in the Present, Imperfect and Future tenses.

#### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately nouns and adjectives of the 1st and 2nd Declensions, and verbs of the 1st and 2nd Conjugations?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED**  
**UNIT I: PAN AND SYRINGA**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text.<br>Answer text-based questions both in writing and orally.<br>Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics.<br>Write summaries and paraphrases of the text.<br>Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                         |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar.<br>Recognize, define and use English and Latin vocabulary related to unit topics.          |



## **LATIN II ADVANCED**

### **UNIT II: CALLISTO**

#### **Objectives**

Learn and summarize the story of Callisto.

Recognize and identify the names and key aspects of the Roman deities and characters in the story:

Jupiter, Juno, Diana, Callisto and Arcas.

Comprehend and appropriately use compounds of SUM ESSE (“to be”).

Comprehend and appropriately use verbs of all conjugations in the Perfect tense.

#### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society’s literature and art?

How do we recognize and use appropriately the Perfect tense and compounds of SUM?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED  
UNIT II: CALLISTO**

| <b>Standard</b> | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|-----------------|---|---|
| RI.9-10.1       | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text.<br>Answer text-based questions both in writing and orally.<br>Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics.<br>Write summaries and paraphrases of the text.<br>Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4       | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                         |
| L.9-10.1b       | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar.<br>Recognize, define and use English and Latin vocabulary related to unit topics.          |

## **LATIN II ADVANCED**

### **UNIT III: PHILEMON ET BAUCIS**

#### **Objectives**

Learn and summarize the story of Philemon and Baucis.

Recognize and identify the names and key aspects of the Roman deities and characters in the story:  
Jupiter, Mercury, Philemon and Baucis

Comprehend and appropriately use nouns of the 3rd Declension.

Comprehend and appropriately use verbs of all conjugations in the Pluperfect tense and in the Imperative mood.

#### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately the Pluperfect tense and compounds of SUM?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED**  
**UNIT III: PHILEMON ET BAUCIS**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text.<br>Answer text-based questions both in writing and orally. Recognize, define and appropriately use unit vocabulary.            |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics.<br>Write summaries and paraphrases of the text.<br>Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                         |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar.<br>Recognize, define and use English and Latin vocabulary related to unit topics.          |

## **LATIN II ADVANCED UNIT IV: ECHO ET NARCISSUS**

### **Objectives**

Learn and summarize the story of Echo and Narcissus.

Recognize and identify the names and key aspects of the Roman deities and characters in the story:

Jupiter, Juno, Diana, Echo and Narcissus.

Comprehend and appropriately use superlative adjectives.

Comprehend and appropriately use Infinitives.

Comprehend and appropriately use verbs of all conjugations in the Future Perfect tense.

### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately the Future Perfect tense and Infinitives?

How do we report the thoughts and statements of others?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED**  
**UNIT IV: ECHO ET NARCISSUS**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text.<br>Answer text-based questions both in writing and orally.<br>Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics.<br>Write summaries and paraphrases of the text.<br>Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                         |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar.<br>Recognize, define and use English and Latin vocabulary related to unit topics.          |

## **LATIN II ADVANCED**

### **UNIT V: PHOEBUS ET DAPHNE**

#### **Objectives**

Learn and summarize the story of Phoebus and Daphne.

Recognize and identify the names and key aspects of the Roman deities and characters in the story:

Cupid, Apollo and Daphne.

Comprehend and appropriately use the personal pronouns for I, you, and he/she/it.

Comprehend and appropriately use verbs of the 3rd and 4th Conjugations in the Present, Imperfect and Future tenses.

#### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately the Present, Imperfect and Future for a 3rd or 4th Conjugation verb?

How do we use pronouns to refer to ourselves and others?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED**  
**UNIT V: PHOEBUS ET DAPHNE**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text.<br>Answer text-based questions both in writing and orally.<br>Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics.<br>Write summaries and paraphrases of the text.<br>Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                         |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar.<br>Recognize, define and use English and Latin vocabulary related to unit topics.          |



## **LATIN II ADVANCED**

### **UNIT VI: PYRAMUS ET THISBE**

#### **Objectives**

Learn and summarize the story of Pyramus and Thisbe.

Recognize and identify the names and key aspects of the characters in the story: Pyramus and Thisbe.

Comprehend and appropriately use the personal pronouns for this/that.

Comprehend and appropriately use Participles to describe the people, places or things in a sentence.

#### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we use and create sentences of varying structure that provide more information about the people, places or things in the sentence?

How do we use pronouns to refer to objects that are near to or far from us?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED**  
**UNIT VI: PYRAMUS ET THISBE**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text.<br>Answer text-based questions both in writing and orally.<br>Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics.<br>Write summaries and paraphrases of the text.<br>Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                         |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar.<br>Recognize, define and use English and Latin vocabulary related to unit topics.          |

## **LATIN II ADVANCED**

### **UNIT VII: ATALANTA ET HIPPOMENES**

#### **Objectives**

Learn and summarize the story of Atalanta and Hippomenes.

Recognize and identify the names and key aspects of the deities and characters in the story: Venus, Cybele, Atalanta and Hippomenes.

Comprehend and appropriately use the Passive voice in the Present, Imperfect and Future tenses.

Comprehend and appropriately use the relative pronoun QUI QUAE QUOD.

#### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately the Present, Imperfect and Future Passives?

How do we use and create sentences of varying structure that provide more information about the people, places or things in the sentence?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED**  
**UNIT VII: ATALANTA ET HIPPOMENES**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text. Answer text-based questions both in writing and orally. Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics. Write summaries and paraphrases of the text. Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                   |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.       |

## **LATIN II ADVANCED**

### **UNIT VIII: MIDAS ET VIS AUREA**

#### **Objectives**

Learn and summarize the story of Midas and the Golden Touch.

Recognize and identify the names and key aspects of the deities and characters in the story: Bacchus, Silenus, Phaethon, Ceres and Midas.

Comprehend and appropriately use 3rd Declension adjectives.

#### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately 3rd Declension adjectives?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED**  
**UNIT VIII: MIDAS ET VIS AUREA**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text. Answer text-based questions both in writing and orally. Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics. Write summaries and paraphrases of the text. Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                   |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.       |

## **LATIN II ADVANCED UNIT IX: MIDAS ET PAN**

### **Objectives**

Learn and summarize the story of Midas and Pan.

Recognize and identify the names and key aspects of the deities and characters in the story: Apollo, Tmolus, Pan and Midas.

Comprehend and appropriately use the Passive voice in the Perfect, Pluperfect and Future Perfect tenses.

Understand and appropriately use deponent verbs.

### **Essential Questions**

What moral lessons are offered by this myth?

How does this myth explain something that was to the Greeks otherwise unexplainable?

What cultural references to this myth can be found in our society's literature and art?

How do we recognize and use appropriately passive verbs in the Perfect, Pluperfect and Future Perfect tenses?

How do we use and form a deponent verb?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN II ADVANCED  
UNIT IX: MIDAS ET PAN**

| Standard  | Grade Level Expectations  | Evidence of Learning  |
|-----------|---|---|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | Read and correctly translate the text. Answer text-based questions both in writing and orally. Recognize, define and appropriately use unit vocabulary.         |
| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Write in a variety of formats which may include emails, letters, journal entries, and short responses in Latin, and compare/contrast pieces or short essays in English.)  | Write short responses and essays on unit topics. Write summaries and paraphrases of the text. Revise summaries and paraphrases based on peer and teacher input. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Communicate in Latin the main events in the myth, employing correct grammar and referring to past, present and future events.) | Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.                   |
| L.9-10.1b | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.<br><br>Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.   | Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.       |

**RESOURCES**

Latin Via Ovid, Second Edition. Norma Goldman and Jacob E. Nyenhuis. Wayne State University Press. 1982. Quizlet.com  
Tarheelreader.com  
Teacher-created materials



## LATIN II ADVANCED PACING GUIDE

| Unit or Grade Level Expectations | 1st<br>Quarter | 2nd<br>Quarter | 3rd<br>Quarter | 4th<br>Quarter |
|----------------------------------|----------------|----------------|----------------|----------------|
| Unit I: Pan et Syringa           | X              |                |                |                |
| Unit II: Callisto                | X              |                |                |                |
| Unit III: Philemon et Baucis     |                | X              |                |                |
| Unit IV: Echo et Narcissus       |                | X              |                |                |
| Unit V: Phoebus et Daphne        |                |                | X              |                |
| Unit VI: Pyramus et Thisbe       |                |                | X              |                |
| Unit VII: Atalanta               |                |                |                | X              |
| Unit VIII: Midas et Vis Aurea    |                |                |                | X              |
| Unit IX: Midas et Pan            |                |                |                | X              |

(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)

## **LATIN III / IV HONORS ECE LATIN POETRY**

### **UNIT I: POETIC LANGUAGE, METRICS & SCANSION**

This Latin III/IV Honors Latin Poetry class will be offered every other year, alternating with Latin III/IV Honors Latin Prose. Latin IV students taking this course have the opportunity to take it for UCONN credit under its Early College Education (ECE) program.

In Latin III/IV Poetry, students are introduced to the fundamentals of Latin poetry, metrics and scansion. They read, analyze and compare selected passages from some of Rome's greatest poets -- Ovid, Catullus and Vergil. In the process, students will examine such eternal themes as patriotism and the glorification of country, the pathos and pathology of love, the morality of a good life, courage and war, honesty and hypocrisy, and the role of character and fate in our lives and destinies.

Throughout the course, students continue to extend their Latin vocabulary and grammar. They recognize and use intermediate-to-advanced Latin grammar and syntax, including the Passive Voice and the Subjunctive Mood. They research, summarize and present information on Roman history and culture.

In analyzing and reading passages from Vergil's great epic, *The Aeneid*, students will also be doing preparatory work for the Latin V AP/Honors/ECE course which comprises the AP curriculum of authentic, selected passages from Caesar and Vergil.

**Prerequisites:** A grade of 70 or higher in Latin III/IV Honors ECE Latin Prose, or by recommendation of the Latin teacher.

## **LATIN III / IV HONORS ECE LATIN POETRY**

### **UNIT I: POETIC LANGUAGE, METRICS & SCANSION**

#### **Objectives**

Summarize the arcs and themes of poetry which have preoccupied poets through the ages.  
Define, identify and analyze examples in both English and Latin of commonly-used poetic devices such as assonance and chiasmus.  
Define and identify examples of the dactylic hexameter and hendecasyllabic meters used by Ovid, Catullus and Vergil.  
Articulate the scansion process and correctly scan a line of Latin verse in dactylic hexameter or hendecasyllabic meter.

#### **Essential Questions**

What makes a poem, and what eternal truths have poets in all cultures tried to express through their poetry?  
What makes a great poem that speaks to us across the ages?  
How do poets give the words of their poem impact and significance, and what vocabulary do we use to analyze a poet's use of language?  
How do poets use sound and rhythm to add impact, and how do we analyze and discuss the sounds and rhythms of poetry?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN POETRY**  
**UNIT I: POETIC LANGUAGE, METRICS & SCANSION**

| Standard           | Grade Level Expectations  | Evidence of Learning  |
|--------------------|---|---|
| CCSS<br>RI11-12.6  | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  | Oral and written short responses to texts; quizzes, and tests           |
| CCSS<br>L11-12.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | Oral and written responses to texts; quizzes; tests                     |
| CCSS<br>L11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.   | Oral and written responses to texts; quizzes; tests                     |
| CCSS<br>L11-12.6   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Vocabulary quizzes; oral and written responses to texts; quizzes; tests |
| CCSS<br>SL11-12.1  | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.   | Oral discussions; Socratic seminars; individual and group presentations |

**LATIN III / IV HONORS ECE LATIN POETRY**  
**UNIT II: OVID'S FOUNDING OF ROME AND THE GOLDEN AGE**

**Objectives**

Accurately translate into colloquial English selected passages from Ovid's *Fasti*.

Analyze Ovid's poetics and identify the literary and metric devices used by the poet to create an impact upon the reader.

Compare and contrast themes in Ovid's poetry with themes expressed by more modern poets.

Identify allusions to Ovid and his poetry in important English works.

**Essential Questions**

How does Ovid use language and sound to create an impact upon his reader?

What themes does Ovid express, and what similarities and differences are there between his poetry and those of more modern poets?

How have writers, poets, sculptors and painters included references to Ovid's poetry in their own works, and how does recognizing these references deepen our understanding of our modern culture?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN POETRY**  
**UNIT II: OVID'S FOUNDING OF ROME AND THE GOLDEN AGE**

| Standard           | Grade Level Expectations  | Evidence of Learning   |
|--------------------|---|--|
| CCSS<br>RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Accurate and complete sight and prepared translations; Vocabulary quizzes; oral and written responses to texts; quizzes; tests |
| CCSS<br>RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   | Oral and written summaries and responses to texts; quizzes; tests  |
| CCSS<br>RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. | Vocabulary and grammar quizzes and tests; oral and written responses to texts  |
| CCSS<br>W.11-12.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | Written responses to texts   |
| SL.11-12.1         | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.                             | Oral discussions; Socratic seminars; individual and group presentations  |

**LATIN III / IV HONORS ECE LATIN POETRY**  
**UNIT IV: VERGIL'S AENEID**

**Objectives**

Accurately translate into colloquial English selected poems of Catullus.

Analyze the poems of Catullus and identify the literary and metric devices used by the poet to create an impact upon the reader.

Compare and contrast themes in the poetry of Catullus with themes expressed by more modern poets.

Identify allusions to the poetry of Catullus in important English works.

**Essential Questions**

How does Catullus use language and sound to create an impact upon the reader?

What themes does Catullus express, and what similarities and differences are there between him and more modern poets?

How have writers, poets, sculptors and painters included references to Catullus's poetry in their own works, and how does recognizing these references deepen our understanding of our modern culture?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN POETRY**  
**UNIT IV: VERGIL'S AENEID**

| Standard          | Grade Level Expectations  | Evidence of Learning   |
|-------------------|---|--|
| CCSS<br>RL11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Accurate and complete sight and prepared translations; Vocabulary quizzes; oral and written responses to texts; quizzes; tests |
| CCSS<br>RL11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   | Oral and written summaries and responses to texts; quizzes; tests  |
| CCSS<br>RL11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. | Vocabulary and grammar quizzes and tests; oral and written responses to texts  |
| CCSS<br>W11-12.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | Written responses to texts   |
| SL.11-12.1        | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.                             | Oral discussions; Socratic seminars; individual and group presentations  |



**LATIN III / IV HONORS ECE LATIN POETRY**  
**UNIT IV: VERGIL'S AENEID**

**Objectives**

Accurately translate into colloquial English selected verses from the Aeneid of Vergil.

Analyze selected verses of Vergil and identify the literary and metric devices used by the poet to create an impact upon the reader.

Compare and contrast themes in Vergil's poetry with themes expressed by more modern poets.

Identify allusions to Vergil's Aeneid in important English works.

**Essential Questions**

How does Vergil use language and sound to create an impact upon the reader?

What themes does Vergil express, and what similarities and differences are there between him and more modern poets?

How have writers, poets, sculptors and painters included references to the Aeneid in their own works, and how does recognizing these references deepen our understanding of our modern culture?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN POETRY**  
**UNIT IV: VERGIL'S AENEID**

| Standard          | Grade Level Expectations  | Evidence of Learning   |
|-------------------|---|--|
| CCSS<br>RL11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Accurate and complete sight and prepared translations; Vocabulary quizzes; oral and written responses to texts; quizzes; tests |
| CCSS<br>RL11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   | Oral and written summaries and responses to texts; quizzes; tests  |
| CCSS<br>RL11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. | Vocabulary and grammar quizzes and tests; oral and written responses to texts  |
| CCSS<br>W11-12.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | Written responses to texts   |
| SL.11-12.1        | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.                             | Oral discussions; Socratic seminars; individual and group presentations  |

## LATIN III / IV HONORS ECE LATIN POETRY PACING GUIDE

| Unit or Grade Level Expectations                    | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|-------------|-------------|-------------|-------------|
| Unit I: Poetic Language, Metrics and Scansion       | X           |             |             |             |
| Unit II: Ovid's Founding of Rome and the Golden Age | X           | >           |             |             |
| Unit III: The Love Poems of Catullus                |             | X           | >           |             |
| Unit IV: Vergil's Aeneid                            |             |             |             | X           |

(Show via "X" when an objective will be introduced. ">" can be used to show continued work on an area)

### RESOURCES

An Introduction to Latin Meter, by Erik Gray (American Classical League Resources)

Latin Poetry for the Beginning Student by Richard LaFleur (Addison-Wesley)

Love and Betrayal: A Catullus Reader by Andrew C. Aronson, Bruce Arnold, and Gilbert Lawall (Pearson)

The Aeneid of Vergil by Christopher Cranch (Barnes and Noble Classics)

Song of War: Readings from Vergil's Aeneid by Richard LaFleur and Alexander McKay (Prentice Hall)

Teacher-created materials

## **LATIN III / IV HONORS ECE LATIN PROSE COURSE DESCRIPTION**

This Latin III/IV Honors Latin Prose class will be offered every other year, alternating with Latin III/IV Honors Latin Poetry. Latin IV students taking this course have the opportunity to take it for UCONN credit under its Early College Education (ECE) program.

In the first semester of Latin III/IV Prose, students read selected prose passages on cultural and historical topics while extending their Latin vocabulary and grammar. They recognize and use intermediate-to-advanced Latin grammar and syntax, including the Passive Voice and the Subjunctive Mood. They research, summarize and present information on Roman history and culture.

In the second semester of Latin III/IV Prose, students read selected prose passages lightly adapted from Titus Livy's and Julius Caesar's great histories of Rome and Rome's wars. Students continue to extend their vocabulary and grammar to specific uses of the Subjunctive Mood. They apply their knowledge of vocabulary, morphology and syntax to Latin sentences that are very close to the original, authentic Latin. They summarize, interpret and analyze Livy's and Caesar's accounts to form historical judgments.

In reading these Caesarian passages, students will also be doing preparatory work for the Latin V AP/Honors/ECE course which comprises the AP curriculum of authentic, selected passages from Caesar and Vergil.

**Prerequisite:** Advanced students who earned a 70 or better in Latin IIA, or by recommendation of the Latin teacher.

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT I: PATRIA POTESTAS (LFA LESSON I)**  
**SEMESTER ONE**

**Objectives**

Identify examples of gender bias in ancient Rome based upon the reading.

Compare and contrast American and ancient Roman parental roles based upon the reading.

Recognize and use appropriately the case endings for 1st 2nd and 3rd Declension nouns, and 1st and 2nd Declension adjectives.

Recognize and use appropriately the Present, Imperfect, Future tenses, Active and Passive, of 1st and 2nd conjugation verbs and of SUM ESSE.

For any given Latin form, identify the first principal part or nominative, and find the word in the dictionary.

**Essential Questions**

How do societies use names and titles to identify social standing?

What legal authority did fathers have in ancient Rome, and how does that compare with a father's authority today?

What were the social and cultural norms governing men and women in ancient Rome? How were boys treated differently from girls?

What are the case endings for nouns in the 1st, 2nd and 3rd declensions and how do I recognize and use them appropriately?

How are the Present, Imperfect and Future tenses formed in the Active and Passive Voice, and how is the verb SUM ESSE conjugated?

What are typical patterns that will help me find a word in the dictionary?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT I: PATRIA POTESTAS (LFA LESSON I)  
SEMESTER ONE**

| Standard           | Grade Level Expectations   | Evidence of Learning   |
|--------------------|--|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.                           | Share responses to the text in partner work as well as individual summative essays |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                  | Analyze the social roles of men, women and children in ancient Rome                |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.   | Show mastery by accurately identifying specific Latin words given particular forms |
| CCSS SL.11-12.1    | Express ideas clearly and persuasively, and initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues. | Present and respond to information provided by the text, teacher or peers          |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT III: LEGENDS OF ANCIENT ROME**  
**SEMESTER ONE**

**Objectives**

Identify examples of class and economic privilege and influence in ancient Rome based upon the reading.  
Identify methods used by powerful families in ancient Rome to extend their political and economic influence.

Recognize and use appropriately 3rd Declension adjectives.

**Essential Questions**

Who wields power in a society?

How do powerful groups hold onto and further their power and influence?

How do the endings for 3rd Declension adjectives differ from endings for nouns?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT III: LEGENDS OF ANCIENT ROME  
SEMESTER ONE**

| <b>Standard</b>    | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>  |
|--------------------|---|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Share responses to the text in partner work as well as individual summative essays |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Compare and contrast Roman and American adoption practices                         |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Show mastery on vocabulary, grammar, and comprehension assignments                 |
| CCSS SL.11-12.1    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Present and respond to information provided by the text, teacher or peers          |



**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT III: LEGENDS OF ANCIENT ROME**  
**SEMESTER ONE**

**Objectives**

Identify and discuss the traits displayed by ancient Roman female heroines and what they show about ancient Roman social values.

Identify important figures in Roman history (whether legendary or historical).

Analyze the cultural and social values reflected in Roman legend and story.

Recognize and use appropriately Passive verbs in all tenses.

**Essential Questions**

What were the qualities that Romans considered admirable in a woman?

Who were the important figures, both legendary and historic, in ancient Rome?

What do these legends and stories tell us about ancient Roman values and mores?

How do I recognize and use the Present, Imperfect and Future tenses of a verb that is in the 3rd or 4th Conjugation?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT III: LEGENDS OF ANCIENT ROME  
SEMESTER ONE**

| <b>Standard</b>    | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|--------------------|---|---|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Share responses to the text in partner work as well as individual summative essays  |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Write a children's book in Latin telling the story of an ancient Roman hero/heroine |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Show mastery on vocabulary, grammar, and comprehension assessments                  |
| CCSS<br>SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Present and respond to information provided by the text, teacher or peers           |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT IV: ROMAN LAW (LFA LESSON V)**  
**SEMESTER ONE**

**Objectives**

Describe the legal system of ancient Rome.

Summarize Rome's contribution to western civilization in the area of government and law.

Recognize and use appropriately all the tenses of Participles, including the Ablative Absolute construction.

**Essential Questions**

How were Roman laws codified?

What was Rome's lasting impact upon western civilization?

How do I form and use Infinitives and Participles in Latin, and how do I recognize and use an Ablative Absolute?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT IV: ROMAN LAW (LFA LESSON V)  
SEMESTER ONE**

| <b>Standard</b>    | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>  |
|--------------------|---|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Share responses to the text in partner work as well as individual summative essays |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Compare and contrast the Roman and American electoral systems                      |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Show mastery on vocabulary, grammar, and comprehension assessments                 |
| CCSS<br>SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Present and respond to information provided by the text, teacher or peers          |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT V: ROMAN GOVERNMENT (LFA LESSON VI)**  
**SEMESTER ONE**

**Objectives**

Identify the principal leaders of the Roman state (consuls, praetors, tribunes and senators).  
Summarize Rome's contribution to western civilization in the area of government and law.  
Recognize and use appropriately Infinitives and Participles, including the Indirect Statement construction.

**Essential Questions**

What was the Roman form of government, and who were its principal office holders?  
What was Rome's lasting impact upon western civilization?  
How do I form and use Infinitives in Latin, and how do I report the speech of another?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT V: ROMAN GOVERNMENT (LFA LESSON VI)**  
**SEMESTER ONE**

**Objectives**

Identify the principal leaders of the Roman state (consuls, praetors, tribunes and senators).  
Summarize Rome's contribution to western civilization in the area of government and law.  
Recognize and use appropriately Infinitives and Participles, including the Indirect Statement construction.

**Essential Questions**

What was the Roman form of government, and who were its principal office holders?  
What was Rome's lasting impact upon western civilization?  
How do I form and use Infinitives in Latin, and how do I report the speech of another?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT V: ROMAN GOVERNMENT (LFA LESSON VI)  
SEMESTER ONE**

| <b>Standard</b>    | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>  |
|--------------------|---|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Share responses to the text in partner work as well as individual summative essays |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Create an epitaph employing typical language and themes                            |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Show mastery on vocabulary, grammar, and comprehension assignments                 |
| CCSS<br>SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Present and respond to information provided by the text, teacher or peers          |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT VI: RELIGION AND THE AFTERLIFE (LFA LESSON VIII)**  
**SEMESTER ONE**

**Objectives**

Summarize Roman attitudes towards the dead and the afterlife as reflected in stories of ghosts and spirits.

Describe a typical Roman funeral, tomb and epitaph.

Assess the social position of Oracles, Sibylls, and other magical practitioners.

Express hopes, fears and wishes in the Subjunctive mood.

**Essential Questions**

What do Roman stories tell us about Roman views of the dead and the afterlife?

How did the Romans treat and honor their dead?

Who were the Oracles and Sibylls, and what role did they play in the Roman psyche? What other practitioners of magic were there?

In what situations do I use the Subjunctive mood, and how do I recognize and form the Present and Imperfect tenses of the Subjunctive?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**



**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT VI: RELIGION AND THE AFTERLIFE (LFA LESSON VIII)  
SEMESTER ONE**

| <b>Standard</b>    | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>  |
|--------------------|---|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Share responses to the text in partner work as well as individual summative essays |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Create an epitaph employing typical language and themes                            |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin grammar and usage when writing or speaking.  | Show mastery on vocabulary, grammar, and comprehension assessments                 |
| CCSS<br>SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Present and respond to information provided by the text, teacher or peers          |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT VII: MEALS AND CELEBRATIONS (LFA LESSON X)**  
**SEMESTER ONE**

**Objectives**

Students will be able to:

Identify typical Roman foods and describe dining customs.

Describe a typical Roman funeral, tomb and epitaph.

Assess the social position of Oracles, Sibylls, and other magical practitioners.

Express hopes, fears and wishes in the Subjunctive mood.

**Essential Questions**

What do Roman stories tell us about Roman views of the dead and the afterlife?

How did the Romans treat and honor their dead?

Who were the Oracles and Sibylls, and what role did they play in the Roman psyche? What other practitioners of magic were there?

In what situations do I use the Subjunctive mood, and how do I recognize and form the Present and Imperfect tenses of the Subjunctive?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT VII: MEALS AND CELEBRATIONS (LFA LESSON X)  
SEMESTER ONE**

| <b>Standard</b>    | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>  |
|--------------------|---|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Share responses to the text in partner work as well as individual summative essays |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Create an epitaph employing typical language and themes                            |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin grammar and usage when writing or speaking.  | Show mastery on vocabulary, grammar, and comprehension assessments                 |
| CCSS<br>SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Present and respond to information provided by the text, teacher or peers          |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT I: JULIUS CAESAR AND HIS ARMY (LFA UNIT V INTRODUCTION)**  
**SEMESTER TWO**

**Objectives**

Summarize the important events in Julius Caesar's life and their effect upon current and future events at Rome.

Evaluate the qualities that made Julius Caesar an effective leader.

Describe the Roman army and its situation at the beginning of the Gallic Wars.

**Essential Questions**

Who was Julius Caesar, and what events shaped his life and career? What was his impact upon Rome?

What qualities make someone an effective leader?

What were the important parts of the Roman army, and what made it such an effective military machine?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT I: JULIUS CAESAR AND HIS ARMY (LFA UNIT V INTRODUCTION)**  
**SEMESTER TWO**

| <b>Standard</b>    | <b>Grade Level Expectations</b>   | <b>Evidence of Learning</b>   |
|--------------------|---|---|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Describe the Roman army and summarize arguments regarding its effectiveness       |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Create a comprehensive and artistic timeline of important events in Caesar's life |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Show mastery on vocabulary, grammar, and comprehension assessments                |
| CCSS<br>SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Assess Caesar's impact on the Roman Republic                                      |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT III: ORGETORIX AND HIS TRIAL (LFA LESSON LI AND LII)**  
**SEMESTER TWO**

**Objectives**

Identify on a map Gaul's major geographical regions and peoples.

Analyze how Caesar presents himself and the Gauls in his commentarii, and evaluate his trustworthiness as a source.

Identify Caesar's possible motives in deciding to go to war in Gaul and in his depiction of the Gallic tribes.

Define the Roman concept of "virtus."

**Essential Questions**

Where was Gaul and who were its inhabitants in Caesar's time?

How does Caesar portray himself and how does he portray the Gauls in his commentarii? Does the text show evidence of bias?

How are characteristic Roman values displayed in the text, and what are the purposes and effects of Caesar's style and language choices?

Why do wars happen, and how do individuals use propaganda to manipulate social opinion and influence present policy?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT III: ORGETORIX AND HIS TRIAL (LFA LESSON LI AND LII)  
SEMESTER TWO**

| Standard           | Grade Level Expectations  | Evidence of Learning   |
|--------------------|---|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Use structural and grammatical cues to decode authentic Latin sentences; Analyze the effect of word choice and literary devices on readers of Caesar's works |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content.   | Create a map of Gaul at the time of conquest   |
| CCSS<br>RI11-12.3  | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   | Summarize Caesar's goals and aims in his writings  |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Write a postcard from a front-line Roman soldier's.  |
| CCSS SL.11-12.1    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Assess Caesar's long-range goals in invading Gaul  |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT III: ORGETORIX AND HIS TRIAL (LFA LESSON LI AND LII)**  
**SEMESTER TWO**

**Objectives**

Identify Orgetorix and summarize the events before, during and after his trial.

List the preparations taken by the Helvetians to migrate.

Examine Caesar's account and analyze its effect and purpose.

Make reasonable inferences using textual evidence regarding Orgetorix's motives and the Helvetian desire to migrate.

**Essential Questions**

In what way does Caesar portray Orgetorix?

What motivated Orgetorix (according to Caesar)? What other possible motivations might he have had?

How does Caesar's account of Orgetorix reinforce or challenge Roman stereotypes of the Gauls?

What were the considerations and arguments that convinced the Helvetians to leave their territory and set out for the coast (according to Caesar)? What other possible considerations might there have been?

How does Caesar use characterization to develop key themes?

How does the text confirm characteristic Roman values?

What evidence of bias (if any) is shown in the text?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**



**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT III: ORGETORIX AND HIS TRIAL (LFA LESSON LI AND LII)  
SEMESTER TWO**

| Standard           | Grade Level Expectations  | Evidence of Learning   |
|--------------------|---|--|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Analyze how Caesar builds a portrait of Orgetorix in individual and partner work |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Summarize the probable effect of Caesar's words upon his Roman audience          |
| CCSS<br>RI11-12.3  | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   | Summarize the situation among the Gallic tribes at the time of conquest          |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin grammar and usage when writing or speaking.  | Write a letter or postcard from a Gaul's point of view.                          |
| CCSS<br>SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Assess the political impact of Caesar's moves and decisions                      |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT IV: CAESAR RESPONDS WITH WAR (LFA LESSON LIII & LIV)**  
**SEMESTER TWO**

**Objectives**

Summarize the events leading up to the Helvetian incursion into the Roman province and Caesar's decision to go to war over it.

Examine Caesar's account and analyze its effect and purpose, including the unspoken political and economic factors behind his decision.

**Essential Questions**

What events convinced the Helvetians to go through the Roman province?

How does the text confirm characteristic Roman values, including its sense of mission and its imperialism?

How does Caesar represent himself and the Helvetians, and for what purpose?

What qualities of leadership does Caesar reveal, and what strengths and weaknesses of character?

What are the perceived purposes, benefits and costs of empire?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT IV: CAESAR RESPONDS WITH WAR (LFA LESSON LIII & LIV)**  
**SEMESTER TWO**

| Standard           | Grade Level Expectations  | Evidence of Learning  |
|--------------------|---|---|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Analyze the word choices and rhetorical devices used by Caesar to present the case against the Helvetians           |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Summarize the Helvetian situation and actions   |
| CCSS<br>RI11-12.3  | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   | Analyze the effects of the Helvetian migration on western Europe  |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin grammar and usage when writing or speaking.  | Write a postcard (in Latin) from a Helvetian warrior's point of view.   |
| CCSS SL.11-12.1    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Assess whether the Helvetians were justified in leaving their territory and trying to go through the Roman province |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT V: ROMAN VICTORY (LFA LESSON LIX)**  
**SEMESTER TWO**

**Objectives**

Students will be able to summarize the events leading up to and following the Helvetian defeat.  
Students will be able to analyze the effectiveness of Caesar's postwar reconstruction plans.

**Essential Questions**

What are the effects of war on women, children and other noncombatants?  
What are the perceived purposes, benefits and costs of empire?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE  
UNIT V: ROMAN VICTORY (LFA LESSON LIX)  
SEMESTER TWO**

| Standard               | Grade Level Expectations  | Evidence of Learning   |
|------------------------|---|--|
| CCSS<br>RI.11-<br>12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Analyze the word choices and rhetorical devices used by Caesar to present Rome's victory against the Gauls |
| CCSS<br>W11-12.2       | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Summarize the Helvetian situation and actions  |
| CCSS<br>RI11-12.3      | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   | Analyze the effects of the Helvetian defeat on western Europe  |
| CCSS<br>L11-12.1       | Demonstrate command of the conventions of standard Latin grammar and usage when writing or speaking.  | Write a postcard (in Latin) from a Roman soldier's point of view.  |
| CCSS<br>SL.11-<br>12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Assess whether Caesar was justified in his attack on the Helvetians  |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT VI: ETHNOGRAPHY OF THE GERMANS (LFA LESSON LXXVI – LXXXI)**  
**SEMESTER TWO**

**Objectives**

Students will be able to describe the Druids, their practices and their role in Gallic society as given by Caesar.

Students will be able to identify principal practices of the Germans as given in the text, and analyze the text's point of view.

Students will be able to summarize Caesar's account of forest animals.

**Essential Questions**

In what way does Caesar portray the various non-Roman peoples described in his text?

To what extent does Caesar reinforce or challenge Roman stereotypes?

How does the text confirm characteristic Roman values?

How does Caesar use characterization to develop key themes in his treatment of the Germans?

**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT VI: ETHNOGRAPHY OF THE GERMANS (LFA LESSON LXXVI – LXXXI)**  
**SEMESTER TWO**

| Standard           | Grade Level Expectations  | Evidence of Learning  |
|--------------------|---|---|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Analyze the word choices and rhetorical devices used by Caesar in his depiction of the Germans. |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Create a visual of German social and cultural practices as described by Caesar                  |
| CCSS<br>RI11-12.3  | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   | Analyze how Caesar's opinion of the Germans both reflected and influenced Roman foreign policy  |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Create an illustrated encyclopedia entry for one of the animals described by Caesar             |
| CCSS SL.11-12.1    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Assess how Caesar's account reflects underlying Roman stereotypes about the Germans             |

**LATIN III / IV HONORS ECE LATIN PROSE**  
**UNIT VI: ETHNOGRAPHY OF THE GERMANS (LFA LESSON LXXVI – LXXXI)**  
**SEMESTER TWO**

| Standard           | Grade Level Expectations  | Evidence of Learning  |
|--------------------|---|---|
| CCSS<br>RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Analyze the word choices and rhetorical devices used by Caesar in his depiction of the Germans. |
| CCSS<br>W11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Create a visual of German social and cultural practices as described by Caesar                  |
| CCSS<br>RI11-12.3  | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   | Analyze how Caesar's opinion of the Germans both reflected and influenced Roman foreign policy  |
| CCSS<br>L11-12.1   | Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.  | Create an illustrated encyclopedia entry for one of the animals described by Caesar             |
| CCSS SL.11-12.1    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Assess how Caesar's account reflects underlying Roman stereotypes about the Germans             |



## LATIN III / IV HONORS ECE LATIN PROSE PACING GUIDE

| Unit or Grade Level Expectations                  | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|-------------|-------------|-------------|-------------|
| Unit I: Patria Potestas                           | X           |             |             |             |
| Unit II: Wealth and Influence                     | X           |             |             |             |
| Unit III: Legends of Ancient Rome                 | X           |             |             |             |
| Unit IV: Roman Law                                | X           |             |             |             |
| Unit V: Roman Government                          |             | X           |             |             |
| Unit VI: Religion and the Afterlife               |             | X           |             |             |
| Unit VII: Meals and Celebrations                  |             | X           |             |             |
| Unit I: Julius Caesar and his Army                |             |             | X           |             |
| Unit II: The Helvetians and the Geography of Gaul |             |             | X           |             |
| Unit III: Orgetorix and his Trial                 |             |             | X           |             |
| Unit IV: Caesar Responds with War                 |             |             |             | X           |
| Unit V: Roman Victory                             |             |             |             | X           |
| Unit VI: Ethnography of the Germans               |             |             |             | X           |

(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)

### RESOURCES

Latin for Americans Book I. Eighth Edition. B.L. Ullman, Charles Henderson Jr. and Norman E. Hentry. Glencoe McGraw-Hill. 1997.

de Bello Gallico Books I and VI, Bristol Press

Quizlet.com

Tarheelreader.com

Teacher-created materials